

ANCIENT GREECE

Who were the ancient Greeks and how do we use ancient Greek ideas today?

About this unit

In this unit children find out about the way people lived in the ancient Greek empire. They use a range of archaeological and written sources, select and record information and interpret the past in different ways. They use their own experience, particularly of being at school, as a springboard to find out about the influence that the ancient Greeks continue to have on our lives. Children use a wide range of sources, including archaeology, to find out about the ancient Greeks and compare a past society with society today.

Main Aims

- To teach a range of history/social science concepts within the context of a study of life in Ancient Greece and to develop the children's sense of chronology; the range and depth of their historical knowledge and understanding; their appreciation of different interpretations of history;
- To develop a range of thinking skills by providing opportunities for children to tackle problems and to identify, classify, evaluate, predict, interpret, extrapolate and analyse information from models, pictures, maps and books, a series of television programmes on video including photographs and video of artefacts.
- To develop the children's skills of historical enquiry and use of evidence and their ability to organise and communicate their awareness and understanding of history in a variety of ways by providing access to reference and resource materials, and opportunities for children to question, to experiment and to find, examine, collate and record information.
- To develop a range of social skills and children's abilities to exercise empathy and to co-operate with each other by providing opportunities for them to work together in pairs and small groups.

Expectations

At the end of this unit most children will be able to:

place the ancient Greek civilisation accurately on a time line and demonstrate their understanding of BC and AD; describe important features of life in ancient Greece, and compare life in different city states; explain some of the beliefs of the ancient Greeks and why they held them; understand the reasons for and results of key events; interpret an event from one perspective and in so doing show an appreciation of other possible interpretations; select and combine information from written and archaeological sources; know the ways the ancient Greeks influenced their own and others' lives today; give reasons why the way of life in ancient Greece and life today are different in some ways; select and combine information from a range of sources to answer specific questions about the past; interpret an aspect of the lives of the ancient Greeks in order to recreate it; produce a summary of what they have found out, as a structured, extended piece of writing;

Some children will not have made so much progress but will be able to:

know that the ancient Greek civilisation was a long time ago; describe some features of life in ancient Greece; know some of the ancient Greek gods, and what they represented; select information from one or two sources; know about the way of life of the ancient Greeks; select information from individual sources to answer questions about the past; know that the ancient Greeks have influenced school life today; produce a structured summary of what they have learnt

Some children will have progressed further and will be able to:

compare aspects of ancient Greek civilisation and society today; compare different interpretations of events and give reasons for the differences; understand strengths of and similarities between different sources of information; select and combine information to produce extended descriptions of aspects of life in ancient Greece; give reasons why we use ideas from ancient Greece today; compare and contrast the ancient and modern versions of the Olympic games; work independently to produce a structured account of the Greek legacy using dates and terms as appropriate

Vocabulary

In this unit, children will have opportunities to use:

- words associated with the study of ancient Greece, e.g. legacy, civilisation
- words derived from the Greek language, e.g. alphabet, technology, history, geography, telephone
- words associated with the passing of time, e.g. ancient, BC, AD
- words associated with Greek architecture, e.g. sculpture, column, frieze, capital
- the meaning and spelling of prefixes and suffixes derived from Greek
- words associated with ancient Greece, e.g. city state, empire, democracy, government, slaves, citizen
- words associated with the ancient Greek polis(!), e.g. acropolis, temple, theatre, Parthenon, stadium, gymnasium
- words associated with warfare, e.g. enemies, hoplite, armour, weapons, tactics, Persian, Marathon

Resources

- pictures of (modern) Greece
- a map of the ancient Greek empire and surrounding territories
- postcards/pictures of ancient Greek pottery
- plans/drawings/pictures of the Acropolis, Marathon and Greek temples
- stories of Greek myths and legends

- replica ancient Greek clothing/materials to make models of Greek theatre masks (c.f. design technology project)
- a range of reference books about ancient Greece including Follens Ancient Greece: books/teachers' resources/Ideas bank, Ginn Ancient Greece: Teachers' Resource
- information sources on the Olympic games, including pictures of Olympia and buildings, a timetable and description of events, reference books
- a dictionary that includes descriptions of the origins of words
- a copy of the Greek alphabet for every child
- pictures of Greek coins, inscriptions on buildings, memorials, vases and sculptures
- a range of written and picture sources about school life and famous Greek scholars, e.g. Pythagoras, Euclid, Herodotus, Archimedes, Hippocrates
- postcards or pictures of remains of ancient Greek buildings and of famous local or national buildings in classical style
- range of web sites connected with the theme of Ancient Greece
- video or printed material about the modern Olympic games
- a classroom display including a labelled plan of the excavated remains of ancient Olympia

The Study of Ancient Greece will continue into the Spring Term 2004

Units of study for the Spring Term are:

Ancient Greek religion: Who did the ancient Greeks worship and why?

What was life like in Sparta?

What were the similarities and differences between Athens and Sparta?

Greek warriors and warfare

What made ancient Greek fighters so powerful?

Was the battle of Marathon a great victory for the ancient Greeks?

What did the ancient Greek great thinkers contribute to our knowledge of history, geography and other school subjects?

What has been passed down to us from the ancient Greeks? Which is the most important? Why?

Unit 1. Where and when was ancient Greece?

Objectives

Children should learn:

- about the location, climate and terrain of Greece
- to place the ancient Greek civilisation in time
- that the ancient Greek civilisation occurred 'BC' /'BCE'
- that ancient Greek civilization changed and developed over time
- that ancient Greece consisted of city states

Activities:

Children use pictures to identify information about the climate of Greece, the landscape and terrain, the buildings, etc. discuss responses, record them together.

The climate of Greece is: hot, dry summers, Autumn southerly winds, wet winters being cold in mountains but warmer in the south and east.

Natural resources: limestone, marble, clay and timber. Small quantities of precious metals.

Discuss with the children what ancient means and place the period of the ancient Greek Empire on the class time line.

Discuss or recap on BC and AD and relate these to periods of history that the children have already covered in school

Finding Greece on a map of the world.

Marking Greece, major cities, islands and seas on a map of the area.

The landscape of Greece: the rugged coastline, mountainous countryside with small fertile plains.

Discuss the physical features and highlight the difficulty of travel, *e.g. Would it be easiest to travel by sea or land?*

Relate this to the idea of city states, which were isolated from each other by the difficulties of communication; relate to the geography of Egypt and the development of the ancient Egyptian civilisation

Tracing the early history of Greece from the first settlers, through the Mycenaean civilisation to the Dark Ages.

Emerging from the Dark Ages (story/problem solving simulation): choosing an area to settle, choosing a site for your farm, making the settlement safe, explaining choice of site, development of settlements with the acropolis becoming the place for religious buildings etc.

Learning outcomes:

- children can locate Greece on a map and ancient Greece on a time line
- children can discuss the climate and physical features of the Greek mainland and islands
- children recognise that ancient Greece is located BC and that more recent periods in history are AD
- children know that ancient Greek civilisation changed and developed over many hundreds of years

Unit 2. What was an ancient Greek Polis like?

Objectives

Children should:

- learn about the organisation/layout of a polis including the acropolis
- use vocabulary associated with a polis
- compare an ancient Greek agora with our market
- learn that Greek architectural and mathematical ideas directly and indirectly influence buildings around us

Activities:

The organisation of Ancient Greece into City States (polis).

The structure of a polis - the acropolis, the dwellings and public buildings, the agora (market) and stoa, the sports stadium and gymnasium, the theatre, the city wall, the farm land, outlying villages.

The functions and activities of the agora; comparing the agora with a modern British market.

The City State of Athens: The Acropolis. The naming of Athens. The buildings of the acropolis. The building of the Parthenon.

Learning outcomes:

- children know the key features and buildings of an ancient Greek polis
- children identify similarities and differences between an ancient Greek market and our markets
- children recognise that ancient Greece is located BC and that more recent periods in history are AD
- children recognise that ancient Greek civilisation changed and developed over many hundreds of years

Unit 3a. What was life like in ancient Athens?

Objectives

Children should:

- learn about homes and daily life in ancient Greece
- relate the design of ancient Greek homes to the climate and available materials
- compare ancient Greek homes and modern British homes
- use a range of sources to learn about the everyday lives of free men, women, slaves and children in Athens
- use a range of sources to make deductions about what life at school was like in ancient Greece
- consider why school life was different for children living in ancient Greece than school life today

Activities:

Homes: The design of homes and other buildings in Ancient Greece with reference to the climate and available materials (thickness of walls, courtyard, small windows). Furnishings and materials used. Comparing Ancient Greek homes with modern British homes (including furniture and storage methods). Developments in the design of homes in Ancient Greece. Explaining the developing design.

Children's lives: the treatment of children from birth. Birth celebrations and naming children. Education. Toys and games. Comparing the treatment of boys and girls. Schools in ancient Athens.

Men's lives: The farming calendar. Animals kept, crops grown and their uses. The layout of a farm. The importance of the olive. The olive harvest as evidenced by the famous vase painting. The importance of the grain harvest (especially wheat). Trades and crafts in Ancient Greece: The evidence of vase paintings. Key patterns and the changes in styles of decoration of vases (key features of Geometric period, Archaic period, Athenian black and red figure ware, Hellenistic period). Styles of sculpture (key features of Archaic period, Classical period, Hellenistic period).

Women's lives: The daily lives of women, rich and poor; main jobs and responsibilities of a wife; evidence from Xenophon and from vase paintings. Processes of making cloth. Comparing lives of rich and poor women.

Slaves lives: The jobs of slaves; their relationships with free men. The treatment of slaves.

Learning outcomes:

- children identify similarities and differences between ancient Greek homes and modern British homes
- children explain some of the differences in terms of climate
- children develop appropriate inferences, deductions and explanations in relation to the everyday lives of people living in ancient Athens
- children explain some of the differences between their own school lives and that of children in ancient Greece
- children shown an understanding of the types of evidence from ancient Greece that historians have available to them

UNIT 3b: What were the similarities and differences between Athens and Sparta?

Objectives

Children should learn:

- what is meant by democracy
- some of the ideas of people living in Athens and Sparta

Activities:

Locate Athens and Sparta on a map and ask the children to describe their location. Comment on the fact that these two states had their own laws, money, rulers, etc and were rivals.

The structure of Spartan society and its government. The life-style of men, women, children and slaves in Sparta. Relationships with foreigners; trade; alliances. Comparing these aspects of life in Sparta with those of Athenians.

Prepare a number of conflicting statements, e.g. We welcome writers, no writers here; we welcome visitors, we throw out visitors; we like books and free speech, no reading here; our boys go to school, our boys train to be soldiers; we trade with everyone, we do not allow trade; the sea is important to us, we control the states around us to protect us; our women must not be seen outside the house on their own, our women train to be soldiers and are fit; we allow every citizen to discuss new laws and vote on them and we call it democracy, we have strict rules and expect them to be followed and our kings make our decisions.

Ask the children to sort the statements under the headings: 'Athens near the sea, outward-looking and adventurous', 'Sparta land-locked, inward-looking and nervous'. Ask children to decide whether they would prefer to live in Athens or Sparta. Why?

Learning outcomes:

- know that Athens and Sparta were city states and governed themselves
- distinguish between the beliefs of the Athenians and Spartans and know some reasons why they held those beliefs

UNIT 4: Religion of the Ancient Greeks

The gods and goddesses; their characteristics, "life stories" and their "family tree". Creation legends. The nature of the Greek gods, the belief that destiny was decided by the fates, the legendary stories showing the involvement of the gods in the lives of men. Temples, festivals and worshipping the gods (the Parthenon). The Oracles (Delphi), omens and soothsayers. The mystery cults. Death, the Underworld, funerals, tombs and belief in the afterlife.

Who did the ancient Greeks worship and why?

Objectives

Children should:

- to deduce information about Greek beliefs and religious practices from pictures of buildings
- about the beliefs of the ancient Greeks
- to compare the beliefs of the ancient Greeks with those of other cultures

Activities:

Discuss with the children plans of the Acropolis and pictures of temples, *e.g. their size, the decoration, the materials they are made from*. Ask the children to locate Mount Olympus on a map. Introduce it as the home of the gods and recap or introduce myths and legends. Ask each child to read a story about a different Greek god and complete a three-column grid with the column headings: 'Name of the god', 'Symbol of the god', and 'The aspect of the world the god is responsible for'. Ask each child to feed back the main points of their story to the rest of the class who listen and complete their grid for each of the gods.

Tell the children that stories about the gods were often included in plays performed in Greek theatres. Ask them to produce a storyboard for the story they read, which they could use as the basis of a play script.

Learning outcomes:

- make observations and inferences from pictures and plans of buildings
- answer questions showing understanding of myths and legends
- show that they can connect one or more Greek gods with their symbols and areas of responsibility by completing the grid
- show that they know the main points in the story of one Greek god
- answer questions and show that they understand that Greek gods had some human characteristics and that they helped the Greeks to explain the world around them

Unit 5. What did the ancient Greeks do for us?

The legacy of the ancient Greek civilisation.

Unit 5a. Sport and the legacy of the ancient Greeks

How are the modern Olympic Games like the ancient Olympic Games?

Objectives

Children should:

- to appreciate the range of different sources of information that can be used to find out about the ancient Greeks
- that different sources can provide different kinds of information
- develop questions to find out about the ancient Greek games and why they took place
- learn about the main features of the ancient Olympic games
- compare the ancient and the modern games

Activities:

The modern Olympic games: *Why are the games held? How often are they held? Who takes part? How do they prepare for the games? What are the different events? What prizes do the winners receive? Who watches the games?* List the questions on one large sheet of paper and the answers on another.

Ask the children to recall the different sources they have used to find out about the ancient Greeks. List the sources on the board.

Children to work out the questions they need to ask to find out about the Olympic Games in ancient Greece. Discuss the children's ideas and agree a set of suitable questions

Children use their questions to structure their investigations as they read and find out about the ancient Olympic Games.

Some groups can be given 'information packs' on the Olympic games and a set of statements about the games. Ask them to look for information on the buildings, the events and the purpose of the games, and use this information to select statements that describe the games, *eg It was a time for all the city states to come together. It was a competition when the city states could show how strong they were. The Olympic games were a religious festival to worship Zeus. Women and slaves could not enter the games.*

Discuss how the ancient Olympics differed from the modern version. Ask them to suggest possible reasons for the differences. The information can be recorded on a Venn diagram, or in a two-column grid with the columns labelled 'ancient' and 'modern', and the rows labelled 'Location', 'Reason for games', 'Events', etc.

Learning outcomes:

- devise appropriate questions for the enquiry
- find answers to the questions using a range of sources of information
- use a range of appropriate sources to find out about the ancient Olympic games
- describe and explain similarities and differences between ancient and modern games

Unit 5b. Theatre and the legacy of the ancient Greeks

What happened at the ancient Greek theatre?

Objectives

Children should:

- to deduce information about an aspect of the Greek way of life from pictures of buildings and texts
- to combine information from several sources
- about the role of the theatre in the way of life of the Greeks
- to structure work in the form of a play

Activities:

Ask the children to look at the plans of the Acropolis and locate the theatres.

Ask them to use the plans and a range of texts to find out as much as possible about Greek theatres, *e.g. the shape, how many people could attend a performance, the position of the stage.*

Draw their attention to the altar and emphasise that the theatre was part of religious festivals.

Ask them to find out about the sort of plays the ancient Greeks went to see and whether slaves and citizens went to the theatre.

Tell the children they are going to work in groups to present a short play in the ancient Greek style.

Discuss the information they need, *e.g. Who were the actors? How many would have had speaking parts? What costumes did they wear? What props did they have? What tasks have to be done?*

Help the children shape these ideas into a 'work schedule' for the production of the plays.

Divide the children into groups and ask each group to select one of the storyboards they produced, in the previous activity, to perform as a play.

Ask them to produce a script for the chorus, make the masks, select the costumes, etc. Ask each group to perform their play to the rest of the class and hold a vote on which is the best play.

Learning outcomes:

- recognise the main features of a Greek theatre
- understand the religious connections between theatre and religious festivals
- find out the sorts of plays the Greeks liked and who wrote them
- contribute to the preparation and performance of a play that demonstrates the key features of Greek drama

Unit 5c. Architecture

How have the ancient Greeks influenced our buildings?

Objectives

Children should:

- to deduce information about an aspect of the Greek way of life from pictures of buildings and texts
- to combine information from several sources
- that Greek architectural and mathematical ideas directly and indirectly influence buildings around us

Activities:

Introduction to Greek architectural features;

children identify key architectural features on the Parthenon and other buildings of the acropolis;

children to use a range of sources to make a collection of local and national buildings that show some 'classical' features.

Ask the children to identify decorative features, *e.g. column, capitals*, and investigate the use of proportion and the Golden Rectangle.

Discuss why this style of architecture has been used so widely, *e.g. the messages Victorian builders were giving by using this style.*

Learning outcomes:

- identify aspects of Greek culture in their local surroundings
- show understanding that Greek architectural ideas were prized by people living in recent times

UNIT 5d: What did the ancient Greek great thinkers contribute to our knowledge of history, geography and other school subjects?

Objectives

Children should learn:

- about the contribution made by ancient Greek scholars to our knowledge and understanding of the world
- to select information from encyclopaedias and summarise it appropriately for a specific purpose

Activities:

Produce two sets of cards: one stating the names of ancient Greek scholars and one stating their main discoveries or contributions to knowledge. Ask the children to use reference sources, *e.g. encyclopaedias, CD-ROMs*, to find out about each of the scholars and match them to their contributions. Discuss the children's answers.

Tell the children about CVs and the type of information they contain. Ask them to produce a CV for one of the scholars for a class display, including information that shows that the scholar contributed to our knowledge of geography, history, etc.

Learning outcomes:

- match the scholars to their contributions
- produce a CV of one of the scholars, including relevant information

UNIT 5e: What is the most important legacy of the ancient Greeks? Why?

Objectives

Children should learn:

- to summarise all that they have learnt about the legacy of the ancient Greeks
- to make judgements about the relative importance of the different contributions of the ancient Greeks to life today
- to select, organise and structure information in a piece of extended writing

Activities:

Discuss with the children what has been passed to our society from ancient Greeks. Use their responses to develop a skeleton plan for a piece of structured extended writing.

Ask the children to suggest the main points and then structure their suggestions to create paragraph headings. Ask them to summarise what they have learnt under the appropriate paragraph headings.

Ask the children to consider which contribution is the most important, and why. Ask them to draw or select a picture to represent what they consider to be the most important legacy.

Learning outcomes:

- select the main points from what they have learnt about the contributions the ancient Greeks have made to life today
- decide which contribution is the most important and give at least one reason for that selection
- produce a piece of structured, extended writing that answers the questions

Parallel units: Investigating Greek words and the Greek alphabet

a: Which Greek words do we use today and why?

Objectives

Children should learn:

- that many English words have Greek origins
- to identify some of the words and prefixes, suffixes and letter strings that indicate that a word has Greek origins

Activities:

Ask the children *What does the word history mean?* Record their suggestions and ask how they can find out the meaning of words. Give children dictionaries with definitions that include references to the origins of words. Once the children have discovered that the word 'history' has Greek origins, ask them to think about other school subjects and repeat the search.

Discuss with the children what it tells them about ancient Greeks if mathematics, geography and technology were originally Greek words. Ask them whether there are other words with similar prefixes and suffixes with Greek origins, *e.g. geo-, -ology, photo-, phon-, tech-, -phobia.*

Ask the children to find as many Greek words as they can and to produce a word bank or IT database with their findings. Set children the challenge of adding as many 'Greek' words as possible over the time they are working on the unit.

Learning outcomes:

- know that 'history' means 'enquiry'
- select words with Greek origins from a dictionary
- recognise that words with certain prefixes and suffixes are likely to be Greek in origin

b. Is the Greek alphabet like ours?

Objectives

Children should:

- that the ancient Greeks had their own written alphabet and language
- to recognise the similarities and differences between the English and Greek alphabets

Activities:

Give the children pictures showing inscriptions on Greek coins, buildings, memorials, vases and sculptures. Ask them to look carefully at the writing and copy as many words or letters as they can. Ask them whether they think the evidence shows the ancient Greeks had a written language. *Did they use the same alphabet as we use? What is similar? What is different? What does the word 'alphabet' mean?*

Give the children copies of the Greek alphabet showing the names of the letters and their sounds. Ask the children to discover which letters are the same and which are different from those used in English. Encourage them to try to pronounce the words they have copied from the inscriptions.

Learning outcomes:

- deduce that the Greeks had a spoken and written language
- copy accurately part, or all, of an inscription
- recognise the similarities and differences between the English and Greek alphabets

ADDITIONAL UNIT 1: What made ancient Greek fighters so powerful?

Objectives

Children should learn:

- to infer information about Greek wars and warfare from illustrations and maps

Activities:

Referring to maps, discuss with the children why the Greeks needed an army and a navy.

Give the children postcards or pictures of ancient Greek pottery, including some illustrating Greek soldiers fighting and ships. Discuss what information about Greek soldiers, weapons and ships can be gained from looking closely at the illustrations.

Ask the children to look closely at the decoration on the pots and to select ones that show soldiers and ships. Ask them to draw a detailed, labelled diagram of a Greek soldier showing his equipment, armour and weapons, and of a trireme (an ancient Greek warship). Discuss the armour the soldiers are wearing and the weapons they are carrying, and how the boats were powered, the number of rows of oars, and how the boats might have attacked enemies' boats. Discuss what made the men and weapons so powerful and if enemies are shown, how the Greek armour and weapons are different from those of the opposition. *Which side had the better weapons and armour. Why?*

Learning outcomes:

- give reasons why the Greeks needed a navy, *e.g. separate city states that argued with each other, many very long coasts and borders that required protection, wish to expand their empire*
- produce labelled drawings of Greek soldiers and ships on the basis of their observations
- infer information about the Greek army and navy from their observations

ADDITIONAL UNIT 2: Was the battle of Marathon a great victory for the ancient Greeks?

Objectives

Children should learn:

- the main characters and events of a key battle
- that the battle may be interpreted in different ways and why this is so
- that modern events may have connections with the past

Activities:

Tell the story of the Greek success against the Persian army at the Battle of Marathon, noting key characters and making a time line of events. Discuss with the children what happened. *What might the Athenians' view of the Spartan refusal to help have been? Why would the Athenians have been so proud of their success? What would the Spartan view of the battle have been? Why would the Greeks have built a temple at Marathon after the battle?*

Referring to a map, help the children to calculate or estimate how far it was from Marathon to Athens, and make the connection with the modern athletic event. Ask the children to recount the story of the battle from the point of view of either an Athenian or a Spartan and to illustrate their account.

Learning outcomes:

- complete a written account of the Battle of Marathon showing understanding of the perspective of either an Athenian or a Spartan on the battle
- explain why a marathon race is just over 26 miles long