

Curriculum Intent:

History Children will gain clear knowledge and understanding of Britain's past and that of the wider world, exploring significant events in history as well as acknowledging how these have impacted on society today.



Subject	Term	Unit	Year
History	Spring	The Ancient Greeks	Year 3
Prior knowledge Building on knowledge and skills		National Curriculum Focus	
<p><u>Year 1</u> Understand the significance Florence Nightingale and Mary Seacole had on modern nursing . Know what the NHS is. Understand how people accessed medical treatment before the NHS. Describe how a local doctor Dr Isaiah Baker helped the poor people of Hurst Hill before the NHS was invented. Describe the affects of an event in living memory – Covid 19 pandemic and how it affected the lives of ordinary people. Able to place events about history , beyond living memory, of flight on a time line. Able to observe and handle evidence from the past , asking questions. Say how Neil Armstrong and Amelia Earhart contributed to national and international achievements.</p> <p><u>Year 2</u> Investigated and learnt about events beyond living memory eg The Great Fire of London Explained similarities and differences between how we live today and in the past.</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. A study of a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	

Asked and answered questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Understood some of the ways in which we find out about the past and identify different ways in which it is represented.

Investigated the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. eg Samuel Pepys .

What?

Explore and know how the Greeks have impacted on our democracy and legal systems today. Ekklesia, boule and dikasteria. To know how the Greek alphabet and language influenced us. Know how the Greek alphabet and language influenced us. Explore Ancient Greek theatre and how it has influenced theatres today. To know what the Greeks believed. E.g religion polytheists - they believed in different gods and goddesses . Know that temples were built in their honour and they featured heavily in the stories of Greek mythology. To know how Greek architecture has influenced our buildings today. Doric, Ionic, and Corinthian. Look at local examples eg Himley Hall . To know what the Greek scholars discovered and developed, and why are they still remembered today. Pythagoras found ways to measure and describe shapes that we still use in maths today. Aristotle studied plants, animals and rocks. Socrates focused on how people should behave rather than on the world. He said that happiness came from leading a moral life rather than material possessions. To find out what impact the Greeks had on sport. The games began in 776BC in Olympia.

Why?	To know that History did not just take place here in the UK . To be familiar with the world history timeline and compare and contrast life in the UK and Ancient Greece at that same time . To know that key things we do or have today we have them because of the Ancient Greek civilization . eg democracy – a modern British value , the theatre, our English language , our buildings and shapes in mathematics.
How?	Now Press Play – Ancient Greece this will then link to extended writing as a diary entry for the slave girl character. Looking at artefacts from Dudley Library Services. Resource books from Dudley Library Services . Assembly presented to the school using songs from “The Ancient Greeks “ out of the ark music company. Greek experience day when children dress up from home and take part in Olympic sports taste Ancient Greek food listen and write Aesop’s fables and make clay pots. Looking at pictures and paintings . Looking at photos of local architecture.

Key vocabulary			
Acropolis	A fortified building within a city. It is usually located on top of a hill in the centre of the city.	Consequence	The results or effects of someone’s or something’s actions.
Jurors	Men who were randomly selected every day to try criminals in the dikasteria (popular courts).	Philosophy	A way of thinking about the world, the universe, and different parts of society.
Architecture	The art of designing and creating buildings. Greek architecture made use of a lot of mathematics.		
Myths	A story often describing the adventures of beings with more than human powers.		

	The study of myths is called mythology		
Athenians	The citizens (people who lived in Athens) who invented democracy.		
Olympics	An athletic event held by the Ancient Greeks every four years.		

End of unit - Key Questions

1. When and where did the Ancient Greeks live?
2. How was Ancient Greek society organised and how has it impacted on our society today ? Laws and democracy
3. How has the Ancient Greek alphabet and language influenced us today?
4. What were Ancient Greek theatres like?
5. What did the Ancient Greeks believe in? Can you identify Greek gods and goddesses?
6. How has the way Ancient Greeks built their buildings influenced our buildings today?
- 7 How have Pythagoras , Aristotle and Socrates thinking affected how we think today?
8. What impact did the Ancient Greeks have on sport today?

Key learning

Objective	Learning
Can I explain when and where the Ancient Greeks lived?	<div style="text-align: center; border: 1px solid black; background-color: #e0e0e0; padding: 2px; margin-bottom: 5px;">BC: Before Christ – years travel towards 0.</div> <div style="text-align: center; border: 1px solid black; background-color: #e0e0e0; padding: 2px; margin-top: 5px;">AD: Anno domini – years travel away from 0.</div> <p style="margin-top: 10px;">Take the class to the school time line and find the Stone Age , Bronze Age and Iron Age . Locate where 1200 BC would be found and put a</p>

post it then put a post it on 146 BC . This is the Ancient Greek time in History.

Back in class look also at the world history timeline from the working wall. Remind children of the meaning of BC and AD. Note that the Ancient Greeks are in the same time in history as the Bronze Age and Iron Age in the UK .Point out we will be comparing life in UK and Greece at this time .

Draw a time line in their books to show the time of the Ancient Greeks and also mark on Stone Age , Bronze Age and Iron Age . Use the atlas , globe and world map to locate Greece . Note the capital city , seas, mountains and islands. The countries surrounding it and its position in relation to the UK.. From the globe of the world note how south it is positioned compared to the UK and what weather it has. Comment the climate can make a difference how the ancient people ate grew crops and built homes. Junior Atlas pages 32-33 and 30-31

Mark on a map of Greece - Athens ,Mount Olympus Aegean Sea, Ionian Sea and the Mediterranean Sea .

Can I explain how Greek society was organised ?

Society There was not one country called 'ancient Greece'. Instead, Greece was made up of 'city states', each with its own government, army and laws. A city state included the city at the centre of it as well as the surrounding villages and countryside. Important and powerful city states of ancient Greece included Athens, Sparta and Corinth. These city states often fought against each other.

Around 508 BC, Cleisthenes (a leader of Athens) introduced a system called 'demokratia'. This is where the word 'democracy' comes from.

Democracy is a system where the citizens of a country are involved in the way the country is run. Citizens might be directly involved in making decisions or they have voted for representatives who make those decisions.

An important aspect of democracy is that people have a voice in the running of their country.

Democracy means '**rule by the people**'.

The Greek word **dêmos** means people and **krátos** means **rule or strength**. Historians believe that some other city states are likely to have governed through democracy but it is only Athens they have evidence for. Athens is the first recorded example of democracy.

There are two types of democracy:

When citizens are personally involved in government, this is called a direct democracy. When citizens have elected representatives to run the country, this is called a **representative democracy**.

In most modern-day democracies, countries are run by a representative democracy. Citizens vote for representatives to represent their interests,

rather than the citizens voting for specific issues. These representatives usually belong to a political party. This is how the UK is run today . In ancient Athens, the system of government was direct democracy. Citizens voted on each issue that needed to be decided rather than electing representatives to make each decision for them.

Democracy in Ancient Athens

There were three main parts to the system of democracy in Ancient Greece:

The Ekklesia –

made decisions by majority vote.

The Boule –

decided what issues to take to vote.

The Dikasteria – jurors who dealt with crimes.

Listening to the opinions of other people and debating issues was an important part of ancient Greek democracy.

After debating issues, the ancient Athenians would vote.

In the dikasteria and the boule, the chosen representatives would vote but when decisions were made by the ekklesia, every citizen of Athens was asked to attend and vote if they were able to.

Voting

Historians believe that although the ancient Greeks sometimes put their arms in the air to vote on issues, they mostly used pebbles to vote.

There would be two **urns**, one for ‘yes’ and one for ‘no’. Citizens would place their pebble into the urn of their choice to cast their vote. The urn with the most pebbles would win the vote.

Role play a proposal and a vote showing democracy.

Can I explain how the Greek language and alphabet has affected our lives today?

Display and say together the Greek alphabet .

Discuss the similarities and differences with the English alphabet we use today .

Write words and names using the Ancient Greek alphabet.

Explore words we use today that come from Ancient Greek words eg

Music, galaxy, Europe, planet, telephone, panic, marmalade, geography and antique.

Can I describe Ancient Greek

The Ancient Greeks loved telling stories and watching them . They built theatres to act out the stories for people to watch them . Ensure children understand we have theatres today – buildings with a stage and seats for the audience to watch the show.

<p>theatres and how have they influenced our theatres today?</p>	<p>Look at a picture of an Ancient Greek theatre note it is outside why? Look how it is arranged. Label spectators, stage orchestra, chorus .</p> <p>Note how theatres for us today are set out in a similar way . The was music and dancing.</p> <p>The Ancient Greeks had 3 types of plays. Coy – which made you smile and laugh. Tragedy which made you sad.</p> <p>Satire which made fun of someone.</p> <p>The actors wore masks which showed what they were feeling.- show examples of these.</p> <p>There were no women actors instead women’s parts were played by men behind a mask and not speaking.</p>
<p>Can I explain what the Ancient Greeks believed in</p>	<p>The ancient Greeks believed in many different gods and goddesses. The most powerful 12 lived on the top of Mount Olympus. This is where meetings were held and arguments were settled. Look at their map from week 1 when they labelled Mount Olympus.</p> <p>There were some very powerful gods who did not actually live on Mount Olympus, such as Hades, god of the underworld.</p> <p><u>Zeus</u></p> <p>Zeus was the most powerful of all the gods. He was god of the sky and the King of Mount Olympus.</p> <p>He was married to the queen of the gods, Hera.</p> <p>His temper affected the weather, and when he was angry he threw thunderbolts.</p> <p><u>Hera</u></p> <p>Hera was the wife of Zeus. She was powerful and beautiful but very jealous and vain. Hera was the goddess of marriage, families and birth and acted as the protector of married women. Hera’s sacred animal was the peacock and a pair of peacocks pulled her chariot.</p> <p><u>Artemis</u></p> <p>Artemis was the daughter of Zeus and the twin sister of Apollo. Artemis was the goddess of the hunt, wild animals and the moon. She moved the moon in a chariot pulled by stags. Artemis was also the protector of young children</p> <p><u>Athena</u></p> <p>Athena was the daughter of Zeus. She was born directly out of his forehead. She was Zeus’ favourite child</p> <p>She is the goddess of wisdom and war. Her sacred symbols included the owl and the olive tree.</p> <p>Athena was a patron of the arts, especially of weavers and spinners.</p> <p><u>Apollo</u></p> <p>Apollo was the son of Zeus and the twin brother of Artemis. He was the god of many things, including the Sun, music, poetry and arts. Apollo often played music for the other gods on his golden lyre.</p> <p><u>Hades</u></p>

Hades was the brother of Zeus and the god of the dead. He ruled the underworld, where people went when they died. Hades had a helmet that could make him invisible. Hades had a three-headed dog called Cerberus which guarded the Underworld.

Poseidon

His brother was Zeus. Poseidon was the god of the sea. He was the most powerful god except for his brother, Zeus. He lived in a beautiful palace under the sea and caused earthquakes when he was angry. Sailors would pray to Poseidon for safe passage across the seas before a voyage. He rode a chariot pulled by seahorses.

Can I describe the way Ancient Greeks built their important buildings and say how it has influenced how we build today?

. Architecture is the planning of a building

Architect someone who plans a building .

The Ancient Greeks planned their important buildings and used their Maths to make strong buildings.

A famous building in Ancient Greece is the Parthenon in Athens . It was a temple for the goddess Athena. Show a photo.

The Greeks used solid stone cylinder shapes called pillars to support the roof of their buildings and triangles to give strong support. They also decorated their building carving designs on the columns. Give examples and label doric, ionic, Corinthian columns.

Our architecture for our important buildings have copied the Ancient Greek designs. Locally Birmingham town hall and Himley hall. In London the British museum. Look at photos of these buildings.

Can I explain how Pythagoras, Aristotle and Socrates thinking affected how we think today?

. Pythagoras found ways to measure and describe shapes that we still use in maths today. Aristotle studied plants, animals and rocks. Socrates focused on how people should behave rather than on the world. He said that happiness came from leading a moral life rather than material possessions

Socrates

Socrates decided to focus on philosophy, especially ethics (how people behave). Unlike other philosophers, Socrates didn't write much of his work down, preferring to discuss issues with his students. He developed the Socratic method, which involved asking a question to his students and then discussing the possible answers. This teaching method is still used today.

Aristotle

The study of logic was created by Aristotle. This is also known as the science of reasoning. Aristotle believed that logic was the key to finding out more about the world.

Pythagoras

Pythagoras was a mathematician Pythagoras was born on the Greek island of Samos, an island known at the time for its advanced architecture and thriving trade. His father was a merchant, so Pythagoras was well travelled; he received education in Egypt, Babylon and Italy

In around 535BC, Pythagoras travelled to Alexandria in Egypt. Most of the Ancient Greek scholars studied there at some point; it was a hub for academic discussion and thought. While he was there, the Persians invaded. Pythagoras was captured and taken to Babylon. In Babylon, he continued studying mathematics and learnt a lot from Babylonian mathematicians.

He founded a group of mathematicians This group were known as Pythagoreans, and together made many discoveries. They determined that the sum of the angles in a triangle is equal to two right angles and that the sum of a polygon's exterior angles

equal four right angles. Their best-known discovery is Pythagoras' theorem: the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other sides. However, the Babylonians knew and used this rule as much as 1000 years before Pythagoras was born. It is thought Pythagoras learnt of it while living in Babylon. He brought the knowledge back and proved it would work for all right-angled triangles..

- Discuss how these 3 Ancient Greeks and their life work have affected how we learn today .

Can I explain the impact the Ancient Greeks have on sport today?

The Olympic Games are thought to have started in 776BC in Greece. The Games were part of a very important religious festival. The Greek Olympics inspired the modern Olympic Games which began in 1896. The Games were held every four years at Olympia, a valley in southwest Greece. The Games were held in honour of the king of the gods, Zeus. People from all over the Greek world travelled to watch and take part.

The city-states of Greece were very often at war, which made travelling around the country dangerous. Messengers were sent out from Elis, a city near Olympia, to announce a 'sacred truce' lasting one month before the games began. This allowed people to travel to the Olympics in safety. The truce was always honoured as the Olympic Games were a religious festival, and was much more important than war.

The first Olympic Games only lasted a day, and the only event was a short race from one end of the stadium to the other. Gradually, more events were added to make four days of competitions. The events included boxing, chariot, racing, discus, javelin, long jump and wrestling. One of the toughest events was the race for the hoplites, men wearing armour and carrying

shields. Winners were given a wreath of leaves and a hero's welcome back home. Winners might have been allowed to marry rich women, and enjoy invitations to parties, free meals and the best seats in theatres.

The stadium could hold around 50,000 people. Away from the arena, most spectators had to find somewhere to pitch their tents or sleep rough, but athletes and important people had hotel rooms. It was very hot and overcrowded, with a very poor water supply, but this did not stop people from coming! The games ended with a large feast. Traders came to do business, politicians made speeches to the crowds and entertainers such as acrobats and jugglers performed.

The pankration, or all-in wrestling, was a very nasty event! All-in wrestling was very popular. There were hardly any rules! Biting and poking people's eyes were banned, but some competitors ignored these rules! Boxing was tough too. The fighters wore leather gloves and a boxer was allowed to carry on hitting his opponent even after he'd knocked him to the ground! Cheating was punished. For instance, anyone caught trying to bribe an athlete had to pay for a bronze statue of Zeus!

Only men, boys and unmarried girls were allowed to attend the Olympic Games. Any women caught sneaking in were punished! Unmarried women had their own festival at Olympia every four years. This was called the Heraia, held in honour of Hera, wife of Zeus. Women could compete in races, though only unmarried girls were allowed to take part. The winners were awarded crowns of sacred olive branches, the same as men.

Compare the modern Olympic games look for similarities and differences and how the Ancient Greeks influenced the sports we play.

Websites

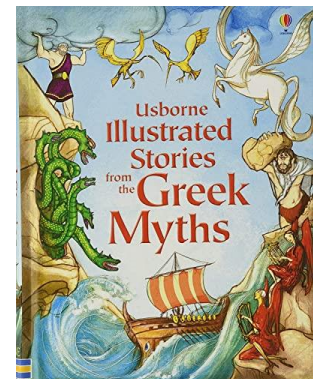
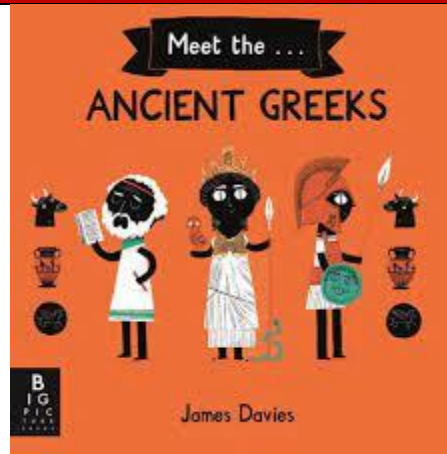
<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<https://www.bbc.co.uk/bitesize/topics/zkd9bdm> mentions Olympic games.

https://www.youtube.com/watch?v=XZTrAM1_Wl0 Greek God and Goddesses

<https://www.bbc.co.uk/teach/class-clips-video/ks2-history-ancient-greece-index-once-upon-a-time-in-ancient-greece/zqbw7yc>

Recommended Reads



Golden Thread

How individuals/events in history have changed our national and personal lives, both locally and nationally.

Experience Day (Trip / visitor)