

What you have learnt already in year 4:

Chronological understanding:

I have learnt to become more secure in my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline.

I have learnt to confidently make links between areas of history I have studied, identifying differences and similarities between them

Vocabulary:

I have learnt to remember and use a range of names and words from the areas I have studied in Year 4 as well as remembering some names and words from previous study.

I have learnt to generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.

I have learnt to understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning:

I have learnt to ask questions to develop my understanding.

I have learnt to challenge sources of information.

I have learnt to organise some information that is purposeful for responding to or asking questions.

Knowledge:

I have learnt to remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study.

I have learnt to understand how our knowledge of history is developed through a range of sources.

I have learnt to use at least one type of source of information confidently and begin to use at least two different types of sources e.g. books, internet, visual clips

Key Historical Concepts:

- Chronology Empire
 - Civilisation
 - Wider World History
 - Continuity and Change
 - Cause and Consequence
 - Similarity/difference/significance
 - Local history
- Culture
 - Economy
 - Governance
 - Vocabulary

Skills and knowledge I may use from other subjects:

Geography: I will be able to use my map skills to locate and identify countries on a map, including naming the continent and describing the physical properties of the country.

Maths: To help me work out how long-ago events happened and order them.

Literacy: I can use my reading and comprehension skills to further my knowledge of ancient civilisations.

Art: To create a piece of replica art or artefacts from ancient Greece.

RE: Use my knowledge of religion to compare beliefs and contrast those to my own.

D&T: I can use my knowledge of food to compare food and cooking style from Ancient Greece to now. I can use pottery and clay skills to create artefact replicas.

Music: To take part in improvised performances using replica musical instruments.

Ancient Greece - Year 5

What you will learn by the end of this unit:

I will learn about where on the world timeline the ancient Greek period is.

I will be able to identify where the ancient Greeks lived on a map.

I will learn about what daily life was like for the ancient Greeks.

I will learn about Alexander the Great and how his Empire grew.

I will learn about the significance of Athens and Sparta.

I will learn about how we discovered the Olympic Games.

I will learn about how the Olympic Games have changed.

I will learn about the Trojan War.

Key Skills:

Apply and analyse - I will apply what I know about different ancient civilisations to what I know now and analyse these in ways which further my learning.

Describe - I will learn to use historical terminology to describe what life was like in Ancient Greece

Connect ideas - I will connect ideas about life in ancient Greece and their beliefs.

Consider - I will consider what happened during this time period and how it has shaped the future. I will consider similarities and differences between then and now.

Question - I will question ideas and concepts that I am not sure of to gain further understanding of ancient Greece.

Discuss/ideas/points of view - I will further my learning by discussing subjects in peer groups, seeing other's points of view and challenging my own.

Respond thoughtfully - I will learn to respond thoughtfully to questions and subjects using what I have learnt so far

What you will learn by the end of this Key stage:

By the end of this key stage, you will have a good understanding of ancient Greece. You will be able to explain in detail where on a world timeline the ancient Greek period was and name some key events during this time. You will learn about Alexander the Great, who he was and why he is significant. You will learn about how Alexander the Great's Empire grew and the impact this had on ancient Greece. You will learn about what life was like for people in ancient Greece. You will learn about the different jobs men and women had, what life was like for children, clothing, food, trade and pottery. You will learn about the significance of Athens and Sparta and be able to consider different similarities and differences of each. You will learn about how the Olympic Games were discovered, when the first Olympic Games took place and the sports that were played. You will learn about how the Olympic Games have changed between then and now. You will learn about the myth of the Trojan War. You will learn about why it is significant, what the ancient Greeks believed and how we have discovered their beliefs. You will gain a good understanding of different sources of evidence and consider how to use them.

Opportunities for teaching diversity, equality and expanding cultural capital:

- Encourage students to appreciate the diversity of cultures and understand that the ancient Greeks was just one of the many fascinating civilizations that existed.
- Introduce key vocabulary related to diversity and equality
- Provide opportunities for children to explore and celebrate different cultural practises within ancient Greece such as the Olympic Games
- Promote empathetic understanding by discussing the impact of the colonization on Mayan culture and the importance of preserving indigenous cultures today

Key Vocabulary:

Ancient Greece: The civilization that existed in Greece from around 800 BCE to 146 BCE.

City-State: An independent city with its own government and laws. Examples include Athens and Sparta.

Polis: Another word for city-state in Ancient Greece.

Democracy: A form of government in which citizens have a direct say in decision-making.

Citizen: A member of a city-state who has certain rights and responsibilities.

Agora: A marketplace and public gathering space in Ancient Greek city-states.

Acropolis: A fortified hill in Athens where important temples and buildings were located.

Parthenon: A famous temple dedicated to the goddess Athena located on the Acropolis in Athens.

Alexander the Great: A king of Macedon who conquered a vast empire, spreading Greek culture across the known world.

Hellenistic: Referring to the period of time after Alexander the Great's conquests when Greek culture spread throughout his empire.

Sparta: A powerful city-state known for its militaristic society and strict upbringing of its citizens.

Athens: A city-state known for its democracy, philosophy, and contributions to art and culture.

Trojan War: A legendary conflict in Greek mythology, described in Homer's epic poem, the Iliad, involving the city of Troy.

Helen of Troy: A legendary figure whose abduction by Paris sparked the Trojan War.

Odysseus: A legendary Greek hero and king of Ithaca, known for his cunning and bravery during the Trojan War.

Olympic Games: A series of athletic competitions held every four years in Ancient Greece in honor of Zeus.

Athlete: A person who participates in sports competitions.

Stadium: An ancient Greek sports arena where events such as running and wrestling took place.

When was the Ancient Mayan Civilisation?

The Ancient Greek period began around 776BC and ended in approximately 146BC. This means it lasted for approximately 630 years.



Where did the Ancient Greeks live?

You may find it surprising to learn that ancient Greece was not a country. It was a **civilisation** made up of city states. Another way of saying city state is 'polis' which means city in Greek.



Daily Life

Greek people wore loose clothes because Greece is hot during the summer months. Rich people's clothes were made of wool or linen. Poor people's clothes were made from wool and they did not wear shoes. The Greeks ate a variety of foods such as fish, lentils, radishes, celery and beans. Greek houses were made of mud bricks and were not built to last.



Sparta

Sparta is well known for being feared and respected in ancient Greek times. They had a very strong army but Sparta did not try to take over other lands. They prioritised building a strong army to defend.

Sparta also helped other Greek city states defend themselves when needed. Children rarely saw their fathers in Sparta because men had to be part of the army and lived in army barracks most of the time.

Athens

In around 508 BC, the leader of Athens introduced a system called 'demokratia' which is where the word democracy comes from. This is where the citizens of a country are involved in how it is ran.

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

1. **The Ekklesia** - who made decisions by majority vote
2. **The Boule** - decided what issues to take to vote
3. **The Dikasteria** - jurors who dealt with crimes.

Alexander the Great

Alexander the Great was born in 356 BC in Pella, the capital of Macedonia. His father was King Philip II and his mother was Queen Olympics. Philip II was also a military leader, who had brought all of Greece's city states (except for Sparta) under Macedonian rule and hoped to conquer the Persian empire. Alexander the Great was only 20 years old when he became king. In 334 BC, Alexander began his invasion. He freed Greek settlements in Asia Minor (modern-day Turkey), which had been ruled by the Persian empire. He died in 323 BC, at the age of 32 of a fever, although some say he was poisoned.



Discovering the Olympic Games

The Greeks loved sport and the Olympic Games were the biggest sporting event in the ancient calendar.

The Olympic Games began over 2,700 years ago.

They started in Olympia which is in south west Greece.

Every four years, around 50,000 people came from all over the Greek world to watch and to take part.



Olympic Games now and then

There are many similarities and differences between the Olympic Games in ancient Greek times to the modern Olympic Games.

Most historians believe that women were forbidden from spectating at the ancient Greek Games as well as being allowed to compete.

In the modern Olympic Games, the first time that women were allowed to compete was in 1900. At this Olympic Games in Paris, women competed in just five sports. These were golf, equestrian, croquet, tennis and sailing.

Since 1900, the number of women competing has grown significantly and is generally in line with the number of male competitors.

There was no separate sporting event for people with impairments in ancient Greece. Life was hard for many people with impairments living in ancient Greece as attitudes were very different from today.

Recall and Remember!

1. When did the Ancient Greek period begin?
2. How long did the ancient Greek period last for?
3. Where did the ancient Greeks live?
4. What was life like for Ancient Greek people?
5. Who was Alexander the Great?
6. Can you give two similarities and differences between Sparta and Athens?
7. How were the Olympic Games discovered?
8. How often do the Olympic Games take place?
9. How have the Olympic games changed?