

How did Ancient Greece influence the wider world?



Ancient Civilizations

Prior Learning

Ancient civilizations: Romans, Ancient Egypt

Chronology: Recognise that historical periods overlap each other and vary in length.

Historical interpretation –Building on use of sources and artefacts to investigate historical events.

Knowledge and understanding of the impact of historical periods on Britain today – Legacy of Romans, Anglo Saxons and Vikings in Britain, Battle of Britain.

<u>Key question and NC objective</u>		<u>Knowledge/outcomes</u>
L1	<p><u>LO: demonstrate understanding of where and when the Ancient Greek civilisation existed.</u></p> <p><u>What do we mean by Ancient Greece?</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the wider world.</p> <p>(Chronological Understanding)</p> <p>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>b accurately use dates and terms to describe historical events.</p> <p>d understand that some historical events/periods occurred concurrently in different locations.</p> <p>(Knowledge and Understanding)</p> <p>b use appropriate historical terms when describing the past.</p>	<p>Retrieval – civilisation – term, previous civilisations studied.</p> <p>Locate modern day European countries – Greece and colonies in Mediterranean Sea, Italy, Turkey, North Africa that once formed Ancient Greece.</p> <p>Understand that the Ancient Greek Empire spread beyond modern Greece.</p> <p>Chronology: Children refer to own timelines to show that they understand where the period falls in history – draw lines to link start and end dates of various civilisations and identify where Ancient Greece falls within this and who co-existed (timeline shows the later periods).</p> <p>Chronology: people living in Greece for over 40,000 years with a hunter-gatherer lifestyle (make links to Prehistoric Britain here); Minoans in Crete (first great Greek civilisation 2200BC-1450BC); Mycenaeans until 1100BC; Dark Age; Archaic period 800BC-480BC; Classical Greece 480-323 BC; Hellenistic period 323BC-146BC up to Roman conquer (make links to prior knowledge here).</p>

<p>L2</p>	<p><u>LO: summarise what life was like in Ancient Greece</u></p> <p><u>What was life like in Ancient Greece?</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the wider world.</p> <p>(Historical Interpretation)</p> <ul style="list-style-type: none">g find and analyse a wide range of evidence about the past;d start to understand the difference between primary and secondary evidence and the impact of this on reliability;g begin to evaluate the usefulness of different sources. <p>(Knowledge and Understanding)</p> <ul style="list-style-type: none">d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	<p>Retrieval – chronology and what was happening in the Iron Age. Use timelines.</p> <p>Children refer to timelines to see which group of people were living in Britain when the Ancient Greeks existed. Retrieve prior knowledge of end of Bronze Age/ start of Iron Age.</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q</p> <p>Children use secondary sources to find out about life in ancient Greece.</p> <p>https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece (downloaded resources are in the History Resource folder) Discuss whether they are primary or secondary sources and how they are useful to us wanting to know about Ancient Greek life.</p> <p>As part of their summary, they could compare/contrast Iron Age Britain with Ancient Greece.</p>
<p>L3</p>	<p><u>LO: identify some ways in which Ancient Greece has had an influence on the wider world.</u></p> <p><u>How have achievements of the Ancient Greek civilisation had an influence on the wider world?</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the wider world.</p> <p>(Historical Investigation)</p> <p>Children can:</p> <ul style="list-style-type: none">a recognise when they are using primary and secondary sources of information to investigate the past;b use a wide range of different evidence to collect evidence about the past; <p>(Historical Interpretation)</p> <ul style="list-style-type: none">a find and analyse a wide range of	<p>Retrieval – legacy – explore the term and recall the legacies of different civilisations previously studied.</p> <p>Establish that many things invented by Ancient Greeks are still in use/inspired/influenced the wider world, including Britain.</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn is useful for info to give children some knowledge to use to help them complete task below.</p> <p>Use a range of sources to explore understanding of the period – see ‘legacy’ resources. What are they representing and do you think it might have links to Ancient Greece?</p> <p>Aim of the lesson is to establish an overview of their legacy which will be studied in more depth over the next few lessons.</p>

	<p>evidence about the past;</p> <p>c consider different ways of checking the accuracy of interpretations of the past;</p> <p>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>g begin to evaluate the usefulness of different sources.</p>	
<p>L4</p>	<p><u>LO: demonstrate understanding of the most significant aspects of Ancient Greek legacy.</u></p> <p><u>What are the most significant aspects of Greek legacy to modern times?</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the wider world. <u>(Knowledge and Understanding)</u></p> <p>a identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Retrieval – BBC bitesize quiz on Olympic Games.</p> <p>Identify and discuss the key aspects of Ancient Greece and what their legacy is. PLASTIK - Politics & Justice (done in more detail next lesson), Language, Architecture, Sport, Theatre, Ideas, Knowledge</p> <p>Present a non-fiction page to reflect the legacy that the Ancient Greeks have had on modern day. Likely to take two lessons?</p>
<p>L5</p>	<p><u>LO: compare Ancient Greek and modern democracy.</u></p> <p><u>What were the styles of government in Athens and Sparta? How do they compare to modern-day democracy?</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the wider world.</p> <p>Presenting, Organising and Communicating)</p> <p>a know and show a good understanding of historical vocabulary including abstract terms such as democracy <u>(Knowledge and Understanding)</u></p> <p>e gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national</p>	<p>Retrieval – BBC Bitesize on Greek culture and discoveries.</p> <p>Understand key features of Ancient Greek government.</p> <p>Compare the two Greek states to each other and to modern day democratic government – short piece of writing to show understanding.</p> <p>Suggested task: children create an advert (using ipads) for new citizens to join Athens or Sparta. The adverts must advertise the benefits of each city state as well as highlighting the personal attributes that would suit a new citizen for each.</p>

	and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
L6	<p><u>LO: justify which aspect(s) of Ancient Greek culture has most influence on my life.</u></p> <p><u>Which aspect of Greek culture has most influence on my life?</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the wider world.</p> <p>(Presenting, Organising and Communicating)</p> <ul style="list-style-type: none"> b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing c plan and present a self-directed project or research about the studied period 	<p>Retrieval – can you remember what the acronym PLASTIK stands for?</p> <p>Plan and present a self-directed project about the studied period – choose an element of PLASTIK to focus on.</p> <p>Children to pose a historical enquiry linked to an aspect of Greek culture, that has had an impact on their own life, and how it has influenced modern day. Use a selection of sources for research and present findings in a chosen form.</p>

Assessment: end of unit quiz and assessment grid

Vocabulary

Tier 1	Greece, sport, language, ideas
Tier 2	achievements, theatre, evidence, influence, significance, legacy, Olympics, politics, justice, government
Tier 3	democracy, source, artefact, archaeology, archaeologist, historians, architecture, philosophers, Classical, Hellenic, Doric, ostracons, citizen, civilisation,