

## Thematic Planning for Autumn Term

### The Ancient Greeks: It's All Greek to Me!

#### Year 4

#### **Additional Requirements Prior to the Unit:**

- Book Visit to Zorbas for Greek Experience Day – Week 6
- Display may feature a map of Ancient Greece that you can add too throughout the unit with places of interest, temples, cities associated with gods etc.

#### **Week 1**

<b>Focus Subject(s):</b>	<b>History</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Divide history into time periods and place periods of history on a timeline.</li> <li>• Place events, artefacts and historical figures on a timeline</li> <li>• Use dates and terms to describe events</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology</li> </ul>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Know in history when the Ancient Greeks lived</li> </ul>

<b>Teacher guidance</b>	
<b>Session outcome: Labelled Timeline</b>	
<b>Lesson exploration</b>	<p><b>Vocab starter: century, chronology, BC, AD, timeline</b></p> <p>- Class discussion about world history (Ancient Egypt, Romans, GFOL, modern day, etc) Can they put these key events from these eras in chronological order? E.g. show them a picture of Tutankhamun – can identify which era he belongs to? And then use this knowledge to place him on the timeline?</p> <p>Once timeline has been created for these key events in time, introduce their new topic of study and begin to talk through so children understand where abouts Ancient Greece comes in the history of our world. *Ancient Greeks actually span a long time over history – we tend to focus on the end of their reign in our studies.</p> <p>- Display key events in Ancient Greek history with no dates on – challenge children to order them. Why is this tricky to order? (no dates)</p> <p>- Now explain that each table has these same events but this time with the dates on (reminding meaning of BC/AD from starter activity) and ask class to work as a team to sort the events into chronological order.</p> <p>- Have fact cards displayed around room for children to find out why each of the events are significant in Ancient Greek history.</p> <p>- Children to create mini version of Ancient Greek timeline in their books &amp; annotate with some facts learnt from fact hunt around room.</p> <p>- Now introduce that there are 3 main eras in the Greek History - can they now locate these on the timeline and create a colour code for which events occurred in each period (Archaic, Classical, Hellenistic)</p>

**Week 2**

Focus Subject(s):	<b>Geography</b>	<b>History</b>
Skills	<ul style="list-style-type: none"> <li>• Use a variety of geographical sources to locate area of study (Greece)</li> <li>• Identify the main physical and human characteristics of the place of study</li> </ul>	
Knowledge:	<ul style="list-style-type: none"> <li>• To know where the Ancient Greeks lived</li> </ul>	

Teacher guidance	
Session outcome: Sticky Dot Map of Ancient Greece	
Lesson exploration	<p><b>Vocab starter: physical/human characteristic</b></p> <p>Sticky Knowledge - (Europe was studied in Spring Term Y3) Use atlases to identify Greece on a world map – do you recognize any other countries nearby? Can you locate &amp; name oceans surrounding Greece? Can you name any surrounding countries? Can you identify the capital city of Greece? Can you find the name of the small island below mainland Greece?</p> <p>- Display map of Ancient Greece – Can children identify: Ionian Sea, Aegean sea, Mediterranean sea, Olympia, Macedonia, Athens, Sparta, Troy, Mt. Olympus, Crete, Persia, Ionia, Knossos, Mycenae. Children to label these on their own map of Ancient Greece – <b>Ancient Greek map uploaded onto TEAMs to use if needed</b></p> <p>- Use Google expeditions to explore a number of different physical and human features of Ancient Greece – Meteora, Mount Lycabettus, Mount Olympus, Parthenon, Epidaurus theatre etc...</p> <p>- Outcome in book: Double page spread. Map in centre of pages with Seas labelled. 2 colours of Sticky Dots – 1 to represent human features and one to represent physical features. Children could use pictures to annotate around map.</p>

**Week 3**

Focus Subject(s):	<b>History</b>
Skills	<ul style="list-style-type: none"> <li>Describe the characteristics of the past, including beliefs and attitudes</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know the religious beliefs of the Ancient Greeks</li> <li>Know some of the names and qualities of Ancient Greek gods</li> <li>Know some of the acts of worship carried out by the Ancient Greeks</li> </ul>

Teacher guidance: This lesson should be taught based on the beliefs of the Ancient Greeks in a cultural concept rather than a mythological sense.

Session outcome: Class Book: Ancient Greek gods

Lesson exploration	<p>Sticky Knowledge: Provide the children with Post it notes – ask the children to work in groups to list as many places (countries, buildings, seas, places of interest) that existed during the Ancient Greek era as they can. Once done, can they group these places? They can decide the criteria. Children to reason as to why they have grouped them in those ways.</p> <p>Show a selection of images of Greek Gods – Ask the children who they think they might be? (Children may have prior knowledge due to their English learning around Greek myths).</p> <p>Explain to the children that the Ancient Greeks were very religious people: They believed that religion would make their lives better whilst they were alive, and the gods would take care of them when they died. They were keen to please the gods as they believed happy gods helped them, but unhappy gods punished them.</p> <p>Explore the belief that the Ancient Greeks held in relation to where the gods live – Mt Olympus. Refer to their maps from the previous lesson – where was this?</p> <p>Explain the belief that the Ancient Greeks held – that all gods were responsible for different things. Therefore, they prayed to a specific God if they had a specific need. For example, if they wanted to pray for love – they would pray to Aphrodite etc.</p> <p>Table Activity: Children to focus on the 12 Olympian Gods and Goddesses. Using portraits or images of statues, children to complete a mix and match activity to match the image with the name of the God/Goddess and facts about them (what they were God of, symbols, attributes etc.)</p> <p>How did the Greeks worship their Gods? Explain to the children that temples were built in honor of the Gods ... show children images of Greek temples (compare images of them build and the ruins) and explain the connection to which God.</p> <p>Use a map of the Athenian Acropolis and count the different sanctuaries in that one space, identifying the different gods.</p> <p>Independent research: children to work in groups focusing on one god and create a factfile page for a class book on Ancient Greek Gods (can be done using sway or on paper) children need to provide information about their god/goddess: name, picture, symbols, attributes, patron of which city?, temples in their honor, how the ancient Greeks honoured them in daily life.</p> <p>Children to present their factfile to the class before it is added into the class book.</p>
--------------------	--



**Week 4 & 5**

Focus Subject(s):	<b>History</b>
Skills	<ul style="list-style-type: none"> <li>Describe the social, ethnic and cultural diversity of past society</li> <li>Describe the characteristics of the past, including ideas, beliefs, attitudes and experiences of men women and children</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about the Ancient Olympic games</li> <li>Know the legacy left by the Ancient Greeks</li> </ul>

Teacher guidance

Session outcome: Ancient Olympic Game afternoon & Comparison Activity – Venn Diagram

Lesson exploration	<p>Sticky Knowledge: gods/goddesses quiz – Who am I? Two Truths and a lie? True or false?</p> <p>Vocab starter: Olympia, Athlete, Spectator, Amphitheatre, Compete, legacy</p> <p>Play the children a clip from London 2012 olympics – can children identify the event? Do they know where this event originates from?</p> <p>Explain that this event originated from the Ancient Greeks (add to timeline) and began in Olympia (Add to map) in honor of the Gods. Why might the Greeks have held this in honor of the gods? (connection to previous lesson ... in order to honor them).</p> <p>Discuss or Predict on post it notes: What do they think the Greek Olympics was like? Different to London why?</p> <p>Possible activity: Demonstrate how things evolve over time: give a child a plain cake, introduce another child with some icing – how could they make the cake better? Then add another child with sprinkles, then chocolate chips, then marshmallows etc.</p> <p>Can they physically see how one idea, with the introduction of more people with more resources can create an different version of the same object? Can they see the similarity with the Olympics?</p> <p>Each children is then given a character card. On this state their gender, age, job &amp; time in training. Begin to whittle down to those that are men, youthful, free men (not slaves) and who have been training for 10 months or longer.</p> <p>Only those who matched all of the above criteria would have been able to take part in the games.</p> <p>Host your own Ancient Olympic games!</p> <p>Events to include: discus, javelin, chariot racing (children could act as the horse and pull along a box?) and running race. (Wrestling and boxing were events, however, videos of this may be preferable!)</p> <p>Winning children to be presented with a riches, olive branch crowns and the status of a hero!</p> <p>Activity: Children to compare the modern day Olympics to Ancient Greek Olympics (sort facts into a venn diagram)</p>
--------------------	--



**Week 6**

Focus Subject(s):	<b>History</b>
Knowledge:	<ul style="list-style-type: none"> <li>• Know the Greek Alphabet</li> <li>• Know some of the Ancient Greek traditions and customs</li> <li>• Know the legacy left by the Ancient Greeks</li> </ul>

Teacher guidance

Session Outcome: **Visit to Zorbas**

--	--



**Week 7/8**

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>Describe the social, ethnic and cultural diversity of past society (social and cultural differences in Athenians and Spartans)</li> <li>Describe the characteristics of the past, including ideas, beliefs, attitudes and experiences of men women and children</li> <li>Use evidence to ask and answer questions about the past.</li> <li>Suggest causes and consequences of some key events in history.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about the difference between the Athenian and Spartan civilisations</li> </ul>

Teacher guidance	
Session outcome: Double Page Spread	
Lesson exploration	<p><b>Big Question Focus: Would you have rather been a Spartan or Athenian?</b></p> <p><b>Lesson 1: Living as an Athenian (Modelled Enquiry)</b> Explore who an Athenian was. Explain today that we are going to use research to build up a picture of what life was like as an Athenian in Ancient Greece.</p> <ul style="list-style-type: none"> <li>- Set up a fact hunt around the school grounds for children to work in teams to find facts about the Athenian civilization. Provide them with a comparison table to sort their facts into the correct topics: location, ruler, city life, boys, girls, education and warfare.</li> <li>- Upon return the the classroom model the historical enquiry process. If you wanted to find out about what life was like as an Athenian what questions could you ask? E.g. what was their city like? Who could go to school? How did they make decisions? As children provide you with an answer (they should have discovered the answers from their fact hunt) model adding the information to one half of the double page spread (a picture of a 'typical Athenian) could be printed and then write facts round this or use art to add images for each section?</li> <li>- Children then create their own Athenian half of the page explaining the key ways of life for Athenien men, women, girls and boys.</li> <li>- End of lesson: Consider what life would have been like for different people living in Athenian times (e.g. them, principal, teacher's parents etc.)</li> </ul> <p><b>Lesson 2: Living as a Spartan (Independent Enquiry)</b> Explore who a Spartan was. Find Sparta on the map etc.</p> <ul style="list-style-type: none"> <li>- Children are first to generate their own lines of enquiry in order for them to be able to find out information about ways of living as a Spartan. (As teacher modelled previous lesson)</li> <li>- Children then use sources of evidence to find answers to their questions.</li> <li>- Write this up on the other page of their double page spread.</li> </ul> <p>Extended Write: Would you rather have been a Spartan or Athenian? Discuss together some of the reasons as to why the children might make these choices.</p> <p>Teacher to model writing an extended answer using historical evidence to provide reasons with their answers.</p> <p>Challenge Question: Inform the children that the Spartans and the Athenians fought in the Peloponnesian war. Can children predict who the eventual winners were using the facts they have found out from the characteristics of Spartans and Athenians. Reveal that Sparta ruled as winners.</p>



**Week 9**

Focus Subject(s):	<b>History</b>
Skills	<ul style="list-style-type: none"> <li>Describe the social, ethnic and cultural diversity of past society</li> <li>Describe the characteristics of the past, including ideas, beliefs, attitudes and experiences of men women and children</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about Government in Ancient Greece</li> <li>Know the legacy left by the Ancient Greeks</li> </ul>

Teacher guidance	
Session outcome: Drama & photo evidence	
Lesson exploration	<p><b>Sticky Knowledge: Athenian or Spartan quiz (kahoot?)</b></p> <p><b>Vocab starter: Acropolis, Parthenon, Dictatorship, Tyrant,</b></p> <p>Recap the difference in the way Athens and Sparta was run. Once was a democracy the other was not. Can children use what they learned about the 2 civilisations to predict which one is which?          What was a tyrant?          What does democracy mean? What does it mean in the UK today? Who is not involved in democracy in the UK today?          Who do you think was allowed to vote in Ancient Greece? Why?</p> <p>- Use <b>Core Knowledge Lesson 2 resource on Teams</b> to create a whole class drama for acting out the Athenian democracy. Each child acts out their part &amp; votes as to whether to let their 'tyrant' teacher stays in rule or not!          - Take photos as evidence for book.          Children to dress up in role?</p>

**KNOWLEDGE CHECKER to revisit learning so far** – Sarah Hall – TEAMS



**Week 10**

Focus Subject(s):	<b>History</b>
Skills	<ul style="list-style-type: none"> <li>• Suggest and use primary and secondary sources of evidence and evaluate which is more reliable</li> <li>• Use evidence to ask and answer questions about the past.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Understand how we have come to know about the Ancient Greeks today</li> </ul>

Teacher guidance

Session outcome: Artefact exploration

Lesson exploration	<p><b>Big Question Focus: How do we know about the Ancient Greeks today?</b></p> <p><b>Vocab starter: evidence, excavate, excavation, archeology, archaeologist</b></p> <p>What do we call someone who digs up Ancient artefacts? Do you know the official name for this kind of digging? (archaeologist &amp; excavation)</p> <ul style="list-style-type: none"> <li>- If we have real artefacts, possibly set up an excavation site outside for the children to excavate the different artefacts themselves in groups – take photo evidence.</li> <li>- Display selection of artefacts from the Ancient Greek era (either real artefacts or photos if not available) – provide children with question prompts to discuss what they think the artefacts tell us about the Ancient Greeks, e.g: What is it made out of? What do you think it could have been used for? Who might it have been used by? What does it tell us about the Ancient Greeks? Do you see any images on it? Does it tell us a story?</li> <li>- Greek pottery focus – what can you tell about Ancient Greek Warfare from this artefact? Provide selection of images of Greek pottery to discuss.</li> <li>- For children’s books, provide images of artefacts discussed. Children choose which ones they want to document and write next to the image what they think it was used for, what it tells them about the Greek era and write a question that the artefact makes them wonder about the Greek era.</li> </ul>
--------------------	---

Week 11/12

Focus Subject(s):	<b>Art &amp; Design</b>
Skills	<ul style="list-style-type: none"> <li>• Sculpt clay and other mouldable materials (Greek pottery)</li> <li>• Explain some features of art from Ancient Greek era</li> <li>• Identify and draw simple objects using line and tone</li> <li>• Annotate sketches to explain and elaborate ideas</li> <li>• Create original pieces influenced by others</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know about great artists, architects and designers in Greek history</li> </ul>

Teacher guidance	
Session outcome: Greek Pottery	
Lesson exploration	<p><b>ART PROJECT – See Lesley Whelan resources.</b></p> <ul style="list-style-type: none"> <li>- Researching famous artists.</li> <li>- Sketching Greek designs.</li> <li>- Making pottery with Mod Roc.</li> </ul>

**Week 13**

Focus Subject(s):	<b>History</b>
Skills	<ul style="list-style-type: none"> <li>Describe the social, ethnic and cultural diversity of past society</li> <li>Describe the characteristics of the past</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know some of the Key Historical Figures of the time</li> <li>Know the legacy left by the Ancient Greeks</li> </ul>

Teacher guidance:	
Session outcome:	
Interview script	
QR code of presentation and photo page for children to note down key facts from each group.	
Lesson exploration	<p><b>Big Question Lesson: What were major achievements of the Ancient Greeks?</b></p> <p>Start with a variation of the game 'Guess Who'. <i>I'm thinking of a person in the class. What questions (not their name) could you ask to work out who it is?</i></p> <p><i>This time, I'm thinking of a famous person? What would you ask?</i></p> <p><i>This time, I'm thinking of someone from history?</i> *Opportunity to recap learning from last year (Howard Carter, Tutankhamun, etc)</p> <p>Discuss with the class what makes someone famous. What makes us remember people in history? How are these the same and different?</p> <p>Share DUSK grid and explore the meaning of key vocabulary: social, ethnic, cultural, diversity, society, characteristics, legacy.</p> <p>Today we are going to be exploring key figures from Ancient Greece. What questions could we ask to find out the information needed to be successful in today's lesson? Split these into key questions and other questions.</p> <p>Split the class into smaller groups, with each group being given a key historical figures from Ancient Greece. Possible examples include Aristotle, Archimedes, Alexander the Great, Aesop, Plato, Socrates, Homer, Pythagoras, Homer, Hippocrates.</p> <p>Children research their given person and work on mini interview script (to answer key questions), which is performed and recorded. Produce a PicCollage (or similar) page showing the key figures, presentations or QR codes for children to write down key facts from the other groups work.</p>

## Week 14

Focus Subject(s):	<b>History</b>
Skills	<ul style="list-style-type: none"> <li>• Compare two versions of same events or practices in history and identify differences between accounts</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology</li> <li>• Use literacy skills to communicate information about the past.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Recognise and recall differences and similarities between civilisations</li> </ul>

Teacher guidance: *This lesson should really compare Ancient Greek civilization to the Romans (however, due to COVID-19 children did not complete the Roman programme of study, therefore, comparisons will be made the Ancient Egyptian Civilization for this academic year only)*

Session outcome: Group presentation.

Lesson exploration	<p><b>Big Question Focus: How does the Ancient Greek civilization compare to others? e.g. Ancient Egypt</b></p> <p><b>Vocab starter: chronology, civilization, compare, contrast, evidence, Greeks, Egyptians</b></p> <ul style="list-style-type: none"> <li>- Revise &amp; revisit prior learning from year 3 on Ancient Egyptians – what can the children tell you about the Ancient Egyptian civilization?</li> <li>- Screen share key lessons from a good yr3 book from last year to refresh their minds and explain that today they will be comparing the Ancient Egyptians with the Ancient Greeks thinking about similarities and differences.</li> <li>- Create a whole class comparison of the two civilisations.</li> <li>- Provide small groups with large coloured paper to create an information poster to compare and contrast the two different civilisations – provide them with key headlines to help structure their research and knowledge.</li> <li>- Groups to present to the rest of the class – take photo for evidence.</li> </ul> <p><b>KNOWLEDGE CHECKER to show understanding of topic</b> – Sarah Hall - TEAMS</p> <p><b>Values and Virtues question focus activity</b></p>
--------------------	---

## Christmas Craft Design Technology Project – Photo Frames

Focus Subject(s):	<b>Design Technology</b>
Skills	<ul style="list-style-type: none"> <li>• Cut materials accurately</li> <li>• Measure and mark out using units of measure</li> <li>• Use appropriate cutting techniques</li> <li>• Use appropriate joining techniques</li> <li>• Design with purpose by identifying opportunities to design</li> </ul>

