

Year: 3 (AP3)

Topic: Ancient Greeks

Time Period: Prehistory

Learning outcomes:

- Explain how and why empires grow.
- Explain the chronology of a timeline.
- Understand the way Ancient Greece was organised into city states
- Compare the city states
- Find out about Ancient Greek gods and goddesses and use this knowledge to plan my own Greek myth.
- Use a range of sources to find out about the past and then present my findings.

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
 <p>(Both images from YouTube https://www.youtube.com/watch?v=8ZDnv110iWo)</p> <p>Display a picture of the Acropolis in Greece for the children to see. Ask the children if they can identify the country, it is in. Has anyone ever been to Greece? What was their experience? Ask the children what ancient means, i.e. Before Christ, a long, long time ago. Display a timeline for the children; elicit from them what A.D. and B.C. means. If they don't know, explain the terms for them. Ask the children do they know anything about Ancient Greece, have they seen any movies based on Ancient Greece? E.g. <i>Percy Jackson and the Lightning Thief</i></p>	<p>chronology empire timeline BC / AD locate/location country city state ancient Greece Europe soldiers scholars scientists artists</p>	<p>WALT: research facts about Ancient Greeks</p> <p>Look at where Greece is on a map (or use Google Earth). Discuss the distance from the UK and Rome (<i>thinking about prior History learning and reminding the children that another ancient empire was Roman</i>).</p> <p>Show timeline (see resources). Discuss</p>  <p>AD/BC and look at where the Ancient Greeks 'sit' in comparison to the children's prior learning about the Stone/Bronze/Iron Ages and The Romans (they will learn about the Shang Dynasty in Year 4).</p> <p><i>(This is in the resource file.)</i></p> <p>Explain that Ancient Greece had a warm, dry climate, as Greece does today. Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists (explore these roles with children). Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays.</p>	<p>Identify when, where and the Ancient Greeks lived</p> <p>List key facts about their lifestyle.</p> <p>Explain how historians know and infer information from the past.</p>	<p>iPad/laptops for research</p> <p>Timeline</p> <p>BBC Bitesize link</p>

		<p>https://www.bbc.co.uk/bitesize/articles/zc8yb9q#zmm2m39</p> <p>Look at the BBC Bitesize website and go through the first 3 sections: DAILY LIFE/HOMES/FASHION</p> <p>In groups, give the children these 4 headings: Daily Life/Homes/Fashion/Food. The groups need to research information under these headings. They then need to collaborate to feedback their findings to the whole class- and the findings will be added to the working wall (CT to scribe the facts found onto flip chart paper and display).</p> <p>An extension as part of our Road to Writing, could be a non-chronological report about Ancient Greek Life</p>		
--	--	--	--	--

Lesson plan: Session 2 and 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>(over 2 lessons) Explain that today we are learning each city state in Ancient Greece was independent in Ancient Greece. What does independent mean? (Life in one city state could be very different to life in another city state).</p> <p>Ancient Greece was composed of city-states also known as a polis.</p> <p>The country was not controlled by a central government or by a king.</p> <p>The only time Ancient Greece was one country was during the reign of Alexander the Great.</p> <p>Each city-state operated independently of the other.</p> <p>In the middle of each city-state was a dominant city.</p> <p>The dominant city controlled all the lands around the city</p> <p>Ancient Greek City States Facts</p> <ul style="list-style-type: none"> • Greece had many city-states. • Athens was known for its democracy. • Sparta was known for its military strength. • Corinth was a major trading hub. • Thebes was known for its skilled army. 	<p>civilisation</p> <p>city</p> <p>State</p> <p>polis</p> <p>independent</p>	<p>WALT: understand how Ancient Greece was organised into City States and that that meant for the people living there.</p> <p>https://www.historyforkids.net/ancient-greek-city-states.html</p> <p>Use this website to read through the facts and information with the children (could use as a 'Shared Read').</p> <p>Put the children into x 5 groups (mixed ability).</p> <p>Name them:</p> <p>Athens, Sparta, Thebes, Corinth, and Olympia.</p> <p>For 2 lessons, they are going to be citizens of these states. Their task is to find out all about the state they are 'from'. They then need to present this information to the remainder of the class. At the end of all 5 presentations the classes vote (<i>link to Concept of DEMOCRACY</i>) which city state they would prefer to live in and why.</p> <p>As the children are presenting, the remainder of the class need to make notes in their books (can use the record sheet in</p>	<p>Define the polis, city state, independent</p> <p>Describe how Ancient Greece was organised into city states</p> <p>Explain how each city state was different</p>	<p>iPads for researching the city states</p> <p>Record sheet</p>

<ul style="list-style-type: none"> • Olympia hosted the ancient Olympic Games. 		<p>resources) to help them decide on their preferred city state.</p> <p>They need to write their preferred state and reasons in their books.</p> <p>Examples of what you could ask the children to research...</p> <p>Athens</p> <p>What did boys do in Athens? What did girls do in Athens?</p> <p>What lessons do we have that the children didn't have in Athens?</p> <p>What advantage did the girls from wealthy families have?</p> <p>Sparta:</p> <p>What happened to Spartan boys when they were seven?</p> <p>What was the most important thing for Spartan boys to learn?</p> <p>What would happen if they were caught stealing?</p> <p>Were there any good things those Spartan boys learned?</p> <p>What were girls' lives like in Sparta?</p>		
--	--	---	--	--

Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Remind the children of the last 2 lessons and their learning (Ancient Greece was split into city states and they were all very different).</p> <p>Only a very powerful ruler could control all of Greece. One man did in the 300s BC. He was Alexander the Great, from Macedonia. Alexander led his army to conquer an empire that stretched as far as Afghanistan and India. https://www.youtube.com/watch?v=hsyIzelwxUQ</p> <p>Watch this animation to introduce the story of Alexander the Great(it is American and the first part a little 'young' as it's introduced but the facts are there!).</p>	<p>Ancient Greece</p> <p>Alexander the Great</p> <p>ruler</p> <p>city states</p> <p>conquer</p> <p>empire</p>	<p>WALT: understand who Alexander the Great was and his importance in Ancient Greece.</p> <p>On flip chart/board, brainstorm as many facts as they can about Alexander the Great, to refer to in written task.</p>  <p>Hot Seat children- asking them questions as though they are Alexander</p>	<p>Recall facts about Alexander the Great</p>	 <p>Image for books</p> <p>https://www.youtube.com/watch?v=hsyIzelwxUQ</p>

	<p>the great. Model this initially as CT and ask LSA to model asking some questions.</p> <p>Children then stick the image into their books and write sentences about Alexander the Great (can model this first on flip chart).</p>		
--	--	--	--

Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Do pupils know the names of any Greek gods or goddesses? Explain that pupils are going to learn a little about Olympian gods and goddesses and that they will probably have heard some of their names, even if they don't realise who they are! Challenge them to listen carefully during the video and to note down the names of the gods and goddesses</p>	<p>God Goddess mythology belief Zeus Poseidon Hera</p>	<p>WALT: describe Ancient Greek gods and goddesses</p> <p><i>NB: The Ancient Greeks enjoyed theatre and their plays often included the gods and heroes. The Romans continued this tradition and took theatre with them wherever they went- including to Colchester.</i></p>	<p>Identify the Greek gods and goddesses.</p> <p>Describe the attributes of a chosen god/goddess.</p> <p>Compare and contrast the</p>	<p>https://www.bbc.co.uk/teach/school-radio/articles/zk73nrd</p> <p>(Greek Myths to share in story time and /or as part of a writing lesson/unit).</p> <p>PP introducing the Gods/Goddesses - statue images</p>

<p>they hear in preparation for one of the activities. (They don't need to worry about the spelling at this stage!)</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks2-history-ancient-greece-2-gods-goddesses-myths-magic/zykxhcw</p>	<p>Demeter Aphrodite Athena Artemis Apollo Ares Hephaestus Hermes Hestia or Dionysus.</p>	<p>Explain: It was believed that the family of Greek gods lived in a cloud palace above Mount Olympus (the highest mountain in Greece). These gods were thought to have special powers, and each had control over a different aspect of life. The people of ancient Greece worshipped many gods and heroes. They told stories about the gods and built temples to honour them. The stories about the gods make up Greek mythology. Those stories, or myths, have survived for more than 2,000 years. The myths of ancient Greece are similar to those of many other cultures (<i>look to read some myths in story time or as part of a R2W –have included an online link in resources</i>). They tell how the world was created and help explain why things happen.</p> <p>Share the Greek Gods and Goddesses sheets (see resources) and discuss.</p> <p>2 learning activities -could do one or both, on rotation –record in books.</p> <ul style="list-style-type: none"> • Playing God. Children should imagine they are a god or goddess. What 	<p>gods and goddesses.</p>	
--	---	---	----------------------------	--

		<p>would their name be? What would they represent? (God/Goddess of ...) What would their character be like?</p> <ul style="list-style-type: none">• Class elections. Time to elect a new god or goddess! Children take the role of their newly imagined god or goddess and make a case to the class to elect them as Class God/Goddess!		
--	--	--	--	--

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>The Paris Olympics took place in July 2024. Brainstorm what children already know about the Olympics.</p> <p>Explain how the Olympics started in Ancient Greece and was a huge event. The different states were often at war but there was always peace during the games as it was a religious event.</p> <p>Watch the video:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks2-history-ancient-greece-olympic-games-leonidas/z363r2p</p>	<p>Olympics</p> <p>sprint</p> <p>wrestling</p> <p>boxing</p> <p>long jump</p> <p>javelin</p> <p>discus</p> <p>chariot racing</p> <p>pentathlon</p> <p>pankration</p>	<p>WALT: describe the past using sources, including art.</p> <p>https://www.bbc.co.uk/bitesize/articles/zgpdjxs#znwyvwx</p> <p>Watch this first.</p> <p>Explain:</p> <p><i>The Olympics actually started in Ancient Greece. The different city states often fought but during the Olympics, peace was declared and everyone came together to enjoy the games. The games began in 776BC in Olympia. It is believed that the games were a religious event to honour Zeus who was the king of the Gods.</i></p> <p>The Ancient Greek Olympic events were; running, wrestling, pentathlon, chariot and horse racing.</p> <p>In modern day Olympics there are 400 events!</p> <p>Remind the children, what is meant by primary and secondary sources of evidence. Greek pottery is a primary source of evidence that has been used by historians to provide clues about life in ancient Greece. Groups look carefully at the photographs in the resources (which are primary sources) and discuss the questions below, in their books.</p> <ol style="list-style-type: none"> 1. Which Olympic events can you see in these photos? 2. How do these photos (and the original pottery) tell us about Greek culture? 3. Who might have owned this pottery? 4. Why was is made in the first place? 5. How important do you think these primary sources are and why? 	<p>Identify how pottery can give us information about the Ancient Greek Olympic Games.</p> <p>Describe the modern-day Olympic games.</p> <p>Explain how important the Ancient Games were to the modern Olympic Games.</p>	<p>Images of pottery</p> <p>Questions from main plan, to answer into books</p>

		Extension: What questions do you have, about these primary sources of evidence?(i.e.: where were they found, when, by whom?)		
--	--	--	--	--

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Following on from last lesson, children discuss what they know about the Paris Olympics (or another Olympics coming up in the future).</p> <p>Children find out about one event that interests them in the modern Olympics. Find a picture of an athlete 'doing' this sport on their iPad (pair children up doing the same sports).</p>	<p>sprint</p> <p>wrestling</p> <p>boxing</p> <p>long jump</p> <p>javelin</p> <p>discus</p> <p>chariot racing</p> <p>pentathlon</p> <p>pankration</p>	<p>Children roll out a square of clay and use clay tools to etch the image of their chosen athlete into the clay.</p> <p>They can then create a pot and mould the etching to the side of the pot using skills learned in art to ensure the piece will not fall off when dry (make scratchings on the sides being stuck together, use a little water as 'glue', mould the edges together).</p> <p>Or if not up for clay, use their sketching skills and draw a sketch of their chosen athlete into sketch books.</p>	<p>Identify how pottery can give us information about the Ancient Greek Olympic Games.</p> <p>Describe the modern day Olympic games.</p> <p>Explain how important the Ancient Games were to the modern Olympic Games.</p>	iPads



Made possible with

**Heritage
Fund**

One Square Mile: Heritage on our Doorstep

**St John's Green Primary School
and National Lottery Heritage Fund**