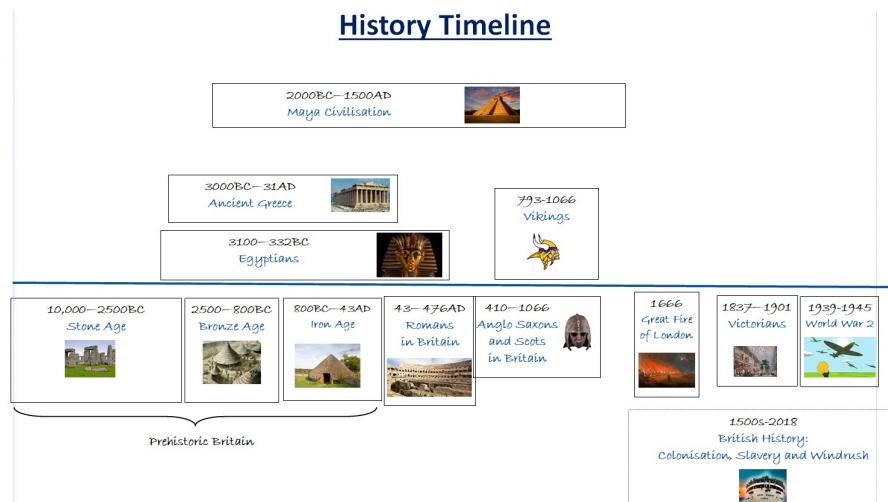


1. Can I...

- **place** the Ancient Greeks on a timeline in relation to other historical events?
- understand **what else was happening in the world at the time** of the Ancient Greeks?
- **Vocab:** civilisation, duration, timeline, chronological order, place
- **Prior learning:** placed Maya Civilisation on a timeline and understood other events in same time period (e.g. Vikings, Romans)
- Recap: historians use dates to place historical events on a timeline
- Know the Ancient Greek civilisation was from 3000BC to 31AD
- Recap: 'BC' means Before Christ and AD means 'Anno Domini', which is Latin for 'in the year of our Lord'. AD starts at the year 0
- The duration (how long something lasts) of Ancient Greek Civilisation was 3000 years
- Know: Ancient Greeks were a civilisation (group of people living together in cities with rules, jobs, and ideas that help build things and share culture)
- Know what was happening in the world at the same time:
 - Ancient Egyptians (3100BC-332BC) building pyramids and trading with the world
 - Prehistoric Britain: Bronze Age (2500-800BC people made tools from bronze and built roundhouses) and Iron Age (800BC-43AD when hillforts built for protection).
- **Chronology:** Place Ancient Greeks on a timeline; Compare different periods, civilisations and cultures across time. (use school history timeline of curriculum topics)

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History Timeline



2. Can I sequence events during the Ancient Greeks and identify other events happening across the world at the same time? (possibly over 2 sessions)

- **Vocab:** sequence, timeline, democracy, philosophy,
- **Prior learning:** lesson 1: placed Ancient Greeks in context of other periods/civilisations that we learn about (e.g. Prehistoric Britain, Egyptians, Vikings)
- Know introductory facts to Ancient Greeks: people who lived in Greece thousands of years ago (around 3000 years ago). Famous for creating city-states like Athens and Sparta, inventing democracy (means people have a say in how things are run, usually by voting), and making big contributions to art, theatre, philosophy, and the Olympic Games.
- Know historians find it useful sequence (put in order) events on a timeline. As historians, we will also be identifying what else was happening around the world (Ancient Egypt and Britain) at the same time.
- Know: Ancient Greeks spanned many centuries (century = 100 years) and divides into different eras (era = period of time in history marked by important events or changes.):
 - **3000BC-1450BC: Minoan Civilisation:** Minoans were first Greek civilisation and lived on the Greek islands (mainly Crete) rather than Greece itself. Known for building palaces. Minoan era named after King Minos. In Ancient Egypt the 'Great Pyramid of Giza' was built in approx. 2600BC. In Britain, Stonehenge was completed during this period during the Bronze Age.
 - **1600BC-1100BC: Mycenaean Civilisation:** Based on mainland Greece and were the first 'true Greeks' as first to speak Greek language. Known for being great builders and engineers. They had a strong military with lots of soldiers. The famous Battle of Troy was fought during this time. In Ancient Egypt, Pharaohs such as Tutankhamun ruled.
 - **1100BC-800BC: Dark Ages:** The Mycenaean civilisation collapsed—most settlements were abandoned and the population dropped in numbers. It was a time of famine (no food) and people mainly lived as farmers. Very few artefacts for historians to interpret about The Dark Ages
 - **800BC-480BC: Archaic Period:** Rise of cities like Athens and Sparta. Greek alphabet developed and the first Olympic Games in 776BC. Art, poetry and politics grew considerably
 - **480BC-323BC: Classical Period:** Considered by historians to be when the Greeks were at their strongest ('golden age'). Athens had democracy (people vote for leaders) and people loved theatre, science and philosophy (famous philosophers: Socrates, Plato and Aristotle). Alexander The Great was born in 356BC and became king aged 20. He explored and conquered new lands across Europe, Asia and Egypt. He named a city ('Alexandria') after himself and was named 'Great' because he never lost a battle. He created one of the biggest empires and spread Greek ideas, language and culture.
 - **323BC-31BC: Hellenistic Period:** After Alexander the Great (who had travelled far and wide and) died, Greek culture mixed with others and the empire was split up. Eventually, the Romans conquered Greece

Suggested task: children create timeline and give brief explanation about each event. **Explicitly identify the events in Egypt and Britain at the time in task/timeline.**

- **Chronology:** Sequence historical events in Ancient Greece and across different periods

3. Can I explain the most important causes of Greek city-states and understand how the consequences varied for different groups of people? (over 2 sessions)

- **Vocab:** cause, city-state, geographical, political, economic, social, cultural
- **Prior learning:** connection between causes and consequences of events in Maya Civilisation
- Know introductory facts about 'city-states' in Ancient Greece:
 - Ancient Greece was divided into hundreds of 'city-states'
 - City-states were like mini-countries – Each one had its own government, army, laws, and money.
 - They were called a "polis" – A city and the land around it made up a city-state.
 - They developed because Greece is full of mountains and islands – This made travel and communication hard, so communities grew separately.
 - They shared language and religion but had different ways of life – For example, Athens focused on democracy and art, while Sparta focused on the military.
- Know main city-states and features:
 - Athens: known for democracy, philosophy, arts, architecture
 - Sparta: strong military/army, warrior culture
 - Corinth: known for trade and wealth as it was between two seas
 - Thebes: strong military and rivalry with Athens and Sparta. Play key roles in a number of wars

• Why were City-States created (the Causes)?

Geographical:

- Greece's landscape is very mountainous and broken up by many islands, which made large areas hard to connect.
- Travel and communication were difficult, so people lived in small, separate communities instead of one big kingdom.
- These communities developed their own governments, armies, and cultures, becoming independent city-states (poleis).

Political Cause

- Each city-state wanted to rule itself instead of being controlled by one king.
- They created their own laws, leaders, and armies to stay independent.
- This led to different types of government, like democracy in Athens and military rule in Sparta.

Economic Cause

- Different areas had different resources: some were good for farming, others for trade.
- City-states near the sea, like Corinth, became rich through trade, while others focused on farming.
- Each city-state developed its own money system to manage trade and wealth.

Social Cause

- People felt loyal to their own city-state, not to Greece as a whole.
- They said "I am Athenian" or "I am Spartan," showing strong local identity.
- This pride sometimes led to rivalries and wars between city-states.

Cultural Cause

- All city-states shared language and religion, worshipping gods like Zeus and Athena.
- But each had its own festivals, traditions, and ways of life.
- Athens became known for art and learning, while Sparta focused on military strength.

As historians, which cause is most important and why?

- Geography: mountains and islands made it impossible to have one united government/leader
- Isolation forced communities to develop independently, creating their own governments, armies, and cultures.
- Geography influenced all other causes:
 - Political (self-rule because of isolation)
 - Economic (trade for coastal cities, farming for inland ones)
 - Social and cultural (strong local identity and unique traditions).
- So, Geography is the root cause because without the mountains and islands, Greece might have been one large kingdom instead of many city-states.

• **Cause and Consequence:** Understand that causes can be political, economic, geographical, social, cultural. Evaluate which causes were most significant and how consequences varied for different groups.

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How did consequences of City States vary for different groups of people?

Citizens

- In Athens, male citizens could vote and take part in democracy. Therefore, more freedom and influence.
- In Sparta, citizens were trained as soldiers from a young age. Therefore, strict, disciplined life focused on war.

Women

- In Athens, women had very few rights and stayed at home. Therefore, limited role in society.
- In Sparta, women had more freedom, could own land, and were expected to be strong. Therefore, more independence.

Slaves

- In Athens, slaves worked in homes, farms, and mines. Therefore, no rights.
- In Sparta, slaves (called helots) farmed the land. Therefore, harsh treatment, often rebelled.

Traders and Farmers

- In Corinth, traders became wealthy because of its location between two seas. Therefore, economic success.
- In rural city-states, farmers lived simple lives. Therefore, less wealth and fewer opportunities.



4. Can I compare the similarities and differences of Ancient Greece, Ancient Egypt and Prehistoric Britain at the same time in history?

- **Vocab:** similarities, differences, Ancient Greece, Ancient Egypt, Prehistoric Britain (Bronze Age/Iron Age)
- **Prior Learning:** used evidence to comparing the Maya writing system and our modern alphabet
- Know that Ancient Greece, The Ancient Egyptians and The Bronze Age/Iron Age in Britain were at a similar time in history and at different points around the world.
- Know that people lived in very different ways depending on where they were in the world. For example, the Ancient Egyptians were building pyramids and the Ancient Greeks were creating temples, people in Britain were living in roundhouses and making tools from bronze and iron.
- Know that even though these places were far apart, they all needed food, homes, and ways to share ideas. But they solved these problems in different ways because of their land, weather, and beliefs.

(Note for teachers: information below will need some more detail and images on slides)

Homes

- **Egypt:** Houses made from mud bricks to stay cool in the hot desert.
- **Greece:** Small stone or mud-brick houses in sunny, hilly lands.
- **Britain:** Roundhouses made of wood and straw in green hills.
- **Similarities:** All built homes from materials found nearby.
- **Differences:** Egypt and Greece used bricks and stone; Britain used wood and straw. Britain's homes were round, others were square.

Beliefs

- **Egypt:** Many gods and life after death. Built pyramids for pharaohs.
- **Greece:** Many gods like Zeus and Athena. Loved myths and stories.
- **Britain:** Believed in nature. Special places like Stonehenge for ceremonies.
- **Similarities:** All believed in something powerful beyond humans.
- **Differences:** Egypt and Greece had gods with names and stories; Britain focused on nature and ceremonies.

Writing and Communication

- **Egypt:** Used picture writing called hieroglyphs.
- **Greece:** Had an alphabet like ours.
- **Britain:** No writing—told stories instead.
- **Similarities:** All shared ideas in some way.
- **Differences:** Egypt and Greece wrote things down; Britain only spoke and remembered stories.

Jobs and Daily Life

- **Egypt:** Farmers grew crops near the Nile. Scribes wrote things down.
- **Greece:** Farmers, traders, soldiers, and thinkers.
- **Britain:** Farmers and toolmakers. Lived in tribes.
- **Similarities:** All farmed and made tools.
- **Differences:** Egypt had scribes and writing jobs; Greece had traders and thinkers; Britain had no writing jobs.

Monuments

- **Egypt:** Huge pyramids and temples.
- **Greece:** Beautiful temples and theatres. Invented the Olympic Games.
- **Britain:** Stone circles and hillforts for protection.
- **Similarities:** All built special places for religion or gatherings.
- **Differences:** Egypt built pyramids; Greece built theatres; Britain built stone circles and forts.

(Lesson continued on right hand side)

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(Lesson 4 continued)

Role of Women:

- **Egypt:** Could own property, run businesses, had household roles.
- **Greece:** In most city-states (like Athens), women were expected to manage the household and had limited rights. In Sparta, women had more freedom and could own land.
- **Britain:** Shared farming/household tasks, some involved in tool-making and leading tribes
- **Similarities:** All societies relied on farming and tool-making.
- **Differences:** Egypt: - Women rights in law and could hold important roles. Greece: Women's rights varied depending on where they lived. Britain: Women had practical jobs on farm and in homes.
- **Compare similarities and differences** Compare cultures, societies, and time periods globally.

5. Can I explain how the change and continuity in Ancient Greece happened at the same time?

- **Vocab:** Change, continuity, government, religion, military, education, architecture
- **Prior Learning:** change and continuity during Maya Civilisation
- Know that Ancient Greece lasted for over 3,000 years, and during that time, many things changed—but some things stayed the same.
- Know that as Historians, we call this 'continuity' (what stayed the same) and 'change'
- Continuity: Use of columns and symmetry stayed the same across centuries.

Government – Change and Continuity Happening Together

- **Change:** Some city-states, like Athens, became more democratic (people could vote for leaders).
- **Continuity:** At the same time, other city-states like Sparta kept kings or councils, and city-states stayed independent throughout Greek history.

Religion – Change and Continuity Happening Together

- **Change:** The way people worshipped gods changed slightly over time.
- **Continuity:** At the same time, Greeks always believed in the same gods (Zeus, Athena, Apollo) and held festivals like the Olympic Games.

Military – Change and Continuity Happening Together

- **Change:** Weapons and tactics improved, especially under leaders like Alexander the Great.
- **Continuity:** At the same time, warfare was always important, and bravery in battle was respected. Soldiers still fought in phalanx formations.

Education – Change and Continuity Happening Together

- **Change:** Education became more advanced in Athens during the Classical period.
- **Continuity:** At the same time, education was mostly for boys and reflected city-state values.

Buildings (architecture) – Change and Continuity Happening Together

- **Change:** Temples became more detailed and grand over time.
- **Continuity:** At the same time, Greeks always used columns and symmetry. The Parthenon is a famous example.

- **Change and continuity:** understand continuity/change can happen at the same time



6. Can I explain the impact and understand different perspectives of Ancient Greek achievements?

- **Vocab:** significance, perspective, democracy, relevance, impact, critic
- **Prior Learning:** short and long term impact of Maya number system (Spring Term)
- Know that Ancient Greeks gave us many significant ideas and traditions (e.g. democracy, Olympics) that still matter today. As historians, we look at significance in different ways:
 - Impact at the time (Was it important then?)
 - Lasting impact (Does it still matter now?)
 - Impact on many people (Did it affect lots of people?)
 - Relevance today (Do we still use it?)

Democracy:

- Know it is a system where citizens could vote on laws and decisions. It was one of the first examples of people having a say in how they were governed. It was mainly used in Athens.
- **Impact then:** Gave some people a voice in government for the first time.
- **Impact now:** Many modern countries, including the UK, use democratic systems.
- **Perspectives on significance:**
 - *Historians:* Democracy is the way many countries are run today.
 - *Citizens today:* It matters because it gives us rights and freedoms.
 - *Critics:* Ancient democracy was limited (only men, no slaves), so its fairness was questionable

Philosophy:

- Philosophy means “love of wisdom.” Ancient Greek philosophers like Socrates, Plato, and Aristotle asked big questions about life, truth, and how people should behave. They encouraged thinking deeply and discussing ideas.
- **Impact then:** Encouraged deep thinking and debate.
- **Impact now:** Today, philosophy helps us learn how to think clearly, ask questions, and understand different points of view. Many ideas from Greek philosophers are still taught in schools and universities and influence how we think about society (ethics), science and education.
- **Perspectives on significance:**
 - *Historians:* Philosophy changed how humans think about truth and knowledge.
 - *Teachers:* It helps students learn to think critically today.
 - *Critics:* Not everyone agrees philosophy is practical for everyday life.

Olympics:

- Know that Ancient Greeks held athletic competitions every four years in Olympia to honour the god Zeus. Events included running, wrestling, and discus throwing. Only men could compete, and it was a major celebration.
- **Impact then:** Major celebration bringing city-states together.
- **Impact now:** Today, the Olympic Games are inspired by the Ancient Greek version. Athletes from all over the world compete in sports every four years, promoting peace, unity, and excellence.
- **Perspectives on significance:**
 - *Sports fans:* It inspires global competition and friendship.
 - *Historians:* Shows cultural continuity from ancient to modern times.
 - *Critics:* Ancient Olympics excluded women and slaves; modern games can be all about money/sponsors.

Theatre/Arts:

- Greeks invented drama, including tragedy and comedy; built open-air theatres.
- **Impact then:** Entertainment and storytelling for communities.
- **Impact now:** Modern theatre, film, and TV still use Greek ideas.
- **Perspectives on significance:**
 - *Artists:* Greek drama shaped creative arts worldwide.
 - *Historians:* Shows how culture influences society.
 - *Critics:* Ancient theatre was for men only—limited audience
- **Historical significance:** short term and long term impact; Evaluate different perspectives on significance.

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Science and Maths:

Developed early studies in astronomy, medicine, and geometry (e.g., Pythagoras, Hippocrates)

Impact then: Advanced knowledge for its time.

Impact now: Today, these ideas helped shape our modern laws and the concept of rights and responsibilities in society.

Perspectives on significance:

- *Scientists:* Greek ideas underpin modern research.
- *Historians:* Shows human progress in knowledge of science/maths
- *Critics:* Some ideas around maths/science were wrong and needed correcting in later years.



7. Can I explain the reliability, purpose, and perspective of a range of sources about the Ancient Greeks?

- **Vocab:** primary source, historical question, purpose, perspective, reliability
- **Prior Learning:** created our own historical question for investigation linked to Maya ruins
- As historians, we must ask questions when we see a historical source to find out more information. The sources also give us clues about the past.
- Note for teachers: intro activity—show the sources (below) and ask children to write 3 suitable questions in book for each source. For example:
 - **Source 1:** who owned the vase? Why is it decorated in this way?
 - **Source 2:** why was it built? Is this a normal building in Ancient Greek times?

Source 1:

- Black-figure large vase (called a 'krater') decorated with scenes of warriors and chariots, likely from around 500 BC. Vases were often used for mixing wine and water during banquets.
- **Purpose (Why was it made?):**
 - It was decorative and used at special banquets.
 - The pictures show heroes and myths, to celebrate things the Greeks thought were important, like bravery and honour.
- **Perspective (Whose view does it show?):**
 - Made by an artist for rich people, so it shows what wealthy Greeks liked.
 - It focuses on warriors and gods, not ordinary life.
- **Reliability (Can we trust it?):**
 - Useful for learning about Greek art, myths, and what they admired.
 - Not useful for learning about everyday life—it doesn't show farmers, slaves, or women.
 - It might exaggerate heroism and battles because it was meant to impress.



Source 2: Greek Vase

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Source 2:

- The Parthenon is a famous temple in Athens, built about 2,500 years ago. It was made to honour Athena, the goddess of wisdom.
 - **Purpose (Why was it built?):**
 - To worship Athena and show Athens' power and wealth.
 - It was a symbol of pride after Athens won a big war.
 - **Perspective (Whose view does it show?):**
 - Shows what Athens wanted people to see—that they were rich and powerful.
 - Doesn't show what life was like for ordinary people.
 - **Reliability (Can we trust it?):**
 - Useful for learning about Greek religion, architecture, and Athens' pride.
 - Not helpful for learning about poor people or other cities.
 - Only shows the Athens side of history.
- **Historical Enquiry:** consider their reliability, purpose, and perspective of a range of sources



Source 2: Archaeological evidence (ruins of the Parthenon)

8. Can I explain how historians' interpretations of the Ancient Greeks has changed over time and explain which is the most reliable?

- **Vocab:** interpretation, historian, evidence, archaeological evidence
- **Prior Learning:** showed how interpretations of the Maya civilisation have changed over time (1800s vs 2000s) and which is most convincing
- Know/recap information about the meaning of 'interpretation': the way historians understand/explain what happened in the past
- Know different historians might have different interpretations because they use different evidence (sources) or ask different questions
- Know historians use evidence (sources) to build pictures of the past, but these pictures can change as new evidence is found or as perspectives shift.

How interpretations have changed over time:

- **Interpretation 1: Victorian Historians (1800s):** believed Ancient Greece was the "birthplace of civilisation" and a perfect model for Britain. They admired Greek democracy, art, and architecture.
 - **Evidence:** Victorian schoolbooks called Greece "the home of beauty and learning." British buildings like museums (British Museum in London) copied Greek columns and temples. They ignored slavery and the lack of rights for women because those issues were not important to them during Victorian times (more about this in Year 6)
- **Interpretation 2: Early 1900s:** Historians still praised Greece but started looking at ordinary life, not just famous leaders and philosophers.
 - **Evidence:** Archaeologists found pottery and tools showing farming and cooking. Books began to include pictures of Greek houses and markets, not just temples.
- **Interpretation 3: Modern Historians (Today):** Modern historians give a balanced view: Greece had amazing ideas (democracy, philosophy, art), but also problems (slavery, women had few rights).
 - **Evidence:** Archaeology shows that most people were farmers or slaves, not rich citizens. Historians use science to study ruins and even bones, so we know more about health and diet. Modern books explain that Greek democracy only included men who owned land.

Why do these interpretations change?

- **New evidence:** Archaeologists keep finding new objects.
 - **Different values:** Today we care about fairness and equality, so we notice slavery and women's rights.
 - **Purpose:** Victorians wanted to show Britain was great, so they praised Greece as a model.
- Which interpretation is most reliable and why?**
- The modern interpretation is most convincing because:
 - It uses archaeological evidence and science, not just opinion.
 - It looks at all parts of Greek life, not just the rich and powerful.
 - It explains both achievements and problems, giving a fair picture.

• **Interpretation of the Past:** Recognise that interpretations change over time. Begin to evaluate which interpretation is more reliable and why, using evidence.

(Complete If there is time in Summer Term, but not compulsory)

9. Can I research and produced a fact file about....

- Greek Gods, The Greek Alphabet, Famous Ancient Greek individuals (Homer, Draco, Socrates, Aspasia, Plato, Aristotle)