

LKS2 - Ancient Greeks - 3 Weeks

KEY ENQUIRIES: How can we find out about life in Ancient Greece?

Can we thank the Ancient Greeks for anything in our lives today?

ENQUIRY 1: How can we find out about life in Ancient Greece?

Who were the Ancient Greeks and where did they live?

Key Learning:

- Look at images of modern Greece (maps, postcards, brochures, google search etc)
What does this tell us about the key features of Greece and its location? (mainland, islands, physical features, climate etc)
- Locate Ancient Greece on a timeline – discuss where it fits in relation with other time periods. Discuss the longevity of the Ancient Greece. Discuss BC/AD.
- Discuss why Ancient Greece's position was significant (proximity to Europe, Middle East, North Africa. Locate cities of Athens and Sparta – the two city states had their own laws, money, rulers and were rivals.
- Look at similarities and differences between Athens and Sparta (rule, lives of men/women/children, warfare, slaves, culture, religion.

Substantive concept(s) covered: Invasion & Empire, Settlements & Social History, Crime & Punishment

What do artefacts tell us about life in Ancient Greece?

Key Learning:

- Provide sources which include illustrations/representations of Greek life including: soldiers, ships, gods & goddesses, rulers, writing, everyday life.
- Children to analyse and record: what the object is, what it might have been used for, what information it provides us about life in Ancient Greece.
- Ask open ended enquiry questions such as: How was religion different in Ancient Greece different to Christianity/other religions? What can we learn about everyday life? What made Greek fighters so powerful?
- Report back findings – build up a picture about life in Ancient Greece. Identify key characteristics. Speculate what other sources would give them a fuller picture about life in Ancient Greece.

Substantive concept(s) covered: Invasion & Empire, Settlements & Social History, Crime & Punishment, Communication & Invention

What did the Ancient Greeks believe?

Key Learning:

- Consider what it means to believe in something (link to other beliefs we know about). Children to pose questions they want to find out about Ancient Greek religion.
- Look at sources with Greek gods (pots and statues). Children to infer what they know about the god – what could they be the god of? And what they want to know.
- Look at why the gods were important, how the ancient Greeks worshipped, why Mount Olympus was significant, how the gods were related.

Substantive concept(s) covered: Settlements & Social History

What do we know about the achievements of Alexander the Great?

Key Learning:

- Read the story of Alexander the Great
- Give children: the story, images of Alexander the Great statues, friezes, pottery. Children to use these to identify and record key achievements. Put in chronological order and identify which they believe are his most important and give reasons.

Substantive concept(s) covered: Invasion & Empire

FINAL ENQUIRY: What sources should we include in a museum display about the Ancient Greeks?

Key Learning:

- Reflect back on the enquiry question: How can we find out about life in Ancient Greece?
- Create a mini museum display about life in Ancient Greece. Children to decide on which aspects of life to include.
- Select sources they are going to include (not too many) – think really carefully about which are the most useful.
- Create labels to describe each source and what it tells us about life in Ancient Greece
- Keep pulling back to key enquiry.

Substantive concept(s) covered: Invasion & Empire, Settlements & Social History, Crime & Punishment, Communication & Invention

ENQUIRY 2: Can we thank the Ancient Greeks for anything in our lives today?

What similarities and differences are there between children's lives in Ancient Greece and today?

Key Learning:

- Provide children with a range of primary sources (photos of artefacts) and secondary sources (pages from books, websites).
- Children to research key areas (homes, food, children) – children could split into groups/pairs to do this and share between groups at the end.
- Children to identify key facts about their key area. Identify similarities and differences compared to their life today.
- Children to present/share their information.

Substantive concept(s) covered: Settlements & Social History, Communication & Invention

What can we learn from our language about Ancient Greece?

Key Learning:

- [What did the ancient Greeks discover? - BBC Bitesize](#)
- What does this tell us about the influence of the Greeks? What does it tell us about our language?
- Give children copies of the Greek alphabet, names of the letters and how to pronounce them. Children to identify which letters are the same as today. Can they work out where the word alphabet comes from? Compare similarities and differences.
- Show children some Ancient Greek prefixes/suffixes – we can use these to find the origins of some words which we now have today. (geo, phon, tele, bio, -ology, -graph, -meter)

Substantive concept(s) covered: Settlements & Social History, Communication & Invention

How was Ancient Greece governed and are there any similarities to how we are governed today?

Key Learning:

- Refer back to previous work on how the Ancient Greeks were ruled and the difference between Athens and Sparta. What do children know about the word democracy?
- Children to have information in order to research: Who was allowed to vote in Ancient Athens? Who ruled in Ancient Athens?
- Look into who is allowed to vote today and who governs us (parliament, 10 Downing Street, local council, eligibility to vote)
- Make comparisons between Ancient Greece and now.
- Could allow children to experience democracy.

Substantive concept(s) covered: Invasion & Empire, Settlements & Social History

How have the Olympic Games changed since they were first held?

Key Learning:

- Look at images/clips of recent Olympics. Look at a recent Olympic games – look at key aspects: What sports were played? What were the main venues? How many countries were involved? How did the games open and close? Memorable moments?
- Explain the Olympic Games originate from Ancient Greece. Look at the historical context and religious significance.
- Children could create their own programme of events for the Ancient Olympic Games. Use pictorial sources.
- Compare to this: [Classroom resource: Olympic games | British Museum](#)

Substantive concept(s) covered: Settlements & Social History, Communication & Invention

FINAL ENQUIRY: What is the most important legacy of Ancient Greece?

Key Learning:

- Reflect back on the initial question - Can we thank the Ancient Greeks for anything in our lives today?
- Children to recap the main legacies covered in this enquiry. Children to look into one legacy and consider the reasons why it is really important (could provide children with a criteria to support this and articulate their reasons).
- Debate which is the most important, vote which is the most important.