

Lesson 1

Where is it?

Resources

OHP world map. OHP pens. OHP. Blank OHP sheet. Sheet showing map of the Ancient Greeks' World. Glue.

Objectives

That pupils will know where the major sites of the Ancient Greek period were.

Tasks

Ask pupils whether they have been to Greece. Find it on map on OHP – a pupil may be able to do this. Identify it on world map in classroom.

Talk about what Greece is like – introduce key concepts for research on board – *What do I already know? What do I want to know? Where can I find out?* Identify different ideas and write these on the OHP sheet.

Use textbooks and / or library books as available to try to identify answers to these questions – pupils can work individually or in pairs for this. Encourage pupils to note down any unanswered questions and to try to find out the answers in their own time – these can be shared at the start of the next lesson.

Tell pupils that we will be looking at what happened in this area of the world a long time ago.

Collect in books and give out sheet showing the Ancient Greeks' world. Pupils can label important sites on this – exact work depending on map available.

Spend last few moments of lesson discussing and explaining homework.

Homework

Bring in three pieces of evidence to prove that you exist. ie – three things which if found in the future would prove to historians that you personally existed, and tell them something about you.

Lessons 2 & 3

When?

Resources

Reference books. Timeline with major historical periods filled in.

Objectives

That pupils will begin to place events and people in the period into a chronological framework (Key Element 1a)

That pupils will use dates and terms relating to the passing of time (Key element 1b)

Tasks

Recap on previous lesson – which part of the world are we studying? Fill in any more answers to the research questions posed last week.

Talk with the pupils about their experience of history. Begin with a line on the wipeboard. Fill in this year on it. Go on, filling in 1998, 1999, 2000, and 2001. Talk about things they know will happen in these years, e.g. leave this school in 2001. Then fill in previous years. Fill in other meaningful dates – started Lower school, born. Talk about larger jumps – draw another timeline underneath, to a different scale. Mark in dates mentioned. Fill in birth of parents, grandparents. Explain that this scale of timeline is no good for the period we are studying. Point out timeline in classroom. Talk about key dates they can identify. (Refer to key questions again – what do I know, what do I want to know.) Try to fill in dates of Queen Victoria (1837-1901) – explain that they will study this period in Year 6. Tudors (1485-1603) – mention that this is a Year 5 topic. Romans in Britain (55BC – 410AD). Viking raids (789AD-1066AD). Ancient Greek period covers 2000BC – 146BC. Emphasise the immensity of this period.

Give out predrawn timeline, and ask pupils to colour code the different periods, using the information on the board. They can fill in the key as they go, to identify them.

In pairs, each pair to find out the relevant date for a key feature / person / event of Ancient Greek times, and to prepare a label on the computer to inform the rest of the class. This label to say who or what the object / person / event was, and when it took place. If time allows, they can also prepare a picture. Give an example – do Socrates together. Tell pupils to look at the two timelines – back of Ginn book and p6-7 of Folens – to see if they can find his name. Ginn gives it, and dates 470 – 399. This answers WHEN. Look up Socrates in two indexes. Folens gives 44-45; p45 tells us that Socrates was a philosopher. This answers WHO. Tell pupils that if they cannot find all the answers in the textbooks, they should use the information books from the project collection.

Topics:

Easy:

Sappho; Aristotle; Olympic Games

Moderate:

Alexander the Great; Parthenon; Battle of Salamis; Peloponnesian war

Difficult:

Pythagoras; Herodotus; Plato; Any others

Lesson 4

How do we know?

Resources

OHP plus sheet, support sheets, reference books

Objectives

That pupils will consider the sources from which historical deductions may be made.

Tasks

Look at the objects which pupils have brought in to prove their existence (these could be made into a display later). Talk about what each object tells us about the individual. What would an archaeologist make of them? Talk about which are most valuable and useful. Which would tell us about the times but not the individual? (These could be questions on the display).

Look at Folens "Ancient Greeks" pages 8-9, or other textbook / sheet showing pictures of artefacts / evidence from Ancient Greek times. Read through and discuss, get as many examples of each type of evidence as possible from the pupils. Talk about the main categories:

Written evidence, including histories, plays, talks, poetry.

Artefacts – objects thrown away or lost, sometimes kept as precious objects.

Buildings – many ancient buildings still survive relatively intact in Greece.

Pictures – for example, on pottery.

Core

Put writing on board. Pupils copy writing and fill in the missing words.

Support

Pupils are given an individual copy of the sheet and fill in the missing words on that sheet.

Christopher can have a copy of the writing with pictures. He can cut and paste the pictures in the relevant categories.

Extension

After completing the cloze passage, more able pupils can use the textbooks to find specific examples of each type of evidence, under headings (see sheet).

Homework

Draw a title page for your work on the Ancient Greeks. Add pictures of buildings or objects connected with the Ancient Greeks.

Lesson 5

Greek Gods and Temples

Resources

The Labours of Herakles sheet. TV and video. Eureka video (programme 1). Eureka sheet 1.

Objectives

That pupils will find out about the myths and legends of Greek gods and goddesses, heroes and heroines.

Tasks

Watch video 1 (Eureka Ancient Greece). Give out The Labours of Herakles sheet – pupils to stick into books.

Look at Ginn p30-31, and discuss, and Folens p28-29. In small groups, pupils can match the passages and descriptions in the question box.

Pupils could complete the Eureka support sheet 1 if time allowed. Some discussion would be needed.

Lesson 6

Sparta

Resources

Support sheet. Ginn Ancient Greeks book. Dictionaries. Support sheet. Scissors and glue.

Objectives

That pupils will gain knowledge of the Spartan way of life. (Key Elements 2a)

That pupils will select and record relevant information (Key Elements 4b)

Tasks

Read Ginn Ancient Egypt pages 18-19. Discuss: The Spartan army was very strong. Why?

Discuss differences between then and now:

weak new-borns left to die.

Boys taken from their parents at age 7.

All boys were trained to be soldiers.

Strong element of physical fitness required from all.

Material comforts limited – hair shaved, no shoes, cloak.

Boys taught to steal.

Plus any others pupils come up with.

Core: List the ways in which your childhood is different from that of Spartan children.

Support: Look at the pictures. Put each under either Spartan or Modern day England.

Extension: use a dictionary to find the meaning of the word Spartan. Write this meaning down. How do you think it came to have this meaning?

Lesson 7

The legacy of Greece

Resources

TV etc. plus Eureka video (programme 2)

Objectives

That pupils will consider how elements of our modern society have their roots in the past.

Tasks

Talk about what a legacy is and discuss legacies we may have in Britain left by our ancestors – street names, parliament, Tudor building design, etc.

Where do they think our language and writing came from? (Refer to display).

Watch Eureka programme 2.

Fill in Herakles sheet – Kill the Lion of Nemea, catch the Golden Hind of Cerynia, kill the Nine Headed Hydra.

Lesson 8

Athens and democracy

Resources

Folens textbook. Copies of BLM p4 for support.

Objectives

That pupils will learn about links with the past.

Tasks

Refer back to video – see if children can remember name of system of government.

Look at Folens pages 10 and 11.

Set up a debate – how should we spend the last five minutes of the lesson – should I read some funny poems, or should they begin their homework? Announce arguing time, then there will be a vote. Get all to agree to abide by the results of the vote.

At the end of the debate, exclude all pupils who have an older brother. Point out the links with the Greek system – women and those who were not citizens (slaves, etc.) were not allowed to vote. Brief discussion of this, the vote. All must abide by the vote.

Core: See box on page 11 – record the good and bad points of the Athenian and Spartan systems of government.

Extension: What are the advantages and disadvantages of each system of government?

Lesson 9

Art and Architecture

Resources

Ginn and Folens textbooks. Copies of Folens sheet 39. Postcards of Greek style buildings if available. Scissors and glue.

Objectives

That pupils will begin to identify architectural styles.

Tasks

Remind pupils of the video. Talk about the style of Greek buildings, using Folens sheet 39. Compare labels with Ginn p8-9 and Folens p26-27. Look at postcards or pictures if available to identify Greek features.

Pupils complete Folens sheet in books; supported pupils can cut and paste.

Lesson 10

Trade

Resources

TV and video. Eureka tape (programme 3). Folens textbook.

Objectives

That pupils will find out about the Greek way of trade and the need to trade.

That pupils will watch and respond to a video.

Tasks

Show Eureka video 3. Complete sheet with next three labours: Wild Boar of Erymanthus; Man-Eating Birds; Stables of King Augeias.

Look at Folens textbook pages 24 – 25. Divide pupils into four groups and give each one question box to discuss and report back on – ships, money, travel and imports.

Draw flowchart on board:

1. Buy ship
2. Borrow money
3. Buy pottery
4. Sail to Egypt
5. Sell pottery
6. Buy grain
7. Return home
8. Sell grain
9. Repay money

Go through this with pupils. Together, create a flowchart for a journey between Athens and Cyrene.

Core: Ask pupils to create flowcharts in their books for the following journeys: Athens to Cypress; Athens to Phoenicia; Athens to Miletus. Add illustrations when flowchart is written.

Extension: Why did the Ancient Greeks need to trade with other nations?

Support: Discuss with pupils and draw up flowchart boxes in book for them to fill in.

Lessons 11 & 12

Everyday Life

Resources

TV, Video, Eureka tape (programme 4). Sheets, Ginn textbooks.

Objectives

That pupils will use deductive reasoning.

That pupils will find out about Greek houses.

Tasks

Watch video 4. Fill in labours of Herakles (White Bull of Crete, Four Flesh-Eating Mares of Diomedes; Hippolytes Golden Girdle; Herd of Chestnut Cattle).

Remind pupils that archaeology is one of the ways in which we find out about the past. Ask them how they think historians found out about Greek houses – they should come up with the idea that the remains of one were found. Tell pupils that I am going to give them the same type of evidence that the archaeologists found, and that in groups they will have to decide what the remains are and what the room in which they were found was used for.

Tell the pupils that the archaeologists found the remains of clay bricks marking out a shape and draw it on the board:

1 (6)

2 (7)

5 (8)

4

3 (9)

Give out pictures of items (sorry here – mine are on Acorn and not transmittable, but similar pictures of Greek artefacts in domestic use should be easily obtainable). In groups, pupils work to (1) identify

the items shown and (2) decide what the room was used for. They should copy each picture into their book and write the agreed explanation. When all have finished, information can be shared with class, and all can look at Ginn p22 – 23. Room 5 (not clearly shown) is a store room.

Homework

Draw a room in your house and the same room in an Ancient Greek house.

Lesson 13

Work

Resources

Reference books, sugar paper, glue, scissors, TV, Video, Eureka tape (programme 5)

Objectives

That pupils will Find out about the Greek way of life.

That pupils will ask and answer questions.

That pupils will present the results of their research to other pupils.

Tasks

Watch video programme 5. Fill in the last labours on sheet (Golden apples from the Garden of the Hesperides; Three Headed Hound of Hell).

Talk about life in Ancient Greece being based on the land. Remind pupils that there were no machines; all had to be done by hand. Slaves did much work – usually those captured in war and their children.

Talk about sources of information. Tell pupils that a major source of information about the Ancient Greeks is the pictures, which they painted on vases and jars.

Look at and discuss vases shown in Ginn p24 – 25.

Tell pupils that they are going to work in pairs to make a vase, either copied or of their own design, and to tell the rest of the class what this shows about Greek life. The work will be assessed. They will have two lessons and one homework to prepare and practice their talk.

Themes for research:

Markets and Shops

Warships

Farming

Women

Crafts

Sport

Theatre

Children

Clothes

Tell pupils to fill in chart before looking at books and to show me:

What do I know?

What do I want to know?

Answer

Where did I find out?

They should prepare a short piece of writing in their history books to tell the rest of the class, before beginning their pot.

Pair pupils in mixed ability pairings.