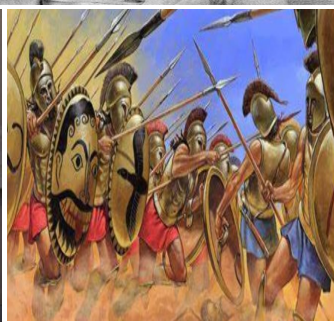
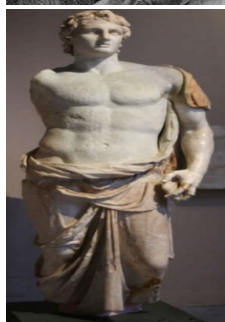


Wisdom and War in Ancient Greece

Overview and rationale:

Ancient Greece became renowned for the legacy it gave to the world in its development of government, science, philosophy, religion and art. Studying Ancient Greece allows children to build on what they learnt in their study of important civilizations around the world, namely Ancient Egypt, the Shang Dynasty and Mayan civilization. Even though the Mayans chronologically come before the Greeks, our team feel that the depth of discussion and debate in evaluating the influence that Ancient Greece had on European society (including exploring concepts of respect for democracy and responsibility in society, philosophical debate, as well looking into the themes of leadership, religion and societal values) is more suited to Y6's maturity and enables these themes to be fresh in their minds in their preparation for secondary school. Children will explore Greek culture through the arts and will explore further the legacy of this influential period in history, taking a brief look at advances in knowledge of medicine and the human body and even finding out about the first female physician, Agnodice, and the challenges that she and other women of the time faced. On the flip side, and following the historical themes throughout KS2, Year 6 will also continue to learn about how leadership styles, invasion and war (with a focus on Alex The Great, the grit of the Spartans and the artistry and creativity of the Athenians), played a major part in the development of these great cultural dynasties and the historical and geographical effect that this had on other people and nations as the civilisation expanded into an empire.

HISTORY		
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY
Chronology	I can continue to develop a chronologically secure knowledge of history. I can establish clear narratives within and across time periods studied.	periods of time, timeline, chronological conventions (e.g. BC, BCE & CE/AD), chronological order, story of events within and across the time periods, changes, era
Causes and Consequences	I can identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, effect, result/impact, identifying reasons, links, change, difference, context, similarity, difference, relationships, legacy
Continuity and change	I can describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods
Significance	I can identify historically significant people and events in situations.	significant events, significant people, leaders, invasion, war, conflict, changes, legacy, impact
Historical evidence and interpretation	I understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, bias, anachronism, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid, contrasting arguments
Similarity, difference and diversity	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, legacy



SKILLS	HISTORY LEARNING STATEMENTS
Using Evidence	I can think critically, weigh evidence, sift arguments, develop perspective and judgement.
	I can explain that the past can be represented or interpreted in many different ways.
	I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.
	I can evaluate and carefully select from a range of historical sources to find relevant historical information.
	I consider different viewpoints or think about possible bias or anachronism.
Historical Enquiry	I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims.
	I can answer and devise my own historically valid questions.
	I make perceptive deductions about the reliability of sources.
Communication	I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.
	I can create my own structured accounts, including written narratives and analyses.
	I can use key historical terms accurately (e.g. century, decade) in structured, informed, written responses or descriptions of the main features of past societies/periods.
	I make pertinent and valid comparisons between periods.
TIER 3 VOCABULARY	
General	invasions, expansion, kingdoms, hierarchy, laws and justice, withdrawal, contexts, cultural, economic, military, political, religious, social history, civilization, gender, period/ era, achievements, influence, scholars, philosophers, dynasties, symbolic, renowned, conquer, civilisation, comparison, calendar, astronomy, impact, merchants, archaeologists, complexity, follies of mankind, successful leader, empire, society, legacy, army
Topic Specific	Western world, Democracy, Philosophy, Olympic Games, Athens, Parthenon, Acropolis, Alexander The Great, Spartans, Athenians, Aristotle, Agnodice – not exhaustive, city states, gods, politicians, Early Ancient Greece, Minoan Age, Mycenaean Age, Mycena, Middle period, Dark Age, Archaic Period, Later Ancient Greece, Classic Period, Hellenistic Period, Athens, Sparta, Thebes, Corinth, Delphi

GEOGRAPHY LEARNING STATEMENTS		GEOGRAPHICAL VOCABULARY AND CONCEPTS	
Fieldwork	<p>I can use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p> <p>I can carry out a focused in-depth study, looking at issues and changes in the area.</p> <p>I can imagine how and why the area may change in future.</p>	Human Geography	region, Europe, country, county, economy, settlement, trade, population, infrastructure, globalisation, population, capital cities, language, religion, food and farming, natural resources, trade, city/country/continent
Using globes, maps and plans	<p>I can use a globe and maps and some OS symbols on maps to name and locate UK counties and cities.</p> <p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.</p>	Physical Geography	hills, mountains, rivers, seas, oceans, coast, climate
Map work skills	<p>I know directions in my neighbourhood.</p> <p>I can understand and use 6 figure grid references to interpret OS maps.</p> <p>I can use the 8 points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p>	Map-based vocabulary	population, capital cities, city/country/continent, atlas/map/globe, equator, hemisphere, Tropic of Capricorn/Cancer, longitude, latitude, time difference, Greenwich Meantime
Human and physical geography enquiry skills and communication	<p>I can describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>I can describe in detail types of settlement, land use and economic activity, including trade links.</p> <p>I can describe the distribution of natural resources including energy, food, minerals and water in the continents & countries I have studied.</p> <p>I regularly use and apply maths skills in my work.</p>	Tier 3 place and locational vocabulary	Northern/Southern hemisphere, Greece, Athens, Europe, Africa, Alexandria, Persia, Mediterranean, Red Sea, Arabian Sea, Black Sea, Caspian Sea, Persian Gulf, Greek Empire
Locational knowledge and Place knowledge	<p>I can name and locate cities and counties of the UK</p> <p>I know more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features, including naming some UK hills, mountains and rivers or types of coasts.</p> <p>I can explain how aspects have changed over time.</p> <p>I can identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle & time zones (incl. day and night).</p> <p>I can understand key aspects of physical geography (e.g. climate zones, biomes and vegetation belts) of the area.</p>	Geographical concepts and tier 2 vocabulary	<p>Place: changed, developed</p> <p>Space: weather, climate, biomes, vegetation</p> <p>Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact</p> <p>Environment (physical and human processes: topography, changes over time, natural resources, settlement</p> <p>Interconnections: significance, connections, links, interdependent, ecological, economic, trade, social, break down</p> <p>Environmental impact and sustainability: interaction – human and natural, responsible, natural resources, modified, damage, Earth, globalisation, future</p> <p>Cultural awareness, diversity: lives, communities, disparity, inequality, cultural interests, religion, similarities and differences, environmental resources</p>

KNOWLEDGE (substantive)	
'Core'	'Additional'
1) I know that Greece is in Europe and that its capital city is Athens.	<p>a) I know that it is bordered by four countries – Albania, Macedonia, Bulgaria and Turkey.</p> <p>b) I know that there are four seas – Aegean, Ionian, Sea of Crete and Mediterranean.</p> <p>c) I can tell you about Greece's physical features – its landscape is made up of mountains, lakes, forests, lowland plains and beaches!</p> <p>d) I can explain why Athens grew as a city because of the physical features of its location.</p>
2) I know where Ancient Greeks fit on a historical timeline and that the Greek Empire lasted about 350 years – from 776 BC to 323 BC.	<p>a) I have knowledge of other civilisations at the same time – Ancient Egypt ending during, and the rise on the Roman Empire.</p> <p>b) I know how they became a major civilisation: trading increased across nations and they grew an army to fight the Persians.</p> <p>c) I know why the Greek Empire ended – Greece fell to the Roman Empire and the death Alexander the Great</p>
3) I know that Ancient Greece was split into different periods and had different leaders.	<p>a) Early Ancient Greece: Minoan Age - in Crete kings ruled and money was spent on art and architecture and food for everyone. Mycenaean Age - mainland Greece; largest city – Mycena; any became warriors and spent money on war.</p> <p>b) Middle period: Dark Age – the population declined; very little evidence due to people just surviving. Archaic Period - First Olympic Games; poet, Homer and mathematician, Pythagoras were born.</p> <p>c) Later Ancient Greece: Classic Period - Athens V Sparta; King Alexander the Great conquered Europe and Asia. Hellenistic Period - the Colossus was built on Rhodes (50m tall statue of soldier); ended when Romans conquered Ancient Greece.</p>
4) I know that Ancient Greece grew from mainland Greece and the Greek Islands to occupy Europe and Asia	<p>a) I know the five major city states: Athens, Sparta, Thebes, Corinth, Delphi.</p> <p>b) I know that Alexander the Great conquered Persia and Europe (so many Alexandrias!).</p> <p>c) I know how did Alexander The Great became such a powerful leader.</p> <p>d) I can explain how the Greek empire expanded and the impact this had on different people and places. I can talk about the interconnections and the legacy the empire left on the places it invaded.</p>
5) I understand about Greek life and achievements.	<p>a) I know that the Ancient Greeks were deeply religious and many believed in and worshipped 12 main Gods. The Olympic Gods: Zeus, Hera, Athena, Apollo, Poseidon, Ares, Artemis, Demeter, Aphrodite, Dionysos, Hermes and Herphaistos.</p> <p>b) I know that the conflict between states was over the need for education and democracy versus power and war and strength.</p> <p>c) The inequality between men and women in most City States. Women learned to be good wives. Men were educated and politicians. I know that this led Agnodice to do what she did!</p>
6) I know that there was great rivalry between Athens and Sparta because culturally they were so very different.	<p>a) I know the Parthenon and Colosseum are important structures still standing in Athens today. They were built for worship and entertainment in Athens.</p> <p>b) I know that Spartan men, women and children focussed on being strong for war. Weak individuals were left to die.</p> <p>c) I know that both City States achieved great successes. Spartans were great strategists (300) and Athenians were scientists, philosophers and mathematicians</p>

ART AND DESIGN	
Exploring and Developing	
Exploring and developing ideas	Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

3d Form			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
-Plan, design, make and adapt models. (clay/papier Mache/woodwork/choice for purpose)	-Use a sketchbook to plan how to join parts of the sculpture. -Recognise sculptural forms in the environment: furniture, buildings -Create models on a range of scales	-Know that a sketchbook can be used to collect and record visual information from different sources. -Know that work can be finished in different ways: glaze, paint, polish -Know that work can be constructed around armatures (wire frame) or over constructed foundations using materials such as Modroc. -Know how to work in a safe and organised way	Modroc, man-made material, plaster, bandage, smoother, better finish, smoothing, joining, finishing, manipulate, form irreversible, texture, detail, twisting, rolling, combine, combination, armature, foundation, glaze, polish
Artist/Style/Activities			
Ancient Greek sculpture / pot presenting the Battle of Marathon. Clay coins (Greek workshop) Clay friezes depicting Ancient Greek daily life or God/myth.			

School Value	Topic relevance: How/when/where/why is it needed?
Resilience	- Alexander the Great showed incredible resilience in his carrying out his desire to be a great leader and in leading his armies to many great battles. - Spartans showed great resilience in their desire to become warriors and were trained from the day they were born. The Spartans showed tremendous resilience in their will to be the most powerful warriors and fiercest armies ever known. Spartan women also needed great resilience and were urged to stay fit and strong...so that they could have strong sons for the army! - Agnodice had to show great resilience – no one would allow a woman to study medicine.
Respect	- Although ATG showed little respect for his enemies, he showed respect for his own soldiers. This was shown when he listened to his soldiers who wanted to return home after many years of invading. - Spartans had little choice but to respect the hierarchy and knew their place – they were led by two kings and an oligarchy or small group that exercised control. - Athenians had a more respectful hierarchy, evidenced by the start of democracy, and respected nurturing the mind, the arts, architecture and literature. - Slavery and oppression existed to a great extent in the Greek empire and no respect was given to slaves.
Responsibility	- ATG had great responsibility for his people, his soldiers and in carrying out his father's dreams to create the Greek Empire.
Happiness	- Which culture – Sparta or Athens - would you have been happier in? Why? Is there a case for both?
Kindness	- Which was the kinder society? Why do you think that? Is there a case for it being Sparta?
Pride	- Spartans and Athenians were both immensely proud of their heritage and their culture and disliked the ways of the other.

Possible Enrichment activities	Greek day workshop
	Now Press Play

Possible 'higher order' questioning	
Remember	Where is modern day Greece? Where did Ancient Greece extend to?
Understand	Can you explain the idea of city states?
Apply	What do we know about the Ancient Greece at war?
Analyse	What impact did the Ancient Greeks have on government? On sport? On culture? On the way we think?
Evaluate	Many people say that the Ancient Greeks changed the world. Why do you think that people say this? What values did they have?
Create	Can you recreate examples of Greek architecture or sculpture?