



**Advent 1**  
**History Yr4: Ancient Greece**



**Scripture Link:**  
**'The one who conquers, I will grant him to sit with me on my throne, as I also conquered and sat down with my Father on his throne.' Revelations 3:21**

**National Curriculum Objective**  
Ancient Greece – a study of Greek life and achievements and their influence on the western world

**Timeline**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Learning intention for each lesson</b>	<p>I will know where to place the ancient Greeks on a timeline;</p> <p>I will know what daily life was like in Ancient Greece (Homes, clothing, food)</p>	<p>I will know what daily life was like in Ancient Greece (cont. looking at school and toys)</p>	<p>I will know that Ancient Greeks had many Gods and Goddesses.</p> <p>I will know about the significance of the gods and goddesses worshipped by the Ancient Greeks.</p>
<b>Recall and Retrieval</b>	<p>Mayan – During the Mayan civilization Britain went through the Bronze Age and Iron Age.</p> <p>Mayan's wrote thousands of books known as codices, of which only 4 have survived.</p> <p>Codices give us an insight into other aspects of Mayan life, examples include: diaries, farming accounts and astronomical tables.</p> <p>GFoL – The meaning of the term eyewitness is a person who has seen something happen and can give a first hand description of it.</p> <p>There was an eyewitness statement about the GFoL, written by Samuel Pepys in his diary.</p>	<p style="background-color: yellow;"><b>FS – Toys now and then</b></p> <p>The times of Ancient Greece fell within the period at the end of the Ancient Egyptians, during the Ancient Maya and Iron Age in Britain.</p> <p><u>Homes</u> Homes were built around a courtyard and had small windows with no glass.</p> <p>Rich people decorated the walls and floors with colourful tiles and paintings.</p> <p>Most homes did not have bathrooms (except for the rich). There were public baths but most people washed using a small bucket or a stream.</p>	<p><u>Clothing</u> Greek men and women wore a tunic of two different styles, worn by both sexes. Many people walked around barefoot and some wore leather sandals.</p> <p><u>Food</u> Only rich people would eat a lot of meat. Men and women usually ate separately. Rich people always ate at home – only enslaved people and the poor would eat in public.</p> <p><u>School</u> That only boys (who generally from wealthier families) went to school at the age of 7yrs, whilst girls learnt at home. Girls were expected to marry young and manage household duties.</p> <p>Ancient Egyptians worshipped hundreds of different Gods and Goddesses who they believed influenced their every day life.</p> <p>Ancient Mayans were deeply religious and worshipped various God. Temple Kukulcan is named after one of the Mayan supreme Gods.</p>
	By the end of the lesson, children will know-	By the end of the lesson, children will know-	By the end of the lesson, children will know-

<p><b>Sequence of substantive knowledge throughout the lesson</b></p>	<p>The Ancient Greek period being studied is from 1200 BC to 146 BC. The times of Ancient Greece fell within the period at the end of the Ancient Egyptians, during the Ancient Maya and Iron Age in Britain.</p> <p>where Greece is on a world map (locating the capital city, larger Greek islands and surrounding countries).</p> <p><u>Homes</u> Homes were built around a courtyard and had small windows with no glass. They had wooden shutters to keep out the hot sun.</p> <p>Rich people decorated the walls and floors with colourful tiles and paintings.</p> <p>Most homes did not have bathrooms (except for the rich). There were public baths but most people washed using a small bucket or a stream.</p> <p>At night, Greeks slept on beds stuffed with wool, feathers or dry grass. Most people went to bed as soon as it got dark. The only light came from flickering oil lamps and candles.</p> <p><u>Clothing</u> Greek men and women wore a tunic of two different styles, worn by both sexes.</p> <p>Many people walked around barefoot and some wore leather sandals.</p> <p>Suntans weren't cool, so women put white lead on their face to make their skin look pale.</p> <p>Greeks liked jewellery: bracelets, earrings and necklaces. These were often buried with the dead people in their tombs.</p> <p><u>Food</u></p>	<p><u>School</u> that only boys (who generally from wealthier families) went to school at the age of 7yrs, whilst girls learnt at home.</p> <p>Boys learnt about reading, writing, mathematics, music, poetry and debating.</p> <p>Girls were expected to marry young and manage household duties.</p> <p><u>Toys</u></p> <p>We know about some Greek toys from pictures on pottery vases and artefacts found by archaeologists.</p> <p>Children played with small pottery figures, and dolls made of rags, wood, wax or clay - some of these dolls even had moveable arms and legs. Other toys were rattles, hoops, yo-yos and hobby horses (a pretend horse made from a stick).</p> <p>Children also played with balls made from tied-up rags or a blown-up pig's bladder. A game of flicking nuts into a hole or circle may be the ancient Greek version of marbles or tiddlywinks!</p> <p><b>They also kept animals as pets. There are pictures of children with pets, like dogs, geese and chickens.</b></p> <p><b>jobs</b></p>	<p>They believed in many different gods and goddesses (this is known as polytheism).</p> <p>Every god was believed to be responsible for a different part of life.</p> <p>Greek people would pray to different gods depending on what help they might need.</p> <p>God      Role Zeus- King of the gods Hera- Queen of the gods Poseidon- God of the sea Hermes -Messenger to the gods Apollo- God of light and music Athena -Goddess of wisdom Aphrodite- Goddess of love</p> <p>Gods were believed to be immortal and have supernatural powers but they also fell in love, had children, fought and argued like humans. (Greek myths)</p> <p>Zeus was the most powerful god - he ruled over the other gods. Athena was the daughter of Zeus (and gave her name to the city state of Athens)</p>
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	<p>Daily meals would usually consist of:</p> <ul style="list-style-type: none"> <li>- Breakfast: Fruit with bread dipped in wine.</li> <li>- Lunch: Bread and cheese.</li> <li>- Dinner: Porridge made from barley, with cheese, fish, vegetables, eggs and fruit.</li> <li>- Pudding: Nuts, figs and cakes sweetened with honey.</li> </ul> <p>Only rich people would eat a lot of meat (hares, deer, wild boar and their favourite seafood was octopus).</p> <p>Men and women usually ate separately.</p> <p>Rich people always ate at home – only enslaved people and the poor would eat in public.</p> <p>Everyone ate with their fingers, so food was cut up in the kitchen</p>		
<b>Key Skills/disciplinary knowledge</b>	<p><b>Chronological Understanding</b> place events from the period studies on a timeline</p> <p><b>Sources and Evidence</b> comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.</p>	<b>Changes and Continuity</b> explain why certain changes and developments were of particular significance within and across time periods studied	<b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>• explain the similarities and differences within and across history e.g. reasons for and methods of invasion, trade, settlements</li> </ul>
<b>Key Vocabulary</b>	ancient, civilisation, empire, trade, timeline, chronology, chronologically, BC, AD, similarities, differences, gods, goddesses, beliefs, altar, temple, era, religion, priests, immortal, mortal, myths		
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>	<ol style="list-style-type: none"> <li>1. Describe what routine life in morning etc is like for them.</li> <li>2. Reenact the life of a boy/girl in the time of the Ancient Greeks. (rich/poor)</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what school and then toy experience is for them now.</li> <li>2. Reenact the life of a boy/girl in the time of the Ancient Greeks. (rich/poor)</li> </ol>	
<b>Scaffolding</b>			

<b>Challenge</b>			
<b>Diversity Links</b>	<p>Know about the influence the gods had on Ancient Greece.  The Greeks worshipped female gods as well as male gods, These include Hera, the Queen of the Gods, and Athena, the Goddess of War and Wisdom, who the city of Athens is named after. Use these as examples of goddesses worshipped by the Ancient Greeks.</p>		
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>	<p>Mutual Respect  I know what diversity is  I can show respect for other people's differences and understand how people's lives may be different</p>	<p>Mutual Respect  I know what diversity is  I can show respect for other people's differences and understand how people's lives may be different</p>	<p>Mutual Respect  I know what diversity is  I can show respect for other people's differences and understand how people's lives may be different</p>
<b>Wider links</b>			

**Advent 1**  
**History Yr4: Ancient Greece**

**Timeline**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	I will know the importance of Greek Temples including their design.	I will know what the Ancient Greeks did for us	I will know that the Olympics originated in Ancient Greek times;  know some similarities and differences between the Olympic games then and now.
<b>Recall and Retrieval</b>	<p>Ancient Egypt That the pyramids demonstrate the:</p> <ul style="list-style-type: none"> <li>- Significant role of religion and the importance of life after death</li> <li>- They represented strength, stability and spiritual growth</li> <li>- Innovative skills – in relation to maths and writing. They developed a new form of measurement called the cubit which was used to design massive structures like The Great Pyramid with remarkable precision.</li> </ul> <p>Mayans – Mathematical and architectural design of their temples, tells us that the Mayan people were highly advance.</p> <p>Mayan’s believed in many different gods and goddesses (this is known as polytheism).</p> <p>Greek people would pray to different gods depending on what help they might need.</p> <p>Gods were believed to be immortal and have supernatural powers but they also fell in love, had children, fought and argued like humans. (Greek myths)</p>	<p>During the Bronze Age, people found a way of making tools and weapons from a metal alloy called bronze.</p> <p>Mayans – The mayan’s were famous for developing an early form of writing called hieroglyphs, as were the ancient egyptians.</p> <p>The Maya people were remembered for amazing creations, like their spectacular buildings and beautiful objects made from Jade.</p> <p>The Greeks were great architects and they believed that the secret to making a great building was maths</p> <p>Their temples were very large and held up with stone columns and sometimes decorated with <b>stone carvings</b> of famous battles from Greek myths.</p> <p>The most famous temple in Greece is The Parthenon dedicated to Athena.</p>	<p>Amelia Earheart was one of the first female aviators. She was the first female aviator to fly solo across the Atlantic ocean.</p> <p>The Greeks introduced the concept of ‘democracy’ or ‘rule by the people’.</p> <p>All the men would gather on a special hill to decide: the city laws and who should sit on their (ruling) council.</p> <p>A <b>jury</b> of citizens decided if someone was guilty of law-breaking.</p> <p>The English language has routes in Ancient Greece, linking to the individual letters to make words.</p>
<b>Sequence of substantive</b>	By the end of the lesson, children will know-	By the end of the lesson, children will know-	By the end of the lesson, children will know-

<p><b>knowledge throughout the lesson</b></p>	<p>The Greeks were great architects and they believed that the secret to making a great building was maths. They carefully designed and measured their buildings, making sure they got all their angles, shapes and sizes right.</p> <p>Their temples were very large and held up with stone columns and sometimes decorated with <b>stone carvings</b> of famous battles from Greek myths. There were 3 types of columns used.</p> <p>We can see these column designs in buildings such as the British Museum (London), Blenheim Palace (Oxfordshire), The Theatre Royal (Nottingham)...</p> <p>The temples were dedicated to different gods and goddesses. They were shrines to them.</p> <p>Inside the temples there would be a large statue of the God/Goddess and elaborate mosaics and decorations showing the wealth of Greece.</p> <p>The Ancient Greeks believed that the Gods and Goddesses lived in them. People would go and make offerings such as jewellery and food, ask for help, perform sacrifices and were an important way of life.</p> <p>The most famous temple in Greece is The Parthenon dedicated to Athena. Other temples included: The Temple of Hephaestus, the Temple of Hera and the Temple of Poseidon.</p>	<p>The Greeks introduced the concept of ‘democracy’ or ‘rule by the people’.</p> <p>All the men would gather on a special hill to decide: the city laws and who should sit on their (ruling) council.</p> <p>In ancient Athens, citizens would gather together on a dusty hill called the <b>Pnyx</b>. Here they would decide the city’s laws and who should sit on its ruling council. <b>All 30,000 citizens were men</b>. Women and enslaved people didn't get a say.</p> <p>A <b>jury</b> of citizens decided if someone was guilty of law-breaking.</p> <p>Today, we also live in a democracy. Unlike in ancient Greece, women get to vote. We use a jury system in our society today.</p> <p>They influenced many developments in maths, philosophy, science, and medicine.</p> <p>The English language has routes in Ancient Greece, linking to the individual letters to make words.</p> <p>They invented things such as:</p> <ul style="list-style-type: none"> <li>• the water wheel</li> <li>• Alarm clock</li> <li>• Catapult</li> <li>• Vending machine</li> </ul>	<p>that the Ancient Greeks loved sports and founded the Olympic games.</p> <p>That the games included running, javelin, long jump, boxing and horse racing.</p> <p>They watched races in a big, open-air ‘stadion’. very like a modern sports stadium.</p> <p>Know that they took place every four years in Olympia.</p> <p>They were also a religious festival in honour of Zeus (the king of the gods)</p> <p>Winners received a wreath of sacred olive leaves called a kotinos. Olive leaves were sacred as the olive tree was seen as a gift from the goddess Athena (it was even a crime to chop down an olive tree)</p> <p>There was a truce in place during the games.</p> <p>Further subsidiary knowledge below:</p> <table border="1" data-bbox="1523 837 2094 1157"> <thead> <tr> <th>Ancient Greek Olympics</th> <th>Modern Olympics</th> </tr> </thead> <tbody> <tr> <td>Cheating was severely punished. In Ancient Greece athletes could be <b>flogged</b>.</td> <td>In modern times cheating athletes can be prevented from racing in future.</td> </tr> <tr> <td>Athletes safety was not a concern. Men sometimes died in boxing events and horse racing was very dangerous.</td> <td>Athletes safety is a major concern. Rules are put in place to prevent injury and doctors are on hand to attend to any injuries</td> </tr> <tr> <td>Athletes raced in <b>trials</b> before a final race to find the overall champion. Fastest times were not recorded. The goal was to be the winner that year.</td> <td>Athletes race in trials or <b>heats</b> to enable them to compete in the semi final and eventually the finals. Fastest times are recorded and people try to beat the world records.</td> </tr> <tr> <td>Only men could compete in the Olympics.</td> <td>Men and women can compete in the Olympics but not against each other.</td> </tr> <tr> <td>Winners received a crown of olive leaves</td> <td>Winners receive a gold medal</td> </tr> <tr> <td>First held in 776 BC and ended in AD 393</td> <td>First held in 1896 and continuing to this day</td> </tr> </tbody> </table>	Ancient Greek Olympics	Modern Olympics	Cheating was severely punished. In Ancient Greece athletes could be <b>flogged</b> .	In modern times cheating athletes can be prevented from racing in future.	Athletes safety was not a concern. Men sometimes died in boxing events and horse racing was very dangerous.	Athletes safety is a major concern. 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<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>		<b>Subsidiarity:</b> exploring responsibilities for each other. We are called to empower communities, to let everyone have a say. <b>Participation:</b> We all have the right and duty to participate fully in society.	<b>Human Dignity:</b> I have been given a special gift for the world.
<b>British Values</b>	Mutual Respect I know what diversity is I can show respect for other people's differences and understand how people's lives may be different		Mutual Respect I know what diversity is I can show respect for other people's differences and understand how people's lives may be different
<b>Wider curriculum links</b>	Greek myths - English		