

Term Three	4 Purposes	Content- Specific Considerations	Learning Experiences	Skills Development
Athens and Sparta	<p>Ethical, informed citizens of Wales and the world who can apply their skills and understanding by developing their knowledge of some of the key features of life in Ancient Greece, developing an understanding of the distinctiveness of the civilization of Ancient Greece and, importantly, where it fits into the broader chronological framework.</p> <p>Ambitious Capable learners Who are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</p> <p>Enterprising, creative contributors</p>	<p>Building up knowledge of ancient Greek culture and religious activities and understanding of how we develop this from a range of different kinds of evidence. Developing an understanding of the experience of ancient Greek religion. Through their investigations the children find out about different kinds of rituals that the Greeks used to worship their gods and are encouraged to think about the physical experience of worship and the emotions of their ancient subjects.</p> <p>Links to be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry, including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p>	<p>The influence of ancient Greece: how does this ancient culture and its ideas still affect us today?</p> <p>a) Identify some important events or ideas which originate in/are heavily influenced by ancient Greek culture, examples include: The Olympic Games: Democracy: Myths and legends: Philosophy: Drama</p> <p>b) Draw on the previous exercises to start to create a timeline of key historical events and figures for ancient Greece: this could be a living timeline across the school playground or hall: Using correct terminology for chronology, e.g., understanding different periods 'archaic,' 'classical' and 'Hellenistic' and the use of BC and CE</p> <p>Identify some key events, such as the rise of the city state, Persian Wars, the Peloponnesian War; and historical figures: Put these events and figures on a timeline: Relate the dates they are looking at to other historical cultures that they have studied.</p> <p>Write a postcard/design a travel brochure from the past that gives details of climate, location, and landscape.</p> <p>Use an atlas to locate Greece and find key sites on a map of Greece, including Athens, Sparta, Delphi, Mount Olympus and the different groups of islands.</p> <p>Use the atlas and maps, along with postcards/pictures and brochures to discuss the climate and physical features of Greek mainland and islands</p> <p>Use a historical atlas to compare modern Greece with Ancient Greece, and think about the ways in which people moved around ancient Greece compared to modern Greece</p>	<p><i>Languages, Literacy and Communication</i> - Developing listening, reading, speaking, and writing skills through discussion, stories, and postcards.</p> <p><i>Humanities</i>- Students will learn about the history of ancient Greece. Geographically students will learn where Greece is in comparison to other countries and cultures. Students will investigate religions and belief systems from this time.</p> <p><i>Health and Well Being</i> – To learn about and re-enact some of the Ancient Greeks sports and to look at their philosophies and thoughts about their existence.</p> <p><i>Expressive Arts</i>- Complete homework tasks on ancient Greece that include tasks: create</p>

	<p>who connect and apply their knowledge and skills to create ideas and products</p> <p>Healthy, confident individuals who have the confidence to present their work to the class.</p>	<p>There is emphasis on specialised vocabulary and terminology of ancient history— such as ancient, modern,</p> <p>Where was ‘ancient Greece’? What did it feel like to live in ancient Greece and how is it different from modern Greece?</p> <p>Where and why did ancient Greek culture spread?</p> <p>How did the landscape influence how and where they lived?</p> <p>What kinds of political organisation did they develop? What were the key spaces in a Greek city?</p> <p>A day in the life... This brings together the learning of the enquiry and builds on it to develop insights into the lived experience of a historical figure.</p>	<p>Look beyond the Greek mainland, to think about the extent of Greek settlement.</p> <p>Explore the reasons why Greeks might travel to settle elsewhere: what was it about the landscape that might cause this? How did those living there regard the settlers?</p> <p>Create a guidebook to one of the cities, using photos of ancient monuments to illustrate the key sites and describe what happened in there</p> <p>Build on the previous session to explore how the geography of the country creates different regions—and different city states</p> <p>Explore how the city states had different forms of government, focussing on Sparta and Athens</p> <p>Democracy/oligarchy exercises: think about a family and the different responsibilities of everyone involved—and the different ways this can be organised.</p> <p>Compare ancient and modern government structures: Learn about the key spaces in a polis—for example, the agora, the acropolis, religious sanctuaries. Discuss why these spaces were important and for whom; what happened in those spaces</p> <p>The teacher selects/the students find images of different ancient characters and the students write or draw ‘a day in the life’ of a character in ancient Athens or Sparta Explore the lives of i) slaves; and ii) women; compare how they might be different in ancient Athens and Sparta</p>	<p>3D model of government structures and illustrated guidebooks.</p> <p><i>Science and Technology-</i> Complete homework tasks that will encourage students to create Greek dishes and try new foods. Students will create a 3D model of a government building using construction and planning skills.</p>
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