

Year 6 – Summer 2 – 'Life in Ancient Greece'

NC History:

- develop a chronologically secure knowledge and understanding of world history
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- address and devise historically valid questions about change, cause, similarity and difference and significance
- understand how our knowledge of the past is constructed from a range of sources
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

NC Geography:

- locate the world's countries, using maps to focus on Europe

NC Art:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Evaluation of the influence that Ancient Greek civilisation has had on modern life

Reviewing all of our learning about the Ancient Greek civilisation, how can we explain the influence that the Ancient Greeks have had and continue to have in our lives today?

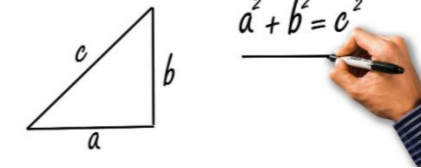
Politically, mathematically, linguistically, medically, philosophically, we can identify examples of how Greek influence can be found.

How do we find evidence of Ancient Greeks in our lives? Buildings, statues, artefacts, writings, stories, inscriptions...

Individuality, Dreams, Creativity,
Passion, Happiness

Ancient Greek Scholars and Philosophers

Maths link: Pythagoras' Theorem, Platonic solids, Thales' Theorem.



Research and present a series of biographies of some of the better known philosophers of Ancient Greece, including their home city, travels, lifestyles, family, important teachings/writings and death.

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Worship

The Ancient Greeks had 12 main gods and goddesses – the Olympians – but they had many other minor gods too.

Investigate the names, images, roles and areas of influence for each of the 12 Olympians. How did they impact on everyday Greek life? Were there temples for the gods? What were 'ordinary' people's experiences of the gods? What stories were told about them?



How do we know about the Ancient Greek gods and goddesses today? How has the information survived for 3000 years? Did the Greek gods and goddesses directly link to the Roman gods who came later?

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Athens v Sparta

The two city states contrast in almost every way: lifestyle, policy towards others, education...

Would you rather have been a child in Athens or a child in Sparta? Explain your opinion.



Research the different states and identify ways in which they were different. Are there any ways that they were the same? Does this influence our decision about which city would have been a preferable place to live?

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Daily Life in Ancient Greece

Use images, sources (primary and secondary – discuss the difference between these), artefacts and texts to collect information about daily life for citizens in Ancient Greece. This could be differentiated between males/females, rich/poor, old/young or any other groups for which we can collect information.



Focus on scenes shown on vases (link to Olympics, forms of government etc depending on the scenes shown).
Art/DT project – create a model of an Ancient Greek vase

Individuality, Dreams, Creativity,
Passion, Happiness

Where does Ancient Greece fit on the timeline?

Investigate overview of Ancient Greek history, key dates, individuals, buildings etc

What is children's current knowledge and understanding of Ancient Greece and its contribution to modern life?



Use research, given events, images and texts to create a timeline of events in Ancient Greek civilisation. Include details about different forms of government (monarchy, oligarchy, democracy etc) to inform future discussions about leadership in Ancient Greece

Individuality, Dreams, Creativity,
Passion, Happiness

NC DT:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- select from and use a wider range of tools and equipment to perform practical tasks
- evaluate their ideas and products against their own design criteria
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

NC Citizenship:

- talk and write about their opinions, and explain their views
- reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- what democracy is
- think about the lives of people living in other places and times, and people with different values and customs;

