

## Year 6-Ancient Greece



<b>Term:</b>	Spring 1
<b>Subject focus:</b>	History and Art
<b>Non-Fiction:</b>	Balanced Discussion
<b>Fiction:</b>	Narrative-Mythology

Concepts	
History	Art
Legacy/Leadership/Perspective	Inspiration/Creativity/Critique
<p>Children learn about Ancient Greece as identified in the National Curriculum, where it states that they should study Greek Life and achievements as well as their influence on the western world.</p> <p>By this time, children will have learn about other civilisations throughout history and should be able to place the period of Ancient Greece on a timeline, alongside the other civilisations that they have learnt about (Vikings, Romans, Tudors, Mayans, Shang Dynasty and Egyptians). They will make comparisons between the different civilisations, identifying any similarities and difference including relating it to their own life now. The concept of Leadership is once again explored and children will be able to make comparisons between the ways in which the different civilisations were led. Exploring the legacy left by the Ancient Greeks will offer the children the opportunity to explore how this ancient civilisation impacts upon today's world. The children will have the opportunity to ask questions about life at this time, as well as use a range of sources to find answers. Comparing the Olympics in the past to now, offers children the opportunity to discuss how they have evolved and are more inclusive, learning about the achievements of a range of Olympians. Their knowledge of Europe will support them in understanding the location of where the Ancient Greeks were.</p> <p>After learning about Ancient Greek pottery, and exploring it at the British Museum, children will develop their clay techniques to create a pot. In previous art topics, children have used clay to make tiles and jewellery, they will now learn techniques such as cross hatching, using slip, and creating a pot from a continuous length of rolled clay. Having learnt a range of skills, using a range of tools, children will design and make their own pot.</p>	

History	
National Curriculum	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• I can address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</li> <li>• I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• I can understand how our knowledge of the past is constructed from a range of sources</li> <li>• I can make confident use of a variety of sources for independent research</li> <li>• I can note connections, contrasts and trends over time and show some use of historical terms</li> <li>• I can describe a study of Ancient Greek life and achievement and their influence on the western world</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• I can select ideas based on first hand observation, experience or imagination and develop these through open ended research</li> <li>• I can improve my use of techniques I have been taught</li> <li>• I can change and improve my own final work following feedback on my first thoughts and designs</li> <li>• I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural context</li> <li>• I can explain and justify my preferences towards different styles and artists</li> <li>• I can produce intricate patterns in a malleable media</li> <li>• I can use different techniques, colours and textures in my artwork and explain the choices I have made</li> <li>• I can follow a design brief to achieve an effect for a particular function</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• I can recognise trustworthy sources of information on the internet</li> <li>• I can use a broad range of resources online to find exactly what I am looking for</li> </ul>
Year 6 History Ancient Greece	
Foundation Subject Knowledge and Skills	
<p><b>When did this happen?</b></p>	<ul style="list-style-type: none"> <li>• Place Ancient Greeks on a timeline</li> <li>• Understand the difference between BC (Before Christ) and AD (Anno Domini)</li> <li>• Know that the Ancient Greek period ran from 800BC until 500BC</li> <li>• Understand the term democracy</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that we live in a democracy now and have done since the 17<sup>th</sup> century. Before that time, the country was governed by the monarchy-as in Tudor times (previous learning)</li> <li>• Now we have a constitutional monarchy (Links to previous learning-Queen Elizabeth II)</li> </ul>
<b>What was life like then?</b>	<ul style="list-style-type: none"> <li>• Locate Greece on a map and identify some physical features</li> <li>• Know the differences between Athens and Sparta</li> <li>• Know that ancient Greece was organised into city states</li> <li>• Explore what city states meant in terms of how society was run</li> <li>• Compare the features and characteristics of Athens and Sparta</li> <li>• Compare Ancient Greek democratic state with the UK now</li> <li>• Identify how Athens and Sparta were the same and how they were different</li> <li>• Know that Greek boys went to school, but girls did not.</li> <li>• Know that girls in wealthier families might have been taught to read but, most stayed at home and learned how to do housework</li> <li>• Know that this was not the same everywhere; in Sparta, for example, girls had more freedom and were taught how to fight</li> <li>• Know that boys started school at the age of seven and were taught how to read, write and learned a lot of poetry by heart.</li> <li>• Know about ancient Greek warfare</li> <li>• Know why city states had both armies and navies and looking at how ancient Greek armies were organised</li> <li>• Find out about daily life in ancient Greece</li> <li>• Find out about clothing, education, men and women, leisure and home life in Ancient Greece</li> <li>• Know about Ancient Greek healthcare</li> <li>• Know that many Roman doctors were in fact Greek</li> <li>• Know that the Greeks were very influential in medial theories and treatments</li> </ul>
<b>Who were significant people at this time?</b>	<ul style="list-style-type: none"> <li>• Know that the Ancient Greeks are often referred to as the fathers of ancient astronomy, developing elegant theories and mathematical formulae to describe the wonders of the cosmos. Know that cosmos is a word that came to us from the Greeks</li> <li>• Know about the work of some Ancient Greek Philosophers (Plato, Pythagoras, Aristotle) and how their works affect the world today</li> <li>• Know that the Greek philosophers went to Ancient Egypt to study there</li> <li>• Know that they took what they had learnt from Ancient Egypt back to Greece. Know that this was not accepted in Greece and many of them were forced to leave for fear of their lives</li> <li>• Know about hoplites, hoplite armour and weapons used in battle. Look at artefacts to help them deduce information about ancient Greek warfare</li> <li>• Know about the beliefs of the ancient Greeks</li> <li>• Know about the Olympians and the Titans</li> <li>• Read and discuss an example of an ancient Greek myth.</li> <li>• Find out more about particular ancient Greek deities</li> </ul>
<b>How did this period of time</b>	<ul style="list-style-type: none"> <li>• Know the impact of the ancient Greek civilisation on the modern world</li> <li>• Make comparisons with Ancient Greece and the modern world-what impact has this part of history had on life today?</li> <li>• Know how the Olympic Games, theatres and universities were all introduced by the ancient Greeks</li> </ul>

<b>effect today's world?</b>	<ul style="list-style-type: none"> <li>• Know that there are several legacies left from the Greeks including: the alarm clock, the Olympics, practice of medicine, modern philosophy, zoology, democracy, geometry, a jury and the origins of modern maths</li> <li>• Compare differences with the Olympic games now with how they were in Ancient Greece</li> <li>• Find out about the achievements of British Paralympians e.g. Kadeena Cox, Ola Abidogun, Sami Kinghorn</li> <li>• Find out about the achievements of British Olympians e.g. Gregg Rutherford, Nicola Adams</li> </ul>
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**Art**

**Year 6**

**Art-Sculpture**

<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Know that Myron, Phidias, Polyclitus, Praxiteles, Scopas and Lysippus are amongst the greats Ancient Greek Sculptors</li> <li>• Visit the British Museum to make observational drawings of Ancient Greek sculptures and pottery</li> <li>• Know that often the images on the pottery were recordings of life and events in Ancient Greece</li> <li>• Make observational drawings of images on pottery</li> <li>• Learn techniques to join clay together, including the use of slip, crosshatching and other tools</li> <li>• Design a small pot, inspired by the work of Ancient Greek artists</li> <li>• Use a range of techniques to embellish pot, including the use of tools</li> <li>• Evaluate work</li> </ul>
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**Writing Outcomes**

**Non-Fiction**

**Fiction**

Write a balanced argument between Sparta and Athens

Recount /retell any Greek myth including Theseus and the Minotaur or others using their knowledge of past progressive tense and dialogue to advance action within their narratives