

<b>Subject: History</b>	<b>Year Group: 5</b>	<b>Unit: Ancient Greeks</b>
<b>Key Question: Who were the Ancient Greeks and Why is Democracy a good thing?</b>		
<b>First- hand experience:</b>		

<b>NC Objectives to be addressed:</b>				<b>Prior Learning related to this unit of work</b>	
<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• How Britain has been influenced by the wider world – The Ancient Greeks</li> <li>• Know and understand significant aspects of the history of the wider world: ancient civilisations</li> <li>• Understand historical concepts: continuity and change, cause and consequence, similarities and difference</li> <li>• To make connections and ask historically valid questions</li> <li>• Continue to develop a clear chronologically secure knowledge and understanding</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> </ul>				<p><b>Year 3 – term 4 – The Romans in Britain</b>  <b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• British resistance, for example, Boudica</li> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Year 4 – term 3 and 4 – The Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>• The class structure of Egyptian society</li> <li>• What evidence is there that the Rive Nile was key in the development of economics in ancient societies?</li> <li>• How has Egypt changed from Ancient times to the modern day?</li> <li>• What happened in Egypt in 1919?</li> <li>•</li> </ul>	
<b>Local</b>	<b>Regional</b>	<b>National</b>	<b>International</b>		

<b>Key Vocabulary:</b>			
<b>Ancient</b>	Belonging to a very distant past and no longer in existence	<b>Hellenes</b>	The name the Greek people were known by
<b>Alexander the Great</b>	A ruler of Ancient Greece who conquered much of the civilised world from Greece to India including Egypt	<b>Slave</b>	A person who is the legal property of another and forced to obey them

<b>Aristotle</b>	A Greek philosopher who introduced the idea of observing and recording nature	<b>Hoplite Soldiers</b>	Citizen soldiers
<b>Democracy</b>	A form of government where the people vote and make decisions	<b>Jury</b>	A body of people sworn to give a verdict on a legal case

### Sequence of learning:

#### Knowledge to be taught (Declarative):

**1**

- Chronology: The same period in history: Ancient Greece ran parallel to the New Stone Age through to Iron Age – children will have studied this already in year 3
- About 2,500 years ago, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
- Ancient Greeks developed new ideas that influence the western world still: Government, science, philosophy, religion, literature, maths, politics and sport.
- Where is Greece – it still exists today, and the ancient culture still influences modern life
- The Greeks called themselves Hellenes and their land was Hellas. The name ‘Greeks’ was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France.
- They sailed the sea to trade and find new lands. The Greeks took their ideas with them and they started a way of life that's similar to the one we have today.

**2**

- Daily life: Ancient Greece had a warm, dry climate, as Greece does today. Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists.
- Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays.
- However, for poor people they were often used as slaves - once someone was a slave, they and their children, and their children's children would all be slaves. There was no escaping your status as a slave. The Greeks found new slaves in several ways. People sometimes were sold into slavery by their families. Some infants were tossed out to die, and if rescued usually became slaves. Athens had 80,000 slaves in ancient times – they were not black but from the Greek culture

**3**

- Ancient Greek thinkers made big discoveries. Pythagoras found ways to measure and describe shapes that we still use in maths today. Pythagoras is most known for the Pythagoras Theory which is used to find the length of sides of right angled triangles. He believed the world was based on mathematics.
- Aristotle studied plants, animals and rocks. He devised experiments to find out about the world we live in. Modern scientists do the same kind of thing. Aristotle had new ideas on how the world should be studied. He like to make detailed observations of the world, taking notes and records of what he saw. He went so far as to dissect animals to learn more about their anatomy. This was very different form the other Greek philosophers and educators of the day. They did all their wok in their mind, think about the world, but not observing it. In this way Aristotle laid the foundation of science today.

- Herodotus wrote a history of the Greeks. He based this on eyewitness reports, something today's historians also try to do. Socrates and Plato were philosophers. They asked, "What is a good life?" and "How do we think?" Philosophers in our time also try to answer these questions.

4

- Alexander III of Macedon (20/21 July 356 BC – 10/11 June 323 BC), commonly known as Alexander the Great, was a king (*basileus*) of the ancient Greek kingdom of Macedon
- During his youth, Alexander was tutored by Aristotle until age 16
- Alexander's conquests and the administrative needs of his Greek-speaking successors promoted the spread of the Greek language and Greek culture across the eastern Mediterranean and into Mesopotamia. He founded some twenty cities that bore his name, most notably Alexandria in Egypt.
- Alexander the Great created one of the biggest Empires of the ancient world – he was undefeated in battle and often considered one of history's most successful military commanders
- Greece was ruled for some time by Alexander the Great who led the Hoplite soldiers to war with the Persians (one of the rare times the states of Athens and Sparta united). *Pheidippides was a Greek hero who ran 150 miles from Marathon to Sparta to get help against the Persians. After the Greeks won the war, he ran 25 miles from Marathon to Athens to announce the victory. This is where the marathon running race gets its name*

## Democracy

1

- The Ancient Greeks are one of the most famous cultures for their ideas on philosophies on government and politics. It was in Greece (Athens) that democracy was first conceived and used as a primary form of government.
- The word 'democracy' comes from two Greek words that mean people (*demos*) and rule (*kratos*).
- Types of government: Democracy (a government rules by the people with elected members), Monarchy (a single ruler such as a King or Queen – in Athens the ruler was called a Tyrant) and Oligarchy (when the government is ruled by a small group)
- Ancient Greece was made up of city-states. A city-state was a major city and the surrounding areas. Each city-state had its own rule and government and sometimes the city-states fought each other. Athens and Sparta were the two largest city-states and had many wars and battles.
- Democracy in Athens was very straight forward; all citizens voted on all the laws, rather than vote for representatives (as we do – elected members)
- In ancient Athens, citizens would gather on a dusty hill called the Pnyx. Here they would decide the city's laws and who should sit on its ruling council. This was 'democracy' or 'rule by the people'
- A jury of 500 citizens decided if someone was guilty of law-breaking. Punishments included death. Citizens could also vote to get rid of people they disliked. Each man wrote a name on a broken bit of pottery called an 'ostrakon'. Anyone named more than 600 times got kicked out of the city.

2

- You had to be a citizen to vote– however only men who had completed their military training were counted as citizens

- All 30,000 citizens were men. Women and enslaved people didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else's turn.
- There are three main bodies of the government, The Assembly, The Council and The Courts
- The Assembly: those who turned up to vote, everyone who was a citizen could be a member of the assembly and vote on laws and whether to go to war. The Council: those who oversaw the day to day running of the government. Members were chosen by a lottery; if your name was pulled out you could serve for a year on the council. The Courts: handled courts and trials. They created juries to decision made. Private crimes consisted of 201 jurors; public crimes consisted of at least 501. In the UK a jury consist of 12 people.

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
-------------	----------	-----------------	-----------	--------	---------------------------	----------------------

### **Resources and teacher subject knowledge**

The word 'democracy' comes from two Greek words that mean people (demos) and rule (kratos).

Democracy is the idea that the citizens of a country should take an active role in the government and their country and manage it directly or through elected representatives. In addition, it supports the idea that the people can replace their government through

[How did the ancient Greeks change the world? - BBC Bitesize](#)

[Alexander the Great Facts for Kids \(kiddle.co\)](#)

[Ancient Greece for Kids: Government \(ducksters.com\)](#)

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q> - daily life