

History enquiry question: What can the Olympic games tell us about the Ancient Greeks?



| | | | |
|--|--|--|--|
| Year Group: 4 | Length of enquiry: 5 lessons | Cross curricular opportunities: English (Reading non-fiction and writing), | Launch / trip / event: Artefacts archaeological dig |
| <p><u>Lesson sequence</u></p> <ol style="list-style-type: none"> (1) I can use artefacts to ask questions about Ancient Greece (2) To know how the Greek Empire was established and maintained and the impact on the wider world (3) Use a range of sources to investigate Ancient Greek city states (4) Investigate the significance of the events at the Greek Olympics (5) Explain what the Olympic games tell us about Ancient Greek life <p><u>Skills</u></p> <ul style="list-style-type: none"> • Pupils should be taught a study of Greek life and achievements and their influence on the western world • Use evidence to describe life in the past (culture, activities, buildings etc.) • Ask questions and find answers about past • Use timelines to order events • Describe changes in a period of history • Look at different versions of the same event and identify differences <p><u>Outdoor learning opportunities</u> N/A</p> | | <p><u>Learning in books / activities</u></p> <ol style="list-style-type: none"> (1) Children to piece together pieces of 'pottery', decide which sport is depicted on each and then annotate pictures in their books with what they have noticed and further questions they would like to investigate. (2) Children will complete a timeline activity, outlining the main events of the empire. (3) Children will investigate a city state in groups and present a short speech to persuade the rest of the class that their city state is the best. (4) Children will look at all the events and decide whether they link with athletics, war, religion or entertainment. They will record this in a table in their books. (5) Children to present their learning from the term in the format of a two-page spread. <p><u>For the most able</u> Children will be given more challenging texts to research from. They will use a wider range of sources and be expected to write more extended pieces of writing to answer key questions.</p> <p><u>Extended writing opportunities</u> The two main extended pieces of writing will be exploring the city states and answering the final question.</p> | <p><u>Subject specific vocabulary:</u> Amphitheatre - Outdoor theatre with seats on all sides where singing, dancing and even sacrificing took place. Chiton - The chiton was a single sheet used as clothing wrapped around the body. Democracy - A system of government in which citizens are able to vote in order to make decisions. Olympics - Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus. Philosophy - The practice of asking big questions with no clear/single answer. It means the 'love of wisdom' Empire - an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state. Slave - a person who is the legal property of another and is forced to obey them.</p> |
| <p><u>Assumed prior knowledge / skills</u> In Year 3, the children studied Ancient Egypt and the Stone Age. They explored what Skara Brae tells us about the Stone Age.</p> | | <p><u>Resources / Suggested Activities:</u></p> <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/z87tn39 • https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/teaching-history-using-the-olympic-games/ | |

