Pilgrim Federation

Key Stage 2

Learning Theme:



Ancient Greeks

Links to Other Learning Themes:
This Learning Theme links to: Earthquakes, Volcanoes & Mountains Egyptians Invaders & Settlers Diversity Romans Roman Empire & Legacy Explorers Victorians Inventors and Inventions World War II Europe

KEY STAGE 2

By the end of the piece of learning about '**Ancient Greece'**, all children should be able to answer the following questions:

1. **Where and when was Ancient Greece?**
   Children should be able to locate Ancient Greece on a map, understanding its position in Europe and the Mediterranean Sea. They should also have a basic grasp of the timeline, knowing that Ancient Greece flourished thousands of years ago and that its history is divided into different periods. Understanding that it wasn't a single country like modern Greece, but a collection of city-states, is also important.

2. **How was Ancient Greek society organised, and what was daily life like?**
   This question explores the concept of city-states (poleis), with a particular focus on the contrasting societies of Athens and Sparta. Children should learn about different aspects of daily life, including homes, clothing, food, education (especially for boys in Athens and Sparta), and the roles of men and women. It's also relevant to touch upon the concept of slavery in Ancient Greek society.

3. **What did the Ancient Greeks believe in?**
   Understanding the polytheistic religion of the Ancient Greeks is crucial. Children should be able to name some of the main gods and goddesses (like Zeus, Hera, Poseidon, Athena, Apollo, Artemis), understand their roles, and know that myths and legends played a significant part in explaining the world and human nature. They might also learn about temples as places of worship and the importance of oracles like the Oracle at Delphi.

4. **What were some of the major achievements of the Ancient Greeks and how do we know about them?**
   This question focuses on the rich legacy of Ancient Greece. Children should learn about their contributions to areas such as philosophy (mentioning figures like Socrates, Plato, and Aristotle in simple terms), democracy (particularly in Athens), theatre (comedy and tragedy), art (sculpture and pottery), architecture (like the Parthenon), and the Olympic Games. They should also understand that our knowledge comes from archaeological discoveries (like pottery, ruins of buildings) and written sources (like stories, plays, and historical accounts).

5. **Who were some important people in Ancient Greece?**
   While many individuals could be mentioned, focusing on a few key figures helps children to grasp the impact of individuals on history. Alexander the Great is often a key figure studied for his role in spreading Greek culture and creating a vast empire. Philosophers like Socrates could also be introduced in an age-appropriate way.

6. **How has Ancient Greece influenced the modern world?**
   This is a vital question that helps children understand the relevance of studying ancient history. They should be able to identify aspects of modern life that have roots in Ancient Greece, such as democratic principles, architectural styles (columns on buildings), theatrical traditions, the Olympic Games, and even elements of language (e.g., Greek roots in English words) and storytelling.

Key Vocabulary

Here's the key vocabulary list for Key Stage 2 pupils learning about the Ancient Greeks, categorised for clarity:

Core Concepts & Civilisation:

Ancient: Belonging to the very distant past and no longer existing.
Civilisation: An advanced stage of human society, with a high level of culture, science, industry, and government.
Greece/Greek: The country in Southeast Europe and its people/language.
City-state: An independent city which has its own government, laws, and often its own army (e.g., Athens, Sparta).
Empire: A large group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.
Acropolis: The fortified hilltop in an ancient Greek city.
Agora: An open public space in ancient Greek city-states used for assemblies and markets.
Democracy: A system of government by the whole population or all the eligible members of a state, typically through elected representatives. (First developed in Athens).
Citizen: A legally recognised subject or national of a state or commonwealth.
Philosophy/Philosopher: The study of the fundamental nature of knowledge, reality, and existence/A person who engages or is learned in philosophy.
Myth/Mythology: A traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events/The collection of myths belonging to a particular religious or cultural tradition.
God/Goddess: A supernatural being worshipped as controlling some part of the world or some aspect of life.
Olympus: The highest mountain in Greece, fabled to be the home of the gods.
Temple: A building devoted to the worship of a god or gods.
Oracle: A priest or priestess acting as a medium through whom advice or prophecy was sought from the gods in classical antiquity. (e.g., Oracle at Delphi).

Key People & Roles:

King: The male ruler of an independent state.
Queen: The female ruler of an independent state.
Warrior: A person engaged in or experienced in warfare.
Soldier: A person who serves in an army.
Spartan: A citizen of Sparta, known for their military discipline.
Athenian: A citizen of Athens, known for their democracy and culture.
Olympic Games: An athletic festival held in ancient Greece in honour of Zeus, later revived as the modern international athletics event.
Historian: An expert in or student of history. (e.g., Herodotus, Thucydides).
Playwright: A person who writes plays.
Sculptor: An artist who makes sculptures.
Architect: A person who designs buildings.

Daily Life & Culture:
Pottery: Pots, dishes, and other articles made of fired clay.
Amphora: A tall ancient Greek or Roman jar with two handles and a narrow neck.
Vase: An open container, typically made of glass or pottery, used for holding flowers or for decoration.
Olive Oil: Oil obtained from olives, widely used in ancient Greece for cooking, lighting, and bathing.
Toga: A loose flowing outer garment worn by the citizens of ancient Rome, but often associated with classical attire in general. (Note: Ancient Greeks wore chitons and himations, but "toga" is a common, though technically incorrect, association for children).
Theatre: A building or outdoor area in which plays and other dramatic performances are given.
Tragedy: A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.
Comedy: A play, film, or broadcast that is intended to make an audience laugh.
Column: An upright pillar, typically cylindrical and made of stone or concrete, supporting an arch, entablature, or other structure or standing alone as a monument. (e.g., Doric, Ionic, Corinthian).
Sculpture: The art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
Alphabet: A set of letters or symbols in a fixed order used to represent the basic set of speech sounds of a language. (The Greek alphabet was influential).
Philosophy: The study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline.

Warfare & Conflict:
Battle: A sustained fight between large organised armed forces.
Shield: A broad piece of defensive armour carried on the arm.
Spear: A weapon with a long shaft and a pointed tip, used for thrusting or throwing.
Helmet: A hard or padded covering worn on the head to protect it.
Phalanx: A body of heavily armed infantry in ancient Greece, formed in close deep ranks and files.

Suggested Activities for Vocabulary Reinforcement:
Word Wall: Display these words prominently in the classroom.
Flashcards: Pupils can create flashcards with definitions and illustrations.
Matching Games: Match words to definitions or images.
Sentence Writing: Encourage pupils to use the vocabulary in their writing.
"Show What You Know" Activities: Ask pupils to draw or act out the meaning of a word.
Storytelling: Challenge pupils to incorporate as many vocabulary words as possible into a story about Ancient Greece.

Art & Design

The **disciplinary knowledge** for the Key Stage 2 learning theme 'Ancient Greeks' in Art and Design focuses on **how art is made, why it is made, and how we interpret it** in the context of Ancient Greece. It involves understanding the methods, materials, and purpose of the artwork.

🏛 Key Disciplinary Knowledge Areas

This knowledge can be broken down into three main areas:

1. Materials and Techniques

Disciplinary knowledge here relates to the technical skills and processes Ancient Greek artists used, and how KS2 pupils can experiment with similar techniques.

Sculpture:
Recognising that large-scale sculptures were often made from **marble** or **bronze**, and understanding that bronze sculptures often required complex methods like the **lost-wax technique**.
Exploring techniques like **modelling** and **joining** materials, such as **clay** or salt dough, to create three-dimensional forms inspired by Greek statues (like the simplified, symmetrical *Kouros* or *Kore* figures).

Pottery (Vase Painting):
Identifying that pots were made from **terracotta** (fired clay) and were decorated using sophisticated methods.
Analysing the two main styles: **Black-figure** (black figures on a red/orange background) and **Red-figure** (red/orange figures on a black background), and practising how to achieve a similar contrast effect using paint, pens, or carving into a painted surface.
Using **coil** or **pinch** techniques to construct simple pot shapes in clay, mimicking the forms of Greek vases (like the *amphora* or *kylix*).

Architecture and Ornamentation:
Understanding the basic construction elements of Greek temples, such as **columns** (Doric, Ionic, Corinthian) and decorative **friezes** (carved images/scenes).
Identifying and reproducing key **geometric patterns** used in Greek art, such as the **meander** (Greek Key) or **palmette**, and applying them to their own designs.

2. Purpose and Interpretation (Context)

This area focuses on understanding the function of the artwork and how to 'read' the visual evidence.

Function: Knowing that different art forms had specific purposes:
Vases recorded daily life, myths, and athletic events, as well as being used for storage or drinking.
Sculpture often depicted gods, goddesses, heroes, or commemorated athletic victories and war.
Architecture was primarily for religious temples or public buildings.
Symbolism and Imagery: Learning how to decode the **iconography** (visual symbols) in Greek art, such as identifying the 12 Olympian gods/goddesses by their attributes (e.g., Zeus with a thunderbolt, Athena with a helmet).

Evidence: Recognising that Ancient Greek art (especially pottery) acts as a **primary source** for historians, providing clues about their society, beliefs, clothing, and activities. This involves asking: **"What can we learn about the Ancient Greeks from looking closely at this artefact?"**

3. Critical Analysis and Evaluation

Disciplinary knowledge in this area involves developing the ability to critique and appreciate artwork.

Formal Elements: Using appropriate art vocabulary (e.g., **line, shape, form, space, pattern, composition**) to describe Ancient Greek artwork. For example, describing how the Greeks used **symmetry** and **balance** in their architecture and sculpture to achieve a sense of harmony.
Style and Aesthetics: Comparing and contrasting different periods of Greek art (Archaic, Classical, Hellenistic) and identifying features like the move from **simplified** to more **naturalistic** or **realistic** representation of the human body over time.
Influence: Understanding the **lasting legacy** of Greek art and architecture on the modern world (e.g., finding Doric columns on local government buildings).

Art & Design objectives for Key Stage 2 pupils focusing on Ancient Greeks, incorporating the National Curriculum aims:

Strand 1: Developing Ideas
To research and gather visual information about Ancient Greek art, architecture, and artefacts (e.g., pottery, sculpture, buildings, mosaics).
To explore and discuss the purpose and meaning behind different forms of Ancient Greek art and design.
To use sketchbooks to record observations, explore initial ideas, and collect visual references related to Ancient Greek themes.
To ask questions and make thoughtful observations about Ancient Greek art and use these as starting points for their own work.
To select and develop ideas inspired by Ancient Greek art, such as patterns, storytelling, and representations of figures.
To adapt and refine their initial ideas as their understanding of Ancient Greek art and techniques grows.

Strand 2: Mastering Techniques
To improve their drawing skills by sketching Ancient Greek artefacts and figures, paying attention to line, shape, and proportion.
To experiment with painting techniques to recreate the colours and styles found in Ancient Greek pottery (e.g., black-figure, red-figure).
To explore sculptural techniques using clay or other materials to create Ancient Greek forms like vases, columns, or simple figures.
To learn about and experiment with mosaic techniques, creating patterns and images inspired by Ancient Greek designs.
To develop skills in using a range of materials relevant to Ancient Greek art, such as clay, paint, and tesserae (or paper/card alternatives for mosaics).

To improve their control over tools and materials when creating their Ancient Greek-inspired artwork.

Strand 3: Evaluating and Analysing
To learn about significant Ancient Greek artists, craftspeople, and architects (where known) and understand the historical and cultural context of their work.
To identify and discuss the key features and characteristics of different periods of Ancient Greek art (e.g., Geometric, Archaic, Classical, Hellenistic).
To evaluate their own Ancient Greek-inspired artwork, identifying what they have done well and areas for improvement.
To analyse and compare their work with that of their peers, using appropriate art and design vocabulary (e.g., symmetry, pattern, narrative, form, style).
To understand how Ancient Greek art and design has influenced later art movements and continues to be relevant today.

Possible Project Ideas to Link to Objectives:
Pottery: Design and decorate a clay pot or paper plate in the style of Ancient Greek pottery, focusing on narrative scenes or repeating patterns.
Sculpture: Create a small clay sculpture of a Greek figure or mythical creature.
Mosaics: Design and create a mosaic pattern or image inspired by Ancient Greek floors or walls using paper, card, or tiles.
Architecture: Design and draw or build a model of an Ancient Greek building, such as a temple or theatre, focusing on its key architectural features (e.g., columns).
Masks: Create comedy or tragedy masks inspired by Ancient Greek theatre.
Frieze: Design and create a relief frieze depicting a scene from Ancient Greek mythology or daily life.

Here are some art and design ideas, broken down by theme:

Grecian Pottery: Vessels of Storytelling
Coil Pot Creations: Introduce children to the ancient technique of coil pottery. Using air-drying clay, they can roll out coils and build their own pots, inspired by the shapes of Greek amphorae, kylixes, or hydrias. Discuss the different functions these pots had in daily Greek life.
Terracotta Pot Decoration: Provide plain terracotta pots (or even paper templates of pot shapes) and encourage children to decorate them in the style of Ancient Greek vases. They can explore:
Black-figure or Red-figure Techniques: Using black and orange/red paint or pens, children can depict scenes from Greek mythology, daily life, or geometric patterns.
Story Vases: Challenge students to tell a simple story or depict a character (a god, goddess, or hero) through their vase decoration.
Researching Vase Shapes and Uses: Integrate a research element where children learn about different types of Greek vases and their specific purposes (e.g., storing wine, water, or olive oil).
Theatrical Expressions: Masks of Comedy and Tragedy
Designing Greek Theatre Masks: Discuss the importance of masks in Ancient Greek theatre. Children can design and create their own masks representing either comedy or tragedy.
Materials: Use cardboard, paper plates, or papier-mâché.
Features: Encourage exaggerated facial expressions and features that would have been visible from a distance in an amphitheatre.
Symbolism: Discuss how different expressions and colours could convey emotions or character types.

Mythical Creatures and Legendary Heroes: Sculpting and Model Making
Clay Sculptures: Children can sculpt figures of Greek gods and goddesses (Zeus, Athena, Poseidon, etc.), mythical creatures (Minotaur, Medusa, Pegasus), or famous heroes (Heracles, Odysseus). Air-drying clay is a suitable medium.
Soap Carvings: For a different sculptural experience, provide bars of soap and safe carving tools for children to create small "marble" statues, mimicking classical Greek sculptures.
Trojan Horse Models: Engage pupils in a design and technology challenge by having them create their own models of the Trojan Horse using recycled materials like cardboard boxes, tubes, and craft sticks.
Medusa Headbands/Pegasus Puppets: Simpler craft activities could involve making Medusa headbands with paper snakes or creating simple Pegasus puppets.

Architectural Marvels: Columns, Temples, and Labyrinths
Exploring Greek Columns: Introduce the three main orders of Greek columns: Doric, Ionic, and Corinthian. Children can draw or model these columns using paper tubes, plasticine, or even Lego.
Temple Facades or Models: Challenge pupils to design the facade of a Greek temple, paying attention to columns, pediments, and friezes. They could draw, paint, or create a 3D model using cardboard or clay slabs.
Labyrinth Designs: Inspired by the myth of Theseus and the Minotaur, children can design their own labyrinths on paper or even create simple 3D versions using building blocks or natural materials.

Adornments and Artefacts of Daily Life:
Olive Leaf Crowns: A simple yet iconic craft, children can create their own Olympic-style olive leaf crowns using green paper or card.
Greek Shields: Design and decorate cardboard shields with personal symbols or motifs inspired by Ancient Greek designs (e.g., Medusa's head, an owl for Athena).
Chiton Fashion: Explore Ancient Greek clothing by having children design patterns for a chiton (a simple tunic). They could decorate paper cut-outs or even experiment with draping fabric.
Mosaic Making: Introduce the art of mosaics. Children can create their own mosaic pictures using small squares of coloured paper, card, or foam on a backing board, depicting Greek patterns, animals, or scenes.

Other Ideas, Resources and Information:
Look at information from British Museum Elgin marbles. The Elgin Marbles are sculptures from the Parthenon, a marble frieze temple (AKA a Doric temple) on the Athenian Acropolis, Greece, built in 447-432 BC and dedicated to the goddess Athena.
'The temple was the centrepiece of an ambitious building programme on the Acropolis of Athens' the British Museum explains.

The most common and respected form of art, according to authors like Pliny or Pausanias, were panel paintings, individual, portable paintings on wood boards.

What are the 4 types of ancient Greek art?
Ancient Greek art spans a period between about 900 and 30 BCE and is divided into four periods: Geometric, Archaic, Classical, and Hellenistic.
What art was ancient Greece known for?

One popular form of Greek art was pottery. Vases, vessels, and kraters served both practical and aesthetic purposes.

The top 10 ancient Greek artworks:
Sculpture of a fallen warrior from the temple of Aphaia at Aegina. (C480-470BC)
Pergamon Altar. Athena against the giant Alcyoneus. 180-160BC
The Riace bronzes (460-420BC)
Goddesses from the east pediment of the Parthenon (c438-432BC)
-Marble metope from the Parthenon (c477-428 BC)
God from the sea, Zeus or Poseidon (c470 BC)
The Siren vase (480-470 BC)
The Motya charioteer (c350BC)
The Dionysus Cup by Exekias (c540BC)
Mask of Agamemnon (1550-1500 BC)

Tips for Implementation:
Visual Stimuli: Use plenty of images of Ancient Greek art, architecture, and artefacts to inspire pupils.
Storytelling: Link art activities with Greek myths, legends, and historical accounts to provide context and deepen engagement.
Material Exploration: Encourage experimentation with different materials and techniques.
Cross-Curricular Links: Connect these art and design projects with History, English (storytelling, descriptive writing), and even Maths (patterns, symmetry in architectural designs).
Display and Celebration: Showcase the children's creations to celebrate their learning and creativity.

Computing

The **disciplinary knowledge** for the Key Stage 2 learning theme 'Ancient Greeks' in relation to **Computing** focuses on how the Ancient Greek civilization influenced key ideas and developments in mathematics and logic, which are foundational to modern computing. 🧠💻

🏛️ Foundational Concepts in Computing

The key disciplinary knowledge involves understanding the historical links between Ancient Greek thought and computing principles:

Logic and Algorithms:
Aristotelian Logic: Introduce the concept of **formal logic** developed by Aristotle (syllogisms, deductive reasoning). Explain that this structure of logical thought is the basis for how computers process information and execute instructions.
Algorithms: Mention that while not explicitly "computing" algorithms, the Greeks' systematic approach to problem-solving, particularly in mathematics, laid the groundwork for the concept of an **algorithm**—a step-by-step procedure for calculation or problem-solving.
Mathematics and Number Systems:
Euclid's Elements: Discuss Euclid's work as an early example of a **structured, axiomatic system**—a model of clear, logical structure. This systematic organization is mirrored in the structure and organization of data and code in computing.

Early Calculation: Touch upon early Greek methods of calculation and how they sought efficient ways to perform mathematical operations, which is the core function of a computer.

⚙ Historical Links to Modern Hardware

Early Mechanical Devices:
The Antikythera Mechanism: This is a crucial link. It was an ancient Greek analogue computer designed to predict astronomical positions and eclipses. Explain that it demonstrates the Greeks' ability to design and build **complex mechanisms** for calculation—the precursor to modern calculating devices and hardware.

🎯 Practical Application and Skills (KS2 Focus)

In a practical KS2 context, the disciplinary knowledge is applied by using computing skills to represent and explore the Ancient Greek theme:

Data Representation: Use spreadsheets or simple databases to organise information about Greek gods, city-states, or historical events, learning about how **data is structured and sorted**—a key computing concept.
Modelling and Simulation: Use simple **block-based programming** (like Scratch) to model aspects of Ancient Greek life, like Olympic sports or the mechanics of a simple siege engine, applying logical sequencing and repetition (loops).
Digital Preservation: Research how archaeologists use modern computing (3D scanning, databases) to study and preserve ancient artefacts and texts, highlighting the **role of computing in historical research**.

Computing objectives for Key Stage 2 pupils learning about Ancient Greeks, blending historical knowledge with digital skills:

Understanding Information and Data:
Collect and present information: Pupils can use search engines effectively (with guidance) to find images, facts, and stories about Ancient Greece and present their findings in a digital format (e.g., a simple slide show, a digital poster, or a word-processed document with images).

Organise and categorise information: Pupils can create a simple database or spreadsheet to organise information about different aspects of Ancient Greek life (e.g., gods, city-states, inventions, daily life) and use it to answer questions.

Understand data representation: Pupils can interpret data presented in different digital formats (e.g., charts showing the population of city-states, timelines of key events) and discuss what the data shows about Ancient Greece.

Creating, Designing, and Developing:
Create digital stories or presentations: Pupils can use multimedia software to create a digital story or presentation about a famous Ancient Greek myth or historical event, incorporating text, images, and potentially sound.

Design a digital timeline: Pupils can use timeline creation tools to visually represent key events in Ancient Greek history.
Develop interactive quizzes: Pupils can use simple quiz creation tools to design interactive quizzes for their classmates about different aspects of Ancient Greek culture.

Create digital artwork: Pupils can use drawing or painting software to create digital artwork inspired by Ancient Greek pottery or sculpture.

Explore coding through simulations: Pupils could use block-based coding to create simple simulations related to Ancient Greek concepts (e.g., a chariot race, the movement of constellations).

Using Technology Safely and Respectfully:
Understand online safety: Pupils can discuss the importance of online safety when researching Ancient Greece and know where to seek help if they encounter something inappropriate.

Acknowledge sources: Pupils can learn to acknowledge the sources of information and images they use in their digital work about Ancient Greece.

Applying Computational Thinking:
Decomposition: When researching a topic like "Ancient Greek Theatre," pupils can break it down into smaller parts (e.g., actors, costumes, the stage, the audience).
Pattern recognition: Pupils can identify patterns in Ancient Greek mythology or the structure of their city-states.

Abstraction: Pupils can identify the key features of a Greek temple and represent them in a simplified digital drawing.

Algorithms: Pupils can follow a sequence of instructions to create a digital product related to Ancient Greece.

Evaluation: Pupils can review their own and others' digital creations about Ancient Greece, suggesting improvements.

Other Computing activity ideas that bring the fascinating world of Ancient Greece to life.

Digital Storytelling & Animation:
Animate a Myth: Children can use block-based coding platforms like Scratch or ScratchJr to create animations of famous Greek myths such as Theseus and the Minotaur, Persephone and Hades, or the adventures of Heracles. They can design their own sprites for gods, goddesses, heroes, and mythical creatures, and program dialogue and action sequences.

Create an Interactive eBook: Using presentation software (like PowerPoint or Google Slides) or online book creation tools, pupils can write and illustrate their own interactive stories set in Ancient Greece. They could include hyperlinks to navigate different choices in a branching narrative or click on elements to reveal facts about daily life or mythological figures.

Stop-Motion Animation of the Trojan Horse: Pupils can build their own Trojan Horse (perhaps with construction toys or craft materials) and then use stop-motion animation software or apps to recreate the famous story. This combines computing with design and technology.

Coding & Game Creation:
Greek God/Goddess Quiz: Using Scratch or a similar platform, children can design an interactive quiz where users have to match gods and goddesses to their domains or symbols. This involves coding questions, multiple-choice answers, and feedback for correct/incorrect responses.

Labyrinth Game: Challenge pupils to design and code a simple maze game in Scratch where the player has to navigate a labyrinth, perhaps avoiding a Minotaur sprite. This introduces concepts of movement, collision detection, and levels.

"Day in the Life" Simulation: More advanced coders could attempt to create a simple simulation showing a day in the life of an Ancient Greek citizen (e.g., an Athenian child or a Spartan soldier). This could involve programming sequences of events and simple interactions.

Information Handling & Presentation:
Ancient Greek Database: Using child-friendly database software (like that found in Purple Mash or J2data from J2e), pupils can create a database of Greek gods and goddesses, mythical creatures, or famous Ancient Greeks. They can include fields for names, descriptions, powers, symbols, and even images. This helps them organise information and learn about data handling.

Interactive Timeline of Ancient Greece: Children can use online timeline creators or presentation software to develop an interactive timeline highlighting key events, periods (e.g., Archaic, Classical, Hellenistic), and significant figures from Ancient Greek history. They could include images, text, and even short video clips.

Virtual Museum Tour: Pupils can curate their own virtual museum exhibit of Ancient Greek artefacts. Using presentation software, they can create slides for different "rooms" or "exhibits," adding images of pottery, sculptures, and architecture, along with their own written descriptions and facts.

Digital Art & Design:
Design a Greek Temple: Using drawing software or even 3D modelling tools (if available and appropriate for the age group), children can design their own Greek temple, paying attention to features like columns (Doric, Ionic, Corinthian), pediments, and friezes.

Create a Digital Mosaic: Introduce pupils to the art of Greek mosaics. They can then use pixel art tools or drawing software to create their own digital mosaic designs, perhaps depicting a scene from a myth or a geometric pattern.

Wanted Posters for Mythical Creatures: Children can use publishing or drawing software to design "Wanted" posters for mythical Greek creatures like Medusa, a Cyclops, or a Harpy, including a picture and a description of their "crimes" or characteristics.
These computing activities not only enhance digital literacy skills but also provide a dynamic and interactive way for Key Stage 2 children to explore and understand the rich history and culture of Ancient

Greece. Remember to adapt the complexity of the projects to the specific abilities and resources available to your pupils.

Information Presentation & Web Creation:
Build an Ancient Greek Website or Blog: Pupils can work individually or collaboratively to create a simple website or blog about various aspects of Ancient Greece. This could include pages on gods and goddesses, famous landmarks (like the Parthenon), the Olympic Games, or daily life. They can learn about organising information, writing for an audience, and incorporating images and hyperlinks.

Design an Interactive Timeline: Using presentation software (like PowerPoint or Google Slides) with hyperlinks, or dedicated timeline creation tools, pupils can develop an interactive timeline of key events in Ancient Greek history. Clicking on an event could reveal more information, images, or even short video clips.

Create a "Who's Who" of Greek Gods and Heroes: Children can research and compile information about prominent figures from Greek mythology. This could be presented as a multimedia presentation, a section of a class website, or even a simple database where they record attributes, symbols, and related myths for each character.

Quizzes, Games & Simulations:
Develop a Multiple-Choice Quiz: Using PowerPoint, Google Forms, or other quiz-making software, children can create quizzes to test knowledge about Ancient Greece. This reinforces their learning and introduces them to basic programming logic (if-then-else for correct/incorrect answers).

Design a Labyrinth Game: For a more advanced coding challenge, pupils could use block-based coding platforms like Scratch to design a simple maze game where players have to navigate Theseus out of the Minotaur's labyrinth.

Plan a Virtual Museum Tour: Pupils can curate a collection of "artefacts" (images they find or draw) related to Ancient Greece and present them in a virtual tour using presentation software. They can add informative captions and even record audio descriptions.

Digital Art & Design:
Design a Greek Vase Digitally: Using drawing software, children can learn about the different styles and purposes of Greek pottery and then design their own virtual vase, perhaps illustrating a scene from a myth or daily life.

Create Digital Mosaics: Pupils can use online mosaic creation tools or even simple drawing programs with a grid to design Ancient Greek-style mosaics.
Reconstruct Ancient Buildings: Using 3D modelling software (even basic versions like Tinkercad), children could attempt to reconstruct famous Ancient Greek buildings like temples or theatres.

Design & Technology

Disciplinary Knowledge for Design & Technology in Ancient Greece

The **disciplinary knowledge** for Design and Technology (D&T) at Key Stage 2, when taught through the context of **Ancient Greece**, focuses on applying core D&T concepts to historical products and innovations. This helps pupils understand how design principles and technical knowledge have evolved and influenced the world.

Core D&T Disciplinary Concepts

The disciplinary knowledge is structured around the four main areas of D&T, with examples linked to the Ancient Greek context:

D&T Area	Disciplinary Knowledge (How to be a Designer)	Ancient Greek Context Examples
Design	The ability to **research** existing products and **generate design criteria** based on a user's **needs, wants, or values**.	Researching the purpose of Greek pottery, clothing (chiton/peplos), or military equipment to understand the design brief and criteria (e.g., a vase must be **functional** for storing oil and **appealing** with decorative patterns).
Make	The understanding of how to **select and use** appropriate tools, equipment, and materials based on their **functional properties** and **aesthetic qualities**.	Selecting and using suitable materials (e.g., clay, card, recycled materials) and tools for making a Greek-inspired product (e.g., a mosaic, a theatre mask, or a simple structure).
Evaluate	The skill of **investigating and analysing** existing products and then **testing and evaluating** a product against the original design criteria, considering the views of others.	Analysing the strength, stability, and aesthetic features of Greek columns (Doric, Ionic, Corinthian) or evaluating the effectiveness of their designed water clock or pulley system.
Technical Knowledge	Applying an understanding of **structures** (how to strengthen, stiffen, and reinforce) and **mechanical/electrical systems** (levers, gears, pulleys, wheels, and axles).	Understanding how the Greeks used **pulleys and levers** (simple mechanisms) to build massive structures like the Parthenon, or exploring the concepts of **stability and reinforcement** in Greek architecture. Investigating inventions like the **Archimedes' Screw** (a mechanism for moving water) or the **Antikythera Mechanism** (complex gearing).

Key Technical Inventions and Structures

The Ancient Greeks provide excellent real-world examples to explore specific technical concepts:
Mechanical Systems: Understanding the function of **levers, pulleys, and simple gearing** through inventions like the **crane** (for lifting heavy stone blocks) and the **Archimedes' Screw** (for moving water).
Structures: Analysing the stability of structures by studying **columns** and the techniques they used to **strengthen and reinforce** buildings like temples and theatres.
Materials: Investigating the use of materials like **marble, stone, and clay** and why they were chosen for specific purposes (e.g., clay for pottery, marble for sculpture and temples) based on their **functional properties** (durability, availability) and **aesthetic qualities**.
Food Technology: Researching and applying knowledge of **Greek cuisine**, focusing on **seasonal ingredients**, the **properties of ingredients** (e.g., olive oil, bread, feta), and safe food preparation and cooking techniques to make a traditional dish.
The key is for pupils to apply the *process* of design and making, using the rich history of the Ancient Greeks as their **context**.

Greece in history lessons. Good luck – I'm sure they'll create some fascinating designs!

Design & Technology objectives tailored for Key Stage 2 pupils exploring the world of Ancient Greece, broken down by potential areas of focus:

Focus Area: Structures and Architecture (Thinking about temples, homes, theatres)
Designing:
To design a model of an Ancient Greek building (e.g., a temple, a section of the Parthenon, a simple house) for a specific purpose.
To generate and explore different design ideas for a structure, considering its function and appearance.
To plan the construction of their model, identifying the materials and tools needed.

Making:
To select appropriate materials (e.g., cardboard, clay, straws, sugar cubes) and techniques to construct their model.
To measure and cut materials accurately, using appropriate tools safely.
To join materials effectively to create a stable and recognizable structure.
To refine and improve their model as they build, adapting their design if necessary.

Evaluating:
To evaluate their finished model against their original design criteria and its intended purpose.
To identify what worked well and what could be improved in their design and construction.
To compare different building designs from Ancient Greece and discuss their strengths and weaknesses.
To consider the structural integrity of their model and suggest ways to make it stronger.

Focus Area: Pottery and Decorative Arts (Thinking about vases, amphorae, patterns)
Designing:
To design a decorative pattern inspired by Ancient Greek motifs (e.g., meanders, key patterns, figures).
To plan the decoration of a pot or vessel, considering the shape and the placement of their design.

To explore different methods of applying decoration (e.g., painting, drawing, collage).

Making:
To create a simple pot or vessel shape using clay or papier mache.
To apply their designed pattern to their pot using chosen techniques.
To develop their skills in applying paint or other decorative materials neatly and accurately.

Evaluating:
To evaluate the effectiveness of their Ancient Greek-inspired decoration.
To consider how the shape and decoration of Ancient Greek pottery served different purposes.
To compare their decorative techniques with those used by Ancient Greek artisans.

Focus Area: Simple Machines and Inventions (Thinking about levers, pulleys, siege weaponry)
Designing:
To design a simple working model of an Ancient Greek invention (e.g., a lever to lift a stone, a basic pulley system).
To explain how their chosen invention would have been used in Ancient Greece.
To plan the construction of their model, identifying the key components and how they will work together.

Making:
To assemble their model using appropriate materials (e.g., wood, string, cardboard, dowels).
To manipulate the components of their model to demonstrate how the Ancient Greek invention worked.
To make adjustments to their model to improve its functionality.

Evaluating:
To evaluate how effectively their model demonstrates the principles of the Ancient Greek invention.
To discuss the impact of such inventions on Ancient Greek society.
To identify any challenges they faced in building their model and how they overcame them.

Overarching Design & Technology Objectives (Applicable to all focus areas):
Understanding and Applying Knowledge:
To research and understand aspects of Ancient Greek life relevant to their chosen design task.
To use their knowledge of Ancient Greek culture to inform their design decisions.

Developing Technical Vocabulary:
To use appropriate technical vocabulary when discussing their designs, materials, and processes.

Working Safely:
To use tools and materials safely and responsibly.

Teamwork (if working collaboratively):
To work effectively as part of a team, sharing ideas and resources.

Other teaching ideas, focusing on different aspects of Ancient Greek life and technology:

Building and Structures:
Idea: Constructing miniature Greek temples or theatres.
D&T Focus: Understanding structure, stability, and different construction techniques (e.g., using cardboard, straws, or building blocks). Exploring shapes like columns and pediments.
Links to History: Learning about the purpose and design of these iconic buildings.
Possible Activities: Designing a temple for a specific god, building a model of the Theatre of Dionysus, creating a cross-section to show internal features.

Idea: Designing and building a model of a Greek trireme (warship).
D&T Focus: Investigating materials for buoyancy and stability, understanding the function of oars and sails, exploring streamlining.
Links to History: Learning about Greek naval power and maritime trade.
Possible Activities: Creating a floating model, designing a mechanism for the oars, researching different sail designs.
Tools and Everyday Objects:
Idea: Designing and making a simple oil lamp.
D&T Focus: Exploring different materials for the lamp body and wick holder, considering safety and functionality.
Links to History: Understanding how the Ancient Greeks lit their homes.
Possible Activities: Using clay or recycled materials to form the lamp, experimenting with different types of wicks and fuels (under strict adult supervision for testing fuel).

Idea: Creating a model of a simple Ancient Greek water clock (clepsydra).
D&T Focus: Understanding the concept of measuring time using water flow, designing a container with a small opening, calibrating markings.
Links to History: Learning about early timekeeping methods.
Possible Activities: Building a basic model using plastic bottles or containers, experimenting with different sized openings.

Art and Culture:
Idea: Designing and making mosaic patterns inspired by Ancient Greek art.
D&T Focus: Exploring tessellation, using different materials (e.g., coloured paper, tiles, beads) to create patterns, developing fine motor skills.
Links to History: Studying the intricate mosaics found in ancient Greek buildings.
Possible Activities: Designing a mosaic depicting a Greek myth or symbol, creating a class mosaic.
Idea: Designing and making Ancient Greek pottery.
D&T Focus: Exploring shaping techniques using clay or papier mâché, understanding decoration and patterns, considering the function of different pottery shapes (e.g., amphora, kylix).
Links to History: Learning about the importance of pottery in Ancient Greek society.
Possible Activities: Creating and decorating different types of Greek pottery, designing a storage vessel for a specific purpose.

Inventions and Ideas:
Idea: Investigating and recreating a simple Ancient Greek pulley system.
D&T Focus: Understanding how pulleys reduce the force needed to lift objects, exploring different configurations.
Links to History: Learning about the practical inventions of the Ancient Greeks.

Possible Activities: Building a single fixed pulley and a movable pulley system, experimenting with different weights.

Idea: Designing a "new" Ancient Greek invention to solve a modern problem.
D&T Focus: Identifying a problem, brainstorming solutions based on Ancient Greek principles or technologies (e.g., using levers, water power), sketching and modelling their invention.
Links to History: Encouraging creative thinking and understanding the ingenuity of the Ancient Greeks.
Possible Activities: Presenting their invention ideas to the class, creating a prototype using available materials.

Other Ideas:
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (Javelin design)

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (Greek cuisine).

What things did the Greek invent/create that enhanced their way of life?

From the fascinating Antikythera Mechanism to the odometer and the gimbal, and from the elevator to the screw of Archimedes, these ancient Greek engineering inventions are ubiquitous today and have been central to many advancements that followed.

The first elevator, built by Archimedes around 236 BCE, was described by Roman Architect Vitruvius. The elevator was described as using a pulley system around a drum powered by a rotating capstan operated by hand. The use of pulleys and winch systems was well-documented in Ancient Greece and was responsible for many of the architectural achievements of the time. Archimedes is considered to have invented the first compound pulley, with the Grooves found cut into the stones at the Temple of Apollo I Delphi indicate that pulley systems were implemented with cranes in Ancient Greece as early as the 7th Century BCE. With some blocks in this temple weighing almost 400kg, some form of a crane was almost certainly needed to make this project possible
Here are some of the inventions that are typically attributed to the Ancient Greeks:
Watermill - A mill for grinding grain that is powered by water. The Greeks invented the waterwheel used to power the mill and the toothed gears used to transfer the power to the mill.
Alarm Clock - The Greek philosopher Plato may have invented the first alarm clock in history. He used a water clock to trigger a sound like an organ at a certain time.
Central Heating - The Greeks invented a type of central heating where they would transfer hot air from fires to empty spaces under the floors of temples.
Crane - The Greeks invented the crane to help lift heavy items such as blocks for constructing buildings.
Archimedes' Screw - Invented by Archimedes, the Archimedes' screw was an efficient way to move water up a hill.

Tips for Implementation:
Start with research: Encourage children to research the specific aspect of Ancient Greek life they will be focusing on.
Keep it practical: Focus on hands-on activities and allow for experimentation.
Provide a clear design brief: Outline the task, constraints, and success criteria.

Encourage evaluation: Get children to reflect on their designs and make improvements.
Connect to other subjects: Link the D&T activities to their history, art, and literacy learning.
Safety first: Ensure all activities are carried out safely, especially when using tools or experimenting with materials.

Geography

The **disciplinary knowledge** for the Key Stage 2 'Ancient Greeks' learning theme, in relation to **Geography**, primarily focuses on the profound influence of Greece's **physical environment** on the development, society, and culture of its ancient civilisation.

The key geographical concepts and knowledge components include:

🗺️ Location and Physical Geography

Location: Accurately **locating Greece** on a world or European map, identifying its position in **Southern Europe** and its relationship to the **Mediterranean Sea**, Ionian Sea, and Aegean Sea.
Landforms: Understanding that the majority of mainland Greece is **mountainous** (e.g., the Pindus and Taygetos ranges), which acted as **natural barriers**. The highest peak, **Mount Olympus**, is a key physical and cultural landmark.
Islands and Coastline: Recognising that Greece is a **peninsula** with a vast coastline and is comprised of a **large number of islands** (archipelago), which facilitated a **maritime culture** and led to settlements along the coast.

🏛️ Human-Environment Interaction

City-State Development: Understanding how the rugged, mountainous terrain and the sea **separated communities**, encouraging the formation of independent **city-states** (poleis) like **Athens** and **Sparta**, rather than one unified empire.
Climate and Agriculture: Identifying the **Mediterranean climate** (hot, dry summers and mild, wet winters) and its impact on the limited **arable land**. This meant the ancient Greeks primarily grew crops suited to the climate, such as **olives** and **grapes**, and had to rely on trade for other necessities, like grain.
Trade and Colonisation: Knowing that the difficulty of land travel and the reliance on **sea access** led the Greeks to become skilled **sailors** and **traders**. This facilitated the establishment of **colonies** and trading posts around the Mediterranean and Black Seas, spreading Greek culture (Hellenistic influence).

🌍 Geographical Skills

Mapping: Using **maps** and **atlases** to identify and interpret the physical and human features of both ancient and modern Greece (e.g., locating major cities like Athens and Sparta, major seas, and trading routes).
Comparison: Comparing and contrasting the physical and human geography of Greece (past and present) with a local area or the UK to highlight differences in climate, land use, and settlement patterns.
Vocabulary: Using precise geographical terminology, such as **mainland**, **peninsula**, **archipelago**, **city-state**, **harbour**, **trade route**, and **Mediterranean climate**.
In essence, the geographical disciplinary knowledge explains **how the place shaped the people**, showing that the **physical geography** of mountains and sea was a fundamental driver for Ancient Greek social structure (city-states), economy (trade/colonisation), and lifestyle.
Would you like me to elaborate on the **historical** disciplinary knowledge for the 'Ancient Greeks' theme?

Geography objectives, focusing on the interplay between Ancient Greek civilization and the world around them:

Locational Knowledge:
Identify and locate Greece on a world map and a more detailed European map. This helps them understand the general geographical context of the Ancient Greek civilization.

Locate key ancient Greek city-states (e.g., Athens, Sparta, Corinth, Olympia) on a map of modern and ancient Greece. This brings specificity to their understanding of where these important centres were situated.

Recognise the geographical features of Greece, such as its mountainous terrain, numerous islands, and coastline. This sets the stage for understanding how the environment influenced their way of life.

Understand the relative location of Greece in relation to other ancient civilizations they might be studying (e.g., Ancient Egypt, Roman Empire). This broadens their geographical perspective.

Human and Physical Geography:
Describe how the mountainous terrain of Greece influenced the development of independent city-states and limited arable land. This explores the direct impact of physical geography on human settlement and political organization.

Explain how the long coastline and numerous islands encouraged seafaring, trade, and the establishment of colonies. This highlights the opportunities and adaptations arising from their physical environment.

Discuss the types of crops grown in Ancient Greece (e.g., olives, grapes, grains) and how the Mediterranean climate supported this agriculture. This connects climate to agricultural practices.

Describe the natural resources available in Ancient Greece (e.g., stone, timber, metals) and how these were used. This explores resource management and utilization.
Understand how the Ancient Greeks interacted with the sea for trade, fishing, and transportation. This emphasises their relationship with a key geographical feature.

Begin to understand the concept of a 'polis' (city-state) as a geographical and political entity. This links human organization to a specific place.

Compare and contrast the geographical characteristics and ways of life of different city-states (e.g., coastal Athens vs. inland Sparta). This encourages deeper understanding of regional variations.

Consider the location and purpose of significant ancient sites (e.g., the Acropolis in Athens, the sanctuary at Delphi) in relation to their physical surroundings. This encourages spatial reasoning and understanding of site selection.

Geographical Skills and Fieldwork (Adaptable for Classroom):
Use maps, atlases, and globes to locate and identify features related to Ancient Greece. This develops essential map skills.

Create simple maps of ancient Greek city-states or regions, including key geographical features. This encourages spatial representation.

Use directional language and compass points to describe the location of ancient Greek sites. This reinforces geographical vocabulary.

Begin to use secondary sources (e.g., historical maps, images) to find out about the geography of Ancient Greece. This introduces research skills.

Discuss how we know about the geography of Ancient Greece through archaeological evidence and historical accounts. This links geography to other disciplines.

Geography activity ideas that blend geographical concepts with the history of Ancient Greece:

Exploring the Physical World of Ancient Greece:
Mapping the Ancient Greek World:
Activity: Provide maps (modern or historical outlines) and have children locate key places of Ancient Greece: mainland Greece, the Peloponnese, Crete, the Aegean Sea, and important city-states like Athens, Sparta, and Corinth. They can label mountains, seas, and islands.
Geographical Focus: Continents, countries, seas, islands, mountains, locating places on a map, understanding scale (relative distances).
Extension: Compare the physical geography of Ancient Greece to their local area. What are the similarities and differences?

The Importance of the Sea:
Activity: Discuss how the Mediterranean Sea influenced Ancient Greek life: trade, travel, fishing, and the spread of their culture. Look at coastal features and how they might have provided natural harbours.
Geographical Focus: Coasts, seas, trade routes, natural resources, the impact of physical features on human activity.
Extension: Research the types of ships the Ancient Greeks used and how they navigated.
Mountains and City-States:
Activity: Explore how the mountainous terrain of Greece influenced the development of independent city-states. Discuss how mountains might have acted as natural barriers.
Geographical Focus: Mountains, physical barriers, political boundaries, settlement patterns.
Extension: Compare the development of city-states in Greece to other regions with similar physical geography.

Climate and Agriculture:
Activity: Investigate the Mediterranean climate and how it influenced what the Ancient Greeks could grow (olives, grapes, grains). Discuss the importance of agriculture to their society.
Geographical Focus: Climate zones, agriculture, natural resources, the relationship between climate and human activity.
Extension: Compare Ancient Greek farming methods to modern ones.

Connecting Ancient Greece to the Modern World:
Ancient Greek Colonies:

Activity: Research the locations of Ancient Greek colonies around the Mediterranean and Black Sea. Discuss the reasons why they established colonies (trade, resources, population growth).
Geographical Focus: Migration, settlement, trade networks, cultural diffusion.
Extension: Compare Ancient Greek colonization to other historical or modern examples of migration and settlement.

The Legacy of Ancient Greek Place Names:
Activity: Investigate modern place names that have Greek origins (e.g., Syracuse in Italy, Nice in France).
Geographical Focus: Place names, cultural influence, historical connections.
Extension: Research the meanings behind some of these place names.

Ancient Greek Discoveries and Their Impact:
Activity: Explore how Ancient Greek thinkers contributed to fields like mathematics, astronomy, and cartography (e.g., Eratosthenes and the circumference of the Earth).
Geographical Focus: Scientific inquiry, measurement, understanding the world.
Extension: Try some simple experiments or calculations inspired by Ancient Greek discoveries.
Other Activities:
Create a Map: Children can create their own detailed maps of Ancient Greece, including physical features and key settlements.
Build a Model: They could build a model of an Ancient Greek city-state, considering the importance of the acropolis, agora, and harbour.
Role-Play: Children could role-play traders traveling between different city-states or colonists establishing a new settlement.
Research Projects: Assign individual or group research projects on specific aspects of Ancient Greek geography.

Interesting Facts About the Geography of Ancient Greece:
The Greeks called their land "Hellas." The English word "Greece" comes from the Roman word for the country "Graecia."
Under the rule of Alexander the Great, Greece expanded into a large empire that included Egypt and stretched all the way to India.
The Pindus Mountain Range runs north to south along much of mainland Greece. It is sometimes called the "spine of Greece."
The Greek philosopher Plato once said that "we live around the sea like frogs around a pond."
The Greeks also made contributions to the study of map making or "cartography."
The ancient civilization of Greece was located in south eastern Europe along the coast of the Mediterranean Sea. The geography of the region helped to shape the government and culture of the Ancient Greeks. Geographical formations including mountains, seas, and islands formed natural barriers between the Greek city-states and forced the Greeks to settle along the coast.

Aegean Sea
The region of the Mediterranean where the Greeks first settled is called the Aegean Sea. Greek city-states formed all along the Aegean coastline and on the many islands in the Aegean Sea. The people of Greece used the Aegean to travel from city to city. The Aegean also provided fish for the people to eat.

Mountains
The land of Greece is full of mountains. Around 80% of the Greek mainland is mountainous. This made it

difficult to make long journeys by land. The mountains also formed natural barriers between the major city-states. The tallest mountain in Greece is Mount Olympus. The Ancient Greeks believed that their gods (the Twelve Olympians) lived at the top of Mount Olympus.

Islands
The Aegean Sea is home to over 1000 islands. The Greeks settled on many of these islands including Crete (the largest of the islands), Rhodes, Chios, and Delos.

Climate
The climate in Ancient Greece generally featured hot summers and mild winters. Because it was so hot, most people wore lightweight clothing throughout most of the year. They would put on a cloak or wrap during the colder days of the winter months.

Regions of Ancient Greece
The mountains and seas of Ancient Greece formed several natural regions:
Peloponnese - The Peloponnese is a large peninsula located at the southern tip of the Greek mainland. It is almost an island and only connects to the main land by a small strip of land called the Isthmus of Corinth. The Peloponnese was home to several major Greek city-states including Sparta, Corinth, and Argos.
Central Greece - Just north of the Peloponnese is Central Greece. Central Greece was home to the famous region of Attica and the city-state of Athens.
Northern Greece - Northern Greece is sometimes broken up into three major regions including Thessaly, Epirus, and Macedonia. Mount Olympus is located in Northern Greece.
Islands - Major groupings of the Greek islands include the Cyclades Islands, the Dodecanese, and the Northern Aegean Islands.

Major Cities
The Ancient Greeks spoke the same language and had similar cultures. They were not one large empire, however, but were divided into a number of powerful city-states such as Athens, Sparta, and Thebes.

Greek Settlements
The Greeks set up colonies throughout the Mediterranean and the Black Sea. This included settlements in modern-day Italy, France, Spain, Turkey, and parts of North Africa. These colonies helped to spread the Greek culture throughout the region.

Other Teaching Ideas:
Locate the world's countries, using maps to focus on Europe.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.

Climate, habitats, plants & animals that are adapted to live in Greece.

UK Geography (to use as a comparison) https://www.bbc.co.uk/bitesize/topics/zttbcmn/year/zmyxxyc

History

The **disciplinary knowledge** for the Key Stage 2 learning theme of 'Ancient Greeks' in History refers to the **historical concepts and skills** that pupils use to investigate and construct an understanding of the past. It's about *how* historians work, rather than simply the factual content (*substantive knowledge*).

🏛 Key Disciplinary Concepts (Historical Lenses)
Pupils develop their historical understanding of Ancient Greece by applying the following core concepts:
Chronology:
Placing the Ancient Greek civilisation (e.g., Minoan, Mycenaean, Archaic, Classical, Hellenistic periods) on a **timeline** using **BC/BCE and AD/CE** terms.
Identifying the **chronological context** of key events (e.g., the start of the Olympics, the Battle of Marathon, the Golden Age of Athens, the conquests of Alexander the Great).
Noting **connections and contrasts** between Ancient Greece and other civilisations studied (e.g., Ancient Egypt, the Romans).

Evidence and Enquiry:
Understanding that our knowledge of the past is **constructed** from a **range of sources**.
Identifying and using different types of **primary sources** (e.g., artefacts like pottery, temple ruins, sculptures) and **secondary sources** (e.g., textbook accounts, historical interpretations).
Recognising that **myths and legends** (like the Minotaur or the Trojan Horse) can be a source of information about beliefs but require careful **enquiry** to assess any basis in evidence.
Asking **historically valid questions** about sources to investigate daily life, beliefs, and events.

Change and Continuity:
Analysing **how** and **why** life changed over the long period of the Ancient Greek civilisation (e.g., the shift from monarchy to democracy in some city-states).
Identifying **continuity** by exploring how certain aspects remained the same (e.g., religious beliefs, the importance of the Olympic Games).
Comparing the **diversity** and differences between city-states like **Athens and Sparta**.

Cause and Consequence:
Exploring the **causes** of significant events, such as the Persian Wars or the Peloponnesian War.
Discussing the **consequences** and **impacts** of key decisions (e.g., the decision to establish democracy in Athens) or military victories (e.g., the Battle of Marathon).
Significance and Legacy:
Determining **why** people, events, and achievements from Ancient Greece are considered **historically significant** (e.g., Socrates, Plato, democracy, architecture, mathematics, theatre).
Investigating the **lasting influence** (legacy) of Ancient Greek achievements on the **modern world** and **Western culture** (e.g., democracy, the alphabet, architecture).

Historical Interpretation:
Recognising that different **accounts** or **versions** of the past exist (e.g., comparing Athenian and Spartan views, or different textbook descriptions of an event).
Beginning to understand **why** historians or sources might differ in their interpretations.

History objectives, focusing on key knowledge, understanding, and historical skills:

Knowledge and Understanding:
Locating in Time and Place:
To know when and where the Ancient Greek civilization existed in relation to other periods studied (e.g., Egyptians, Romans).
To locate Ancient Greece on a map, identifying key geographical features like the mainland, islands, and surrounding seas.
To understand that Ancient Greece was not a single unified country but a collection of independent city-states.

Key Aspects of Ancient Greek Life:
To learn about the daily life of different people in Ancient Greece (e.g., citizens, slaves, men, women, children).
To understand the significance of democracy in Athens and compare it to other forms of government (in a simple way).
To explore the importance of gods and goddesses in Ancient Greek culture and their myths.
To learn about key Ancient Greek achievements and contributions, such as philosophy, mathematics, drama, and the Olympics.
To understand the significance of the Olympic Games in Ancient Greek society.
To learn about the Peloponnesian War and its impact.
To understand the influence of Ancient Greek culture on the modern world.

Historical Skills:
Chronology:
To place key events and figures from Ancient Greek history on a timeline.

Understanding Historical Sources:
To begin to understand that our knowledge of the Ancient Greeks comes from different types of sources (e.g., pottery, buildings, stories).
To ask and answer simple questions about historical sources related to Ancient Greece.
To identify differences between primary and secondary sources (with guidance and simple examples).

Making Connections and Drawing Conclusions:
To make simple connections between different aspects of Ancient Greek life.
To begin to form simple opinions about events or people in Ancient Greek history, supported by basic evidence.

Communication:
To communicate their learning about the Ancient Greeks in different ways (e.g., drawing, writing, speaking).
To use appropriate historical vocabulary when discussing Ancient Greece.

History activity ideas, focusing on accessible areas of learning:

Everyday Life and Culture:

A Day in the Life: Explore what it was like to be a child, a woman, or a man in Ancient Greece. What did they eat? What clothes did they wear? What games did children play? You could compare and contrast their lives with our own.

Ancient Greek Homes: Investigate the layout of typical Greek houses. What materials were they made from? What furniture did they have? How did they get light and water?

Food and Drink: Discover the staple foods of the Ancient Greeks – olives, grapes, bread, fish. Perhaps even try some simple recipes or a tasting session (with appropriate safety measures, of course!).

Clothing and Fashion: Look at the styles of clothing – the tunics (chitons) and draped fabrics. How did their clothing reflect their society and status?

Ancient Greek Pottery: Examine the beautiful and intricate pottery. What were they used for? What stories or scenes are depicted on them? Children could even try designing their own Greek-inspired pottery patterns.

Mythology and Legends:
The Gods and Goddesses: Introduce the main figures of the Greek pantheon – Zeus, Hera, Poseidon, Athena, Apollo, etc. Explore their roles, powers, and the myths associated with them. Creating family trees or character cards can be engaging.

Famous Myths: Dive into exciting stories like the Labours of Heracles, the story of Odysseus and the Trojan Horse, Perseus and Medusa, or Theseus and the Minotaur. These tales are full of adventure and can spark imagination. Drama activities or storytelling can bring them to life.

The Oracle of Delphi: Explore the role and mystery of the Oracle. What kind of advice did people seek? How did the priests interpret the prophecies?

Achievements and Innovations:
The First Olympics: Discover the origins of the Olympic Games. What events took place? Who could participate? How did they differ from the modern Olympics? You could even hold your own mini-Olympics.

Ancient Greek Theatre: Learn about the development of drama and the structure of ancient theatres. Explore the use of masks and the types of plays (tragedy and comedy). Children could try acting out scenes from Greek myths.

Philosophy and Ideas: Introduce key thinkers like Socrates, Plato, and Aristotle in a simple way, focusing on the idea of asking questions and thinking deeply about the world.

Mathematics and Science: Touch upon some of the early mathematical and scientific discoveries made by the Greeks, such as basic geometry or early ideas about the planets.
Warfare and Society:
The Trojan War: Explore the story of this famous conflict, focusing on the key events and characters. Discuss the idea of heroes and the impact of war.

City-States: Introduce the concept of independent city-states like Athens and Sparta. Compare and contrast their different ways of life, values, and forms of government.

Democracy in Athens: Introduce the idea of democracy as it developed in Athens (while acknowledging its limitations, such as the exclusion of women and slaves). Discuss the concept of voting and citizenship.
Possible Activities:
Role-playing: Acting out scenes from myths or everyday life.
Creating timelines: Mapping key events in Ancient Greek history.
Designing and making: Pottery patterns, masks, or simple Greek clothing.
Research projects: Focusing on a specific aspect of Ancient Greek life.
Storytelling and drama: Retelling myths and legends.
Comparing and contrasting: Ancient Greek life with life today.
Using maps: Locating ancient Greek city-states and their influence.

Other Teaching Ideas:
Compare and contrast what Ancient Greece was like and what it is like now.

Famous Greeks.

Greek philosophy.
Politics.
Debate.
Structure of society.
Gods and worship.
Temples and buildings.

What similarities are there between Greeks and Romans?

https://teachers.thenational.academy/units/ancient-greece-79e7

https://www.bbc.co.uk/bitesize/topics/z87tn39/year/z63tt39

Modern Foreign Languages

The **disciplinary knowledge** for the Key Stage 2 learning theme of **'Ancient Greeks'** in relation to **Modern Foreign Languages (MFL)** primarily focuses on understanding the **legacy and influence of the Greek language** on other languages, including English and the MFL being studied.

This is a specific cross-curricular connection that leverages the MFL subject's disciplinary concepts of **phonology, vocabulary, and grammar** to enrich the history topic.

🏛 Key Disciplinary Knowledge for MFL
The main disciplinary concepts of MFL explored through the Ancient Greeks theme include:

1. Linguistic Legacy and Etymology (Vocabulary)
Word Roots and Derivations: Understanding that a significant number of English (and often other European languages like French or Spanish) words have **Ancient Greek origins** (e.g., *democracy, philosophy, theatre, athlete, marathon, alphabet*).
Concept of Borrowing: Recognising that languages borrow words from one another over time, and Ancient Greek is a key source for scientific, philosophical, and political vocabulary.
Applying Etymology: Using knowledge of Greek root words (like *'tele'*, *'graph'*, *'bio'*, *'logy'*) to **decode and infer the meaning** of unfamiliar English and MFL words.

2. Script and Phonological Awareness
The Greek Alphabet: Introducing the **Greek alphabet** (even if not teaching the language) to understand its influence on the Roman alphabet (which is used for English and many MFLs) and to recognise characters (e.g., $\alpha, \beta, \gamma, \Delta$).
Sound-Spelling Links: Developing **phonological awareness** by comparing the sounds of the Greek letters to those in English and the target MFL (e.g., how the name 'Alpha' relates to the 'A' sound).

3. The Nature of Language (Grammar & Structure)
Language Families: Recognising that Ancient Greek belongs to a specific language family (Indo-European) and how it relates to the development of other languages, including Latin (another foundational language).
Observing Difference: For pupils studying an ancient language like **Latin** or **Ancient Greek** as their MFL, the disciplinary focus shifts to providing a **linguistic foundation for reading comprehension** and an **appreciation of classical civilisation** by studying core grammatical structures and morphology.

MFL Disciplinary Concepts in Practice
When linking Ancient Greeks to MFL in KS2, the disciplinary focus is on:

MFL Disciplinary Concept	Application to Ancient Greeks Theme
Phonology	Exploring the **sounds** of the Greek alphabet, recognising how English and MFL words with Greek roots are **pronounced** (e.g., the 'ph' sound in *philosophy*).
Vocabulary	**Identifying and defining** English/MFL words that originate from Ancient Greek, focusing on **compound words** and **prefixes/suffixes**.
Grammar	If teaching Ancient Greek or Latin, learning foundational **verb forms, noun cases, and simple sentence structure** to aid in reading and analysis.
Intercultural Understanding	**Comparing and contrasting** the role of language in Ancient Greek society (e.g., in democracy, theatre, or philosophy) with its role in the culture of the MFL being studied.

MFL potential objectives, focusing on what pupils could do in the target language (for example: French, but you can adapt it to any MFL):

Communicative Objectives:
Introducing Key Figures: Pupils will be able to introduce famous Ancient Greek figures (e.g., Socrates, Alexander the Great, Homer) using simple phrases like "C'est..." (It's...) and basic descriptive adjectives (e.g., "célèbre" - famous, "important" - important).

Describing Aspects of Ancient Greek Life: Pupils will be able to name and describe simple aspects of Ancient Greek life, such as types of buildings ("un temple" - a temple, "un théâtre" - a theatre), clothing ("une toge" - a toga), or food ("des olives" - olives) using basic vocabulary and sentence structures like "C'est un/une..." (It's a...) or "Ils mangeaient..." (They ate...).
Asking and Answering Simple Questions: Pupils will be able to ask and answer simple questions related to the Ancient Greeks, such as "Qui est-ce?" (Who is that?), "Qu'est-ce que c'est?" (What is that?), or "Où habitaient-ils?" (Where did they live?) using learned vocabulary and structures.

Retelling Simple Stories: Pupils will be able to retell very simple narratives or myths related to Ancient Greece, using key vocabulary and sequencing words (e.g., "d'abord" - first, "ensuite" - then, "finalement" - finally).

Expressing Opinions (Simply): Pupils will be able to express simple opinions about aspects of Ancient Greek culture (e.g., "J'aime les temples" - I like the temples, "Je n'aime pas la guerre" - I don't like war) using basic phrases.

Vocabulary and Grammar Objectives:
Learning Key Vocabulary: Pupils will learn and recall key vocabulary related to Ancient Greece, including names of people, places (e.g., "Athènes" - Athens), objects, and concepts (e.g., "la démocratie" - democracy, "les dieux" - the gods).

Understanding Basic Articles and Nouns: Pupils will correctly use basic definite and indefinite articles (le, la, les; un, une, des) with nouns related to the topic.
Using Basic Verbs: Pupils will understand and use basic verbs in the present tense, such as "être" (to be), "avoir" (to have), "vivre" (to live), and "manger" (to eat) in simple sentences related to the Ancient Greeks.

Recognising Gender of Nouns: Pupils will begin to recognise the gender of nouns (masculine/feminine) related to the topic and use appropriate articles.

Cultural Awareness Objectives:
Identifying Significant Contributions: Pupils will be able to identify some significant contributions of the Ancient Greeks to modern society (e.g., democracy, theatre, philosophy) and express them in simple terms in the target language.

Comparing Ancient and Modern Life: Pupils will be able to make simple comparisons between aspects of Ancient Greek life and their own lives, using basic comparative structures (e.g., "Autrefois, ils..., aujourd'hui, nous..." - In the past, they..., today, we...).

Developing Interest in Other Cultures: Pupils will develop an increased interest in learning about different cultures and historical periods through the lens of a modern foreign language.

Skills-Based Objectives:
Developing Listening Skills: Pupils will be able to understand simple spoken phrases and questions related to the Ancient Greeks.

Developing Speaking Skills: Pupils will be able to pronounce key vocabulary and simple phrases related to the topic with reasonable accuracy.

Developing Reading Skills: Pupils will be able to read and understand simple written words and phrases related to the Ancient Greeks.

Developing Writing Skills: Pupils will be able to write simple words and phrases related to the Ancient Greeks.

Activity ideas for Key Stage 2 Modern Foreign Language activities centred around Ancient Greeks, keeping in mind that the focus should be on simple vocabulary, and cultural connections:

Focusing on Basic Vocabulary & Greetings:
Ancient Greek Greetings in French/Spanish/German: Introduce basic greetings like "hello," "goodbye," "how are you?" and simple responses. Then, explain how the Ancient Greeks had their own greetings. You could even create a simple dialogue incorporating both (e.g., "Bonjour! Kalimera! Ça va?").

Naming Gods and Goddesses: Learn the names of key Greek gods and goddesses (Zeus, Hera, Poseidon, Athena, Apollo, Artemis) in the target language. Create flashcards with images and the names in both English and the foreign language.

Numbers and Counting: Practice counting in the target language while talking about the number of Muses (nine) or the twelve Olympian gods.

Colours of Ancient Greece: Introduce colours in the target language and discuss the colours of pottery, clothing, or the Greek flag (though the modern flag is different, it can be a starting point).

Exploring Daily Life:
Food and Drink: Learn the names of simple foods and drinks that existed in Ancient Greece (olives, grapes, bread, water, wine - perhaps focusing on the words rather than actual consumption!). Compare these to modern equivalents in the target language culture.

Family Members: Introduce basic family terms (father, mother, brother, sister) and imagine a typical Ancient Greek family.

Parts of the Body: Learn body parts and relate them to statues of athletes or gods/goddesses.
Connecting to Myths and Stories:
Simple Story Retelling: Choose a very simple Greek myth (like Pandora's Box or a short fable) and introduce key vocabulary related to the characters and objects in the target language. Act out scenes with simple phrases.

Character Descriptions: Learn adjectives in the target language (strong, beautiful, clever) and use them to describe famous Greek heroes or mythical creatures.
"Who Am I?" Game: Describe a Greek figure (e.g., "I am the king of the gods" - in the target language) and have the children guess who it is.

Creative Activities:
Making Masks: Create simple masks of Greek theatre characters or gods/goddesses and label them with their names in the target language.

Designing Pottery: Draw or create model Greek pottery and label different parts or decorations using target language vocabulary.

Role-Playing: Act out simple scenarios set in Ancient Greece using the learned vocabulary and phrases. For example, a marketplace scene or a meeting between citizens.

Creating a "Museum Exhibit": Have children create small displays about aspects of Ancient Greece, labelling their work in the target language.

Cultural Connections:
Modern Words with Greek Roots: Point out words in the target language (and English) that have Greek origins (e.g., "democracy," "telephone," "theatre"). This can be a fascinating linguistic link.

The Olympics: Discuss the ancient Olympic Games and learn related vocabulary (sport, victory, athlete) in the target language. Compare them to the modern Olympics.

Greek Architecture: Introduce basic architectural terms (column, temple) and learn their equivalents in the target language.

Tips for Implementation:
Keep it short: Focus on a few key words and phrases per lesson.
Use visuals: Pictures, flashcards, and realia (if possible) are essential.
Incorporate movement and games: Active learning helps with retention.
Repetition is key: Regularly revisit vocabulary and phrases.

Music

See also Charanga Schemes of work

The **disciplinary knowledge** for the Key Stage 2 learning theme of 'Ancient Greeks' in relation to **Music** focuses on understanding its role in society and the foundational concepts developed during that era.

🏛 Key Disciplinary Knowledge: Ancient Greek Music
The study of Ancient Greek music at KS2 allows pupils to explore how music functions as a **cultural, historical, and mathematical discipline**.

1. Societal Role and Function
Integral to Daily Life: Understand that music was not just entertainment but an **essential part** of Ancient Greek life, used in religious ceremonies, festivals, theatre, and even military training (e.g., the *salpinx* trumpet for signals).
Education and Morality: Music (*mousikē*) was considered a core part of a well-rounded education for young boys from noble families, alongside gymnastics. Philosophers like **Plato** and **Aristotle** believed it was vital for **shaping moral character** and cultivating the soul (the **Doctrine of Ethos**).
Performance: Recognise that music was often combined with **poetry and dance** (e.g., in Greek drama and the performance of epic poetry).

2. Instruments and Performance
Common Instruments: Identify and describe the use of key instruments:
The **lyre** (a stringed instrument, often associated with the god **Apollo** and used to accompany singing/recitation).
The **aulos** (a double-reed wind instrument, often played in pairs and associated with the god **Dionysus**).
Percussion instruments like cymbals, rattles, and the *tympanum* (frame drum).
Performance Contexts: Understand that music was performed both solo (monodic) and by a chorus (choral lyric), often with an emphasis on the rhythm and melody supporting the words.

3. Musical Theory and Legacy
The Power of Mathematics: Discover that the philosopher **Pythagoras** is famously credited with discovering the **mathematical ratios** that underpin musical intervals (like the octave, fourth, and fifth), laying the foundation for **Western music theory** and the science of acoustics.
Scales (Modes): Learn that the Greeks used different **modes** (scales) in their music, which were believed to evoke specific emotions or character traits, linking them to the Doctrine of Ethos.
A Historical Gap: Acknowledge that while we know much about the *role* and *theory* of Greek music from writings and art, very little of the actual music (notation) has survived, making reconstruction challenging.

This disciplinary knowledge allows children to see music not just as a performing art, but as a system of **thought, culture, and science** that has profoundly influenced subsequent Western history.

Music objectives tailored for Key Stage 2 pupils studying the Ancient Greeks, focusing on engagement and understanding:

Performing & Singing:

Singing with Expression: The pupil will be able to sing songs related to Ancient Greek themes (e.g., myths, daily life) with appropriate dynamics and expression, conveying the mood and story of the song.
Playing Simple Instruments: The pupil will be able to play simple tuned and untuned percussion instruments to accompany songs or create soundscapes that evoke aspects of Ancient Greece (e.g., the sound of the sea, a bustling marketplace, a battle).

Performing in Groups: The pupil will be able to participate in group musical performances, contributing their part confidently and listening to others to create a cohesive sound.

Improvisation: The pupil will be able to improvise simple rhythmic or melodic patterns on instruments inspired by the rhythms and sounds they might associate with Ancient Greece.

Composing & Creating:
Creating Soundscapes: The pupil will be able to create soundscapes using a variety of instruments and vocal sounds to represent different scenes or stories from Ancient Greek life (e.g., an Olympic event, a journey by sea, a meeting in the Agora).

Simple Melodies: The pupil will be able to create simple melodic phrases inspired by the character of Ancient Greek music (even if we don't have exact recordings, we can explore scales and modes that might have been used).

Rhythmic Patterns: The pupil will be able to compose and perform simple rhythmic patterns that might have accompanied Ancient Greek dances or poetry.

Using Technology (Optional): The pupil will be able to use simple music software or apps to create and manipulate sounds to represent aspects of Ancient Greece.

Listening & Appraising:
Identifying Instruments: The pupil will be able to identify some instruments that were used in Ancient Greece (like the lyre, aulos, or kithara, even if only through pictures and descriptions).

Describing Music: The pupil will be able to use descriptive words to talk about the mood and character of music that evokes Ancient Greece, considering elements like tempo, dynamics, and instrumentation.

Understanding Context: The pupil will be able to understand that music played a significant role in Ancient Greek society, including religious ceremonies, festivals, storytelling, and entertainment.
Comparing and Contrasting: The pupil will be able to compare and contrast music inspired by Ancient Greece with other types of music they have heard.

Understanding Music in Context:
Music and Mythology: The pupil will be able to make connections between music and Ancient Greek myths and legends (e.g., the lyre of Orpheus, the pipes of Pan).
Music and Drama: The pupil will be able to understand how music might have been used in Ancient Greek theatre.
Music and Celebrations: The pupil will be able to learn about the role of music in Ancient Greek festivals and celebrations, such as the Olympic Games.

Musical activity ideas, blending historical context with engaging activities:

Exploring Ancient Greek Instruments and Sounds:
Lyre Imitations: Introduce the lyre as a key instrument. Children can create their own simple "lyres" using cardboard boxes and elastic bands or string. They can experiment with plucking and strumming to create different sounds and rhythms.

Aulos Adventures: The aulos (a double-piped wind instrument) had a distinct sound. Can the children try to recreate a similar sound using recorders or even by blowing across the tops of bottles? Discuss the likely mood and occasions where the aulos might have been played (festivals, religious ceremonies).

Percussion Power: Explore the use of percussion in ancient Greece (though less prominent than string and wind). Children can use classroom percussion instruments (tambourines, shakers, small cymbals) to create rhythmic accompaniments to stories or dances inspired by the era. Think about the sounds of marching soldiers or celebratory processions.

Musical Storytelling and Drama:
Myths in Melody: Choose a well-known Greek myth (e.g., Odysseus and the Sirens, Persephone and Hades, the Labours of Heracles). Divide the story into key scenes and have the children create musical soundscapes or short melodies to represent the different parts of the narrative. For example:
The Sirens' alluring song could be represented by smooth, legato melodies on recorders or glockenspiels.
The clash of battle could be depicted with loud, percussive sounds.
A journey across the sea could be represented by undulating, flowing music.

Choral Odes: Ancient Greek choruses played a vital role in theatre. Explore the idea of a simple choral ode related to a myth or historical event. Children can learn short, repetitive phrases and perform them with dramatic gestures and expression.

Theatrical Sound Effects: If the class is acting out a Greek play, they can create sound effects to enhance the drama. Think about thunder for Zeus, the crashing of waves for Poseidon, or the rustling of leaves in a sacred grove.

Rhythm and Dance:
Ancient Rhythms: Research simple Greek rhythmic patterns (though precise notation is scarce, we can explore the concept of repeated patterns and strong beats). Children can clap, stomp, and play these rhythms on percussion instruments.

Simple Circle Dances: While specific ancient Greek dances are hard to reconstruct, explore the idea of communal circle dances. Children can create their own simple, repetitive movements to accompany their rhythmic patterns.

The Olympic Games: Imagine the music that might have accompanied the ancient Olympic Games. Children can create fanfares using brass instruments (or classroom equivalents) and rhythmic chants to celebrate the athletes.

Composition and Creativity:
Creating a "Greek" Melody: Encourage children to compose short melodies using a limited number of notes (perhaps focusing on a pentatonic scale to give it a slightly "ancient" feel). They can then notate these melodies using simple graphic notation or stick notation.

Instrumental Ensemble: If you have a variety of instruments available, challenge the children to create a piece of music inspired by a specific aspect of ancient Greek life (e.g., a bustling marketplace, a solemn religious procession, a sea voyage).

Cross-Curricular Links:
History: Deepen their understanding of the historical context of the music they are creating.
Literacy: Explore Greek myths and stories as inspiration.
Art: Create visual representations of ancient Greek instruments or scenes to accompany their music.
Drama: Incorporate movement and acting into their musical performances.

Other Teaching Ideas and Resources:
Greek musical instruments included stringed, wind and percussion. By far the most popular were the lyre, aulos (usually double), and syrinx.
https://www.youtube.com/watch?v=aDfwUQXBilE&safe=active

Most Greek men trained to play an instrument competently, and to sing and perform choral dances. Instrumental music or the singing of a hymn regularly accompanied everyday activities and formal acts of worship. Shepherds piped to their flocks, oarsmen and infantry kept time to music, and women made music at home.

Physical Education

The **disciplinary knowledge** for the Key Stage 2 learning theme 'Ancient Greeks' in relation to **Physical Education (PE)** primarily involves understanding the **historical and cultural context of physical activity** and applying **historical enquiry skills** to the subject.

🏛️ Key Disciplinary Knowledge in PE

Disciplinary knowledge in this context focuses on **how** we know about ancient Greek PE and **why** it was important, linking it to modern PE practice.

1. Historical Context: The Role of Physical Activity

Significance: Understanding that physical education was a **central part of a well-rounded education** (*paideia*) for boys in city-states like **Athens**, aiming for a balance between body and mind (**"sound mind in a sound body"**).

Contrast (Sparta vs. Athens): Recognising that the purpose of physical training differed—in **Sparta**, it was primarily for **military strength** and obedience, while in **Athens**, it also promoted **civic virtue** and **aesthetic beauty** of the physically developed citizen.

Key Institutions: Knowing about the **gymnasium** and the **palaestra** as specific places where training and exercise took place.

Influence on Modernity: Identifying that the ancient Greek ideal of balancing physical and mental development has a **legacy in modern education and sport**.

2. Connecting Past and Present: The Olympic Games

Continuity and Change: Analysing the **similarities and differences** between the **Ancient Olympic Games** and the **Modern Olympic Games**.

Similarities: The four-year cycle, the competitive spirit, and the core events (running, wrestling, discus, javelin, long jump) have direct descendants in modern athletics.

Differences: Understanding the religious (honouring Zeus) and cultural significance (the **Olympic Truce**), the ban on married women attending, the amateur nature of the competition, and the prizes (an olive wreath/glory rather than money).

Events/Skills: Identifying specific athletic events performed, such as:

Running: *Stadion* (sprint), *Diaulos* (double sprint), *Dolichos* (long distance).

Pentathlon: Wrestling, long jump (using weights called *halteres*), discus, javelin, and a running race.

Combat: Wrestling, Boxing, and *Pankration* (all-in fighting).

3. Using Evidence (Historical Enquiry)

Sources: Knowing **how** historians and PE experts gather information about ancient Greek physical activity, e.g., using **artefacts** (statues, pottery showing athletes, *halteres*), written sources (philosophical texts, historical accounts), and archaeological sites (Olympia, gymnasia ruins).

Interpretation: Understanding that our knowledge is an **interpretation** of the available evidence. For example, inferring the techniques and rules of ancient wrestling from vase paintings.

Cause and Consequence: Explaining how the Greek focus on physical excellence (the **cause**) led to the creation of the world's first large-scale, organised, and internationally recognised athletic competition (the **consequence**).

By exploring these disciplinary concepts, KS2 pupils move beyond simply learning *facts* about the ancient Greeks (substantive knowledge) to understanding **the nature of PE** as a subject shaped by history and culture.

PE objectives for Key Stage 2 pupils that link to the topic of 'Ancient Greeks':

Developing Fundamental Movement Skills:
Running:
Run with increasing speed and stamina in games and activities inspired by ancient Greek messengers (e.g., relay races).
Develop agility by running and changing direction in games like 'chariot' races (pupils pulling each other on scooters or in hoops).
Jumping:
Practice different types of jumps (long jump, hop, skip, standing jump) relating to the ancient Olympic event of the long jump (with or without 'halteres' - beanbags as weights).
Improve technique in jumping for height, imagining leaping over ancient walls or obstacles.

Throwing and Catching:
Develop overarm and underarm throwing skills with accuracy, linking to the javelin and discus events. Use beanbags, soft balls, or frisbees.
Improve catching skills in pairs or small groups, imagining catching offerings to the gods.

Balance and Coordination:
Practice balancing in different ways, such as holding static poses inspired by Greek statues.
Develop coordination through activities that mimic ancient Greek dances or processions, incorporating simple steps and movements.

Applying Skills and Tactics:
Team Games:
Participate in team games with simple rules, adapted from ancient Greek competitions (e.g., a simplified version of 'Pankration' using tagging or gentle wrestling).
Learn to attack and defend in games, relating these concepts to ancient Greek warfare or city-state rivalries.

Problem Solving:
Work collaboratively to solve movement challenges, such as navigating an 'ancient labyrinth' (obstacle course).
Devise simple tactics for team games, considering the 'strengths' of different 'city-states' (teams).

Developing Physical Fitness:
Stamina:
Engage in sustained physical activity through longer games or circuits that represent the journey of a Greek hero.

Strength:
Develop upper body strength through activities like pushing and pulling (e.g., 'moving heavy stones' in pairs).

Improve core strength and stability through gymnastic-based activities that mimic poses on ancient pottery.

Flexibility:
Practice stretching exercises, imagining athletes preparing for the ancient Games.

Understanding and Evaluating:
Identify and describe some of the physical activities that took place in Ancient Greece (e.g., running, wrestling, discus).
Compare and contrast modern Olympic events with those of the ancient Games.
Recognise the importance of physical activity for health and well-being, linking it to the values of the ancient Greeks.
Evaluate their own and others' performances in activities, suggesting ways to improve, just as ancient athletes would strive for 'arete' (excellence).

Cultural Appreciation:
Participate in activities that link to ancient Greek myths and legends through movement and drama.
Understand how the ancient Greeks valued physical prowess and its connection to their culture and society.

PE activity ideas linked to Ancient Greek life and the Olympics:

Ancient Greek Olympics Inspired Activities:
The Stadion Race: Set up a straight running track (the length of your hall or a designated area outside). Children can race individually or in pairs, just like the original and only event in the early Olympics.
Discus Throw: Use frisbees or beanbags as "discus." Focus on the technique of a controlled throw for distance. You could even have targets to aim for.
Javelin Throw: Use soft javelins, pool noodles, or rolled-up newspaper secured with tape. Emphasise throwing for distance and safe throwing techniques.
Long Jump: Create a designated jumping area. Children can practice standing long jumps or running jumps, focusing on technique and measuring distances. You could use a sandpit if available.
Wrestling: Introduce simple partner wrestling activities focusing on balance and controlled movements. Teach basic holds and takedowns safely, emphasizing respect and fair play.
Chariot Races: Divide the class into "chariots" (pairs or small groups holding hands or using hoops as reins) and "horses" (the children pulling). Set up a simple course to race around.
Pentathlon: Combine a few of the above events (e.g., running, long jump, discus throw) and have children participate in each, keeping a simple score.

Activities Inspired by Ancient Greek Life:
Greek Dancing: Explore simple circle dances or movements inspired by Greek pottery depictions of dance. You can find examples of traditional Greek folk dances for children online.
"Messenger of Marathon" Relay: Have children run a relay race, passing a "message" (a rolled-up piece of paper or baton) to represent Pheidippides' famous run.
"Building" a Parthenon: In small teams, children can work together to move and stack soft blocks or other safe materials to create the shape of the Parthenon. This combines teamwork and problem-solving with physical activity.

"Trojan War" Games:
"Building the Trojan Horse": A cooperative game where teams work together to carry large, lightweight objects (like cardboard boxes) to a designated "Troy."
"Capturing Helen": A tag game where one or two children are "Helen," and the others try to tag them (capture them) while staying within boundaries.
"Myths in Motion": Act out simple Greek myths through movement. For example, children could pose as statues of gods and goddesses or act out scenes from stories like the story of Icarus (focusing on arm movements like flying).

Ancient Greek Toys and Games: Introduce some simple games that Ancient Greek children might have played:
Knucklebones (Astragaloi): A game similar to jacks, which can be adapted using small stones or beanbags.
Hoop Rolling (Krikilasia): If you have hoops, children can take turns rolling them and trying to keep them going.
Ball Games (Sphaira): Simple throwing and catching games can represent the ball games played in Ancient Greece.

Tips for Implementation:
Set the Scene: Begin each lesson by briefly discussing the Ancient Greek context of the activity. For example, before the Stadion race, talk about it being the original Olympic event.
Safety First: Ensure all activities are conducted in a safe environment with appropriate space and soft equipment. Clearly explain the rules and any safety precautions.
Adapt and Modify: Adjust the activities to suit the age and abilities of your pupils.
Incorporate Learning: Encourage children to use Ancient Greek vocabulary related to the activities (e.g., "athlete," "stadion," "discus").
Teamwork and Fair Play: Emphasise the importance of teamwork, sportsmanship, and fair play throughout the activities, linking it to the values of the ancient Games.

Science

The **disciplinary knowledge** for the Key Stage 2 learning theme 'Ancient Greeks' in relation to **Science** focuses on **connecting ancient Greek philosophical and practical ideas with modern scientific concepts, emphasising observation, reason, and invention**.

It covers how the Greeks moved from mythical explanations to seeking **naturalistic and logical explanations** for the world, laying the groundwork for modern science.

🏛 Key Disciplinary Knowledge Areas
The disciplinary knowledge can be structured around the contributions of significant Greek thinkers and their lasting scientific/technological legacy.

1. Scientific Inquiry and the Use of Reason
Philosophy as a Precursor to Science: Understanding that early Greek philosophers (like **Thales**, **Plato**, and **Aristotle**) were often also scientists, who used **logic** and **reason** to observe and theorise about the natural world, rather than relying solely on religious or mythical explanations.
Observation and Classification: Learning how **Aristotle** classified and studied animals, laying early groundwork for **biology** and zoology.
2. Physics and Engineering: Forces, Mechanisms, and Materials
Archimedes' Discoveries: Investigating the principle of **buoyancy** (Archimedes' Principle—how things float) and exploring simple inventions like the **Archimedes' screw** (for moving water) and the use of **levers** and **pulleys**.
Curriculum Link: Forces, Levers, and Mechanisms (KS2 Science and D&T) and Properties of Materials (Density).
Inventions and Technology: Discovering practical inventions that demonstrate an application of scientific understanding, such as:
The **Water Mill** (energy transfer, simple machines).
Early versions of the **Alarm Clock** (using water clocks and mechanisms).
The **Crane** (levers and forces).

3. Medicine and Health
Hippocrates and the Scientific Approach to Illness: Knowing that **Hippocrates** (the "Father of Western Medicine") was one of the first to propose that illnesses had **natural causes** (not divine punishment) and could be treated with observation, diet, hygiene, and rest.
The Hippocratic Oath: Understanding the legacy of ethical practice in medicine.
Curriculum Link: The human body and health.

4. Astronomy and Earth & Space
Early Models of the Solar System: Exploring how Greek thinkers (like **Aristotle** and **Ptolemy**) theorised about the cosmos, particularly the **geocentric model** (Earth at the centre) and the idea of the Earth being a **sphere** (globe), contrasting this with our modern understanding.
Measurement: Learning about early attempts to measure the circumference of the Earth (e.g., **Eratosthenes**).
Curriculum Link: Earth and Space (Year 5 Science).

5. Mathematics and its Scientific Application
Geometry and Measurement: Recognising the importance of figures like **Pythagoras** (Pythagorean Theorem) and **Euclid** (Geometry) and their use of mathematical proofs to understand shapes and the world, which is foundational to physics and engineering.
Curriculum Link: Linking geometry to practical application in ancient architecture and engineering.

💡 Connecting Ancient Ideas to Modern Science
A key disciplinary skill is understanding **continuity and change**—how these ancient ideas, though sometimes incorrect (like the geocentric model), were the necessary first steps, based on observation and logic, that led to the development of modern scientific methods and knowledge.

Science objectives for Key Stage 2 pupils, linked to the Ancient Greeks, designed to spark curiosity and encourage investigation:

Working Scientifically Objectives (Integrated Throughout):
Asking relevant questions: Encourage pupils to ask "why" and "how" questions about Ancient Greek inventions, myths, and daily life that can be explored scientifically.
Setting up simple practical enquiries, comparative and fair tests: Guide pupils to design basic experiments related to Ancient Greek concepts.

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units: For example, measuring the capacity of different "amphorae" (simple containers) or observing the movement of simple machines.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions: Pupils could record observations about materials used in Ancient Greek structures or classify different types of levers.

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions: Encourage pupils to share what they've learned through discussions and presentations.

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions: For instance, after experimenting with levers, they could predict how changing the pivot point would affect the effort needed.

Identifying differences, similarities or changes related to simple scientific ideas and processes: Comparing modern tools to Ancient Greek inventions.

Using straightforward scientific evidence to answer questions or to support their findings: Linking their experimental results to explanations.

Specific Science Content Objectives Linked to Ancient Greeks:
Year 3 & 4 (Focus on broader scientific concepts):

Rocks: Investigate the types of rocks used in Ancient Greek buildings and sculptures (e.g., marble, limestone). Explore their properties (hardness, texture) and how they might have been quarried and transported.

Materials and their properties: Explore the materials used by the Ancient Greeks (clay for pottery, wood for ships, metal for tools and weapons). Compare their properties (strength, flexibility, water resistance) and discuss why certain materials were chosen for specific purposes.

Light and Shadows: Link to sundials, an Ancient Greek invention for telling time. Investigate how the position and length of shadows change throughout the day.

Forces and Magnets: Explore simple machines invented by the Ancient Greeks (lever, pulley, screw). Investigate how these machines use forces to make work easier. They could build simple models and test their effectiveness.

Plants: Investigate plants that were important to the Ancient Greeks (olives, grapes, grains). Explore their life cycles and how they were cultivated.

Year 5 & 6 (Focus on more complex scientific concepts):
Properties and Changes of Materials: Investigate how the Ancient Greeks might have made dyes from natural materials. Explore reversible and irreversible changes (e.g., heating clay to make pottery).

Earth and Space: Learn about Ancient Greek astronomers and their early ideas about the Earth, Sun, and stars (even if some were incorrect). Discuss how their observations led to the development of calendars and navigation.

Living Things and Their Habitats: Explore the animals that were significant in Ancient Greek mythology and daily life. Discuss their adaptations to their environments.

Electricity: While the Ancient Greeks didn't understand electricity as we do today, you could discuss early observations of static electricity (like rubbing amber) and link it to the word "electron" (derived from the Greek word for amber, "elektron"). This could be a more conceptual link.

Evolution and Inheritance (simplified): Discuss how different breeds of animals (like horses or dogs) might have been used for specific purposes in Ancient Greece, laying a very basic foundation for understanding selective breeding.

Science activity ideas inspired by their discoveries and way of life:

The Amazing Archimedes Screw:
Science Focus: Forces, simple machines (specifically the screw), water transportation.
Activity: Challenge the children to design and build their own working model of an Archimedes screw using readily available materials like plastic bottles, flexible tubing, and tape. They can then test how effectively it can lift water.
Greek Connection: Archimedes, a brilliant Ancient Greek mathematician and inventor, is credited with designing this ingenious device for raising water.

Building a Catapult (Trebuchet Lite):
Science Focus: Forces, levers, energy transfer.
Activity: Guide the children in constructing a simple catapult using lolly sticks, rubber bands, and a small container. They can then experiment with different angles and the number of rubber bands to see how far they can launch a small, soft projectile.
Greek Connection: While the Romans heavily used catapults in warfare, the principles of levers and projectile motion were understood and explored by the Ancient Greeks.

Exploring Shadows with a Homemade Sundial:
Science Focus: Earth's rotation, light and shadows, timekeeping.
Activity: Help the children create a basic sundial using a paper plate, a straw or stick, and a marker. They can then observe how the shadow changes throughout the day and mark the hours.
Greek Connection: The Ancient Greeks were keen astronomers and developed early forms of sundials to measure time based on the sun's movement.

Investigating Buoyancy with "Eureka!" Moments:
Science Focus: Buoyancy, displacement.
Activity: Recreate the famous story of Archimedes and the king's crown. Provide the children with various objects and a container of water. Challenge them to figure out how to determine if an object is "pure" (denser) or has less dense materials inside by observing how much water it displaces.
Greek Connection: The exclamation "Eureka!" is attributed to Archimedes when he discovered the principle of buoyancy.

The Science of Pottery:
Science Focus: Materials, properties of materials, changes of state.
Activity: Explore different types of clay (if possible) and discuss their properties. Children could try shaping their own simple pots or decorations. If access to a kiln isn't available, they can observe how the clay dries and hardens.
Greek Connection: Ancient Greek pottery was renowned for its craftsmanship and intricate designs. Understanding the properties of clay was crucial to their artistry.

Simple Machines in Ancient Greek Life:
Science Focus: Simple machines (lever, pulley, wheel and axle, inclined plane).
Activity: Discuss how the Ancient Greeks used simple machines in their daily lives (e.g., levers for lifting stones, pulleys for raising water, wheels for carts). Challenge the children to identify examples of these simple machines around the classroom or school. They could even try to build simple models of these machines.
Greek Connection: The Ancient Greeks understood and utilised the power of simple machines for construction, transportation, and various other tasks.

The Atmosphere and Weather:
Science Focus: Weather patterns, observation, the atmosphere.
Activity: Encourage children to observe and record daily weather patterns. Discuss how the Ancient Greeks might have tried to understand and predict the weather based on their observations of the sky

and wind. You could even introduce the concept of the four classical elements (earth, air, fire, water) and how the Greeks believed they influenced the world around them.
Greek Connection: Ancient Greek philosophers like Aristotle made early attempts to explain weather phenomena.

Other Science Information and Resources:

Astronomy

The Greeks applied their skills in math to help describe the stars and the planets. They theorised that the Earth may orbit the Sun and came up with a fairly accurate estimate for the circumference of the Earth. They even developed a device for calculating the movements of the planets which is sometimes considered the first computer.

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
Describe the movement of the Moon relative to the Earth.
Describe the Sun, Earth and Moon as approximately spherical bodies.
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Link to constellations that they Greeks named.
Link to Ancient Greek calendar.

Visit Kelling Heath – Dark Skies http://www.norfolkcoastaonb.org.uk/partnership/dark-skies/1120

Visit https://www.nnas.org/ Which is based not far from Blakeney.

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Medicine

The Greeks were one of the first civilizations to study medicine as a scientific way to cure illnesses and disease. They had doctors who studied sick people, observed their symptoms, and then came up with some practical treatments. The most famous Greek doctor was Hippocrates. Hippocrates taught that diseases had natural causes and they could sometimes be cured by natural means. The Hippocratic Oath to uphold medical ethics is still taken by many medical pupils today.

Biology

The Greeks loved to study the world around them and this included living organisms. Aristotle studied animals in great detail and wrote down his observations in a book called the History of Animals. He heavily influenced zoologists for years by classifying animals according to their different characteristics. Later Greek scientists continued Aristotle's work by studying and classifying plants.

Hippocrates is often called the "Father of Western Medicine."
The word "biology" comes from the Greek words' "bios" (meaning "life") and "logia" (meaning "study of").

English

Suggested Reading (but not limited to):

Greek Mythology

Greek Gods and Mythology
Hercules
Achilles
Monsters of Greek Mythology
The Titans
The Iliad
The Odyssey

https://www.booksfortopics.com/ancient-greece

Fiction:

Who Let the Gods Out? By Maz Evans Chapter book
https://www.youtube.com/watch?v=WAq3bCj9XOU
Mission to Marathon by Geoffrey Trease Chapter book
Mark of the Cyclops (The Ancient Greek Mysteries) by Saviour Pirotta & Freya Hartas Chapter book
Beasts of Olympus: Beast Keeper by Lucy Coats & David Roberts Chapter book
Percy Jackson and the Lightning Thief by Rick Riordan Chapter book
Icarus Was Ridiculous by Pamela Butchart & Thomas Flintham Chapter book
Greek Tales: The Boy Who Cried Horse by Terry Deary & Helen Flook Chapter book
The Corinthian Girl by Christina Balit Picturebook
Leo and the Gorgon's Curse by Joe Todd Stanton Graphic Novel
The Orchard Book of Greek Myths by Geraldine McCaughrean & Emma Chichester Clark Short story collection
Myths, Monsters and Mayhem in Ancient Greece by James Davies Graphic Novel
Greek Heroes: Top Ten Myths and Legends! By Marcia Williams Graphic Novel
Gaia by Imogen Greenberg & Isabel Greenberg Graphic Novel

Non-Fiction:

So You Think You've Got it Bad? A Kid's Life in Ancient Greece by Chae Strathie & Marisa Morea
Athena: The Story of a Goddess by Imogen Greenberg & Isabel Greenberg
The Ancient Olympic Games by Johnny Núñez

Drama:

https://teachers.thenational.academy/units/exploring-a-greek-myth-and-norse-legend-through-drama-6cc1

The disciplinary knowledge for the **Key Stage 2 learning theme 'Ancient Greeks'** in relation to **English** focuses on developing literacy skills through engagement with texts and concepts originating from or connected to Ancient Greece.

This knowledge bridges historical content with key English curriculum objectives, primarily covering aspects of **Reading, Writing, and Vocabulary**.

📚 Reading and Understanding Texts

The core disciplinary knowledge in reading revolves around encountering and comprehending different genres and structures inspired by the Ancient Greek civilisation:

Myths and Legends: Understanding the **genre conventions** of myths (e.g., featuring gods, heroes, mythical creatures, explaining natural phenomena or human customs). Key knowledge includes becoming familiar with famous narratives like Theseus and the Minotaur, Perseus and Medusa, or the story of Icarus and Daedalus.

Epic Poetry: Gaining exposure to the themes, characters, and structure of **epic tales** (even in simplified versions), such as Homer's *The Iliad* and *The Odyssey*.

Fables: Recognising and analysing **fables** (e.g., Aesop's Fables) as a specific narrative form with a moral or lesson, focusing on how character actions lead to consequences.

Non-Fiction: Comprehending **historical non-chronological reports** or **biographies** related to Ancient Greece, focusing on features like headings, subheadings, and topic sentences.

📝 Writing and Text Structure

The writing focus leverages the ancient theme to practice specific text types and grammatical structures:

Narrative Writing: Planning and writing **original myths or legends** using the established genre conventions, including:

Developing mythical heroes, villains, and settings.

Structuring the narrative with a clear opening, build-up, problem, resolution, and ending.

Practising the effective use of **powerful verbs, descriptive language**, and devices like **similes and metaphors** to create a compelling atmosphere.

Informational Writing: Producing non-fiction texts like a **non-chronological report** about a god, city-state (Athens/Sparta), or aspect of Greek life (e.g., the Olympics or democracy).

Dramatization: Writing **simple play scripts** or **dialogue** inspired by Greek theatre or specific mythical scenes, paying attention to the correct use of dialogue punctuation.

🗣️ Vocabulary, Language, and Grammar

This area explores the direct and indirect linguistic legacy of Ancient Greece:

Etymology and Vocabulary: Recognising **words in modern English** that have **Ancient Greek origins** (e.g., *democracy*, *philosophy*, *theatre*, *geometry*, *chaos*, *atlas*). Understanding how **root words, prefixes, and suffixes** of Greek origin (like *tele-* or *-ology*) contribute to the meaning of complex words.

Formal/Informal Language: Identifying and using **formal and sophisticated vocabulary** appropriate for myths, historical texts, or descriptive settings.

Grammar Practice: Applying grammatical skills within the context of writing about the topic, such as:

Using different types of **conjunctions** (co-ordinating and subordinating) for complex sentence structures.

Using **expanded noun phrases** for detailed descriptions of characters and settings (e.g., "The towering, bronze-clad Athenian soldier").

In essence, the disciplinary knowledge is about using the richness of the Ancient Greek civilisation as a **context** to deepen the **knowledge and application of core English skills** outlined in the KS2 curriculum.

Key Stage 2 English objectives that you can weave into your teaching about this time period, focusing on a variety of skills:

Reading:

Comprehension:

Understand the main ideas in texts about Ancient Greece (e.g., myths, historical accounts, daily life).

Identify key details and information to answer questions about Ancient Greece.
Infer characters' feelings, thoughts, and motives in Greek myths and stories.
Explain the meaning of words and phrases used in texts about Ancient Greece, drawing on dictionaries or prior knowledge.
Identify different types of texts related to Ancient Greece (e.g., myths, legends, informational reports).
Discuss and express their own views on the events and characters in Greek stories.
Compare and contrast different accounts of the same event or character from Ancient Greek history or mythology.

Word Reading:
Read aloud accurately words containing prefixes and suffixes related to Ancient Greek origins (e.g., "democracy," "philosophy," "amphitheatre").
Recognise and understand the meaning of less common words encountered in texts about Ancient Greece.

Writing:
Composition:
Plan and write different types of texts related to Ancient Greece, such as:
Narratives: Retelling Greek myths, creating their own myths with Greek gods and heroes, writing stories set in Ancient Greece.
Information Reports: Describing aspects of Ancient Greek life (e.g., the Olympics, education, clothing, architecture).
Persuasive Writing: Arguing for or against a particular aspect of Ancient Greek society or a character's actions.
Poetry: Writing poems inspired by Greek myths, gods, or landscapes (e.g., acrostic poems, shape poems).
Letters/Diary Entries: Writing from the perspective of an Ancient Greek citizen or character.
Organise their writing logically, using paragraphs to group related ideas about Ancient Greece.
Use a range of sentence structures to create interest and impact in their writing about Ancient Greece.
Use appropriate vocabulary related to Ancient Greece.
Proofread and edit their writing for spelling, punctuation, and grammar errors when writing about Ancient Greece.

Transcription (Spelling & Handwriting):
Spell words related to Ancient Greece accurately (e.g., "Parthenon," "Olympia," "Zeus," "Poseidon").
Maintain legible handwriting when presenting their work on Ancient Greece.

Speaking and Listening:
Speaking:
Participate in discussions about Ancient Greece, expressing their ideas clearly and respectfully.
Present information about Ancient Greece to the class in an engaging way.
Retell Greek myths and stories orally, using appropriate language and expression.
Take on roles and participate in drama activities related to Ancient Greek stories or events.
Ask relevant questions to extend their understanding of Ancient Greece.

Listening:
Listen carefully to information and stories about Ancient Greece.
Identify key information and ideas when listening to presentations or readings about Ancient Greece.

Respond appropriately to questions and comments about Ancient Greece.

Grammar and Vocabulary:
Learn about and use different types of sentences when writing about Ancient Greece (e.g., statements, questions, exclamations).
Use conjunctions (e.g., *because*, *although*, *when*) to link ideas in sentences about Ancient Greece.
Use prepositions (e.g., *on*, *under*, *beside*) to describe location and time in relation to Ancient Greek settings.
Develop their understanding of the passive voice (e.g., "The temple was built by the citizens") when discussing historical events.
Explore the origins of English words that have Greek roots.

English activity ideas, blending creative writing, reading comprehension, and persuasive language:

Storytelling and Creative Writing:
Mythical Mash-Up: Challenge children to take two different Greek myths and combine them into a new, hilarious, or dramatic story. For example, what if Icarus tried to fly away from the Minotaur's labyrinth?

A Day in Ancient Athens: Ask children to write a diary entry from the perspective of a child living in Ancient Athens. What would their daily life be like? What would they see, hear, and do? Encourage them to research aspects like school, games, family life, and the marketplace.

The Hero's Journey: Explore the classic hero's journey through myths like Perseus and Medusa or Theseus and the Minotaur. Can the children then create their own hero and their own quest, facing challenges inspired by Greek mythology?

Gods and Goddesses Interview: Divide the class into groups, with each group researching a different Greek god or goddess. They can then prepare and conduct "interviews" with each other, taking on the roles and answering questions about their powers, responsibilities, and famous stories.

The Trojan Horse Narrative: Have children write a narrative from the perspective of a soldier inside the Trojan Horse, focusing on the suspense and the eventual attack on Troy.

Letters from Ancient Greece: Encourage children to write letters between different characters from Greek myths or historical figures. For instance, a letter from Odysseus to Penelope during his long journey home, or a letter from a Spartan boy to an Athenian boy comparing their lives.

Reading Comprehension and Analysis:
Exploring Greek Myths: Provide children with a variety of Greek myths (simplified for their age) and ask them comprehension questions focusing on character motivations, plot development, and identifying key themes like bravery, trickery, and the consequences of actions.

Fact Files on City-States: Introduce information texts about different Ancient Greek city-states like Athens and Sparta. Children can then create fact files, compare and contrast their societies, and answer questions based on the information provided.

Analysing Famous Quotes: Introduce famous quotes attributed to Ancient Greek philosophers or figures (suitably adapted) and discuss their meaning and relevance. For example, "Know thyself" or "The only true wisdom is in knowing you know nothing."

Poetry Inspired by Greece: Read examples of poems that draw inspiration from Greek mythology or history. Encourage children to write their own poems using imagery and themes from Ancient Greece, perhaps focusing on a specific god, creature, or event.

Persuasive Writing and Debate:
Should We Still Read Greek Myths Today? Organise a class debate with children arguing for or against the relevance of Ancient Greek myths in the modern world. This encourages them to think critically about their enduring themes and lessons.

The Best City-State: Divide the class into groups representing Athens and Sparta. They can research their chosen city-state and then present persuasive arguments as to why theirs was the "best" in Ancient Greece, considering aspects like education, government, and culture.

Convincing the Gods: Challenge children to write a persuasive letter to a specific Greek god or goddess, asking for their help with a modern-day problem. They'll need to understand the god's domain and craft a convincing argument.

Drama and Performance:
Mythical Skits: Encourage children to adapt their favourite Greek myths into short plays or skits to perform for the class. This helps with understanding character and dialogue.

The Oracle's Prophecy: Children can work in groups to create and perform scenes where they act as the Oracle of Delphi, delivering cryptic prophecies that others must interpret.
Remember to make it interactive and fun! Using visuals, maps, and even some simple Greek-inspired crafts can really bring the topic to life. Good luck! Let me know if you'd like any more specific ideas.

Maths

We use White Rose Maths for day-to-day maths lessons, the information below is for enhanced provision and for investigations.

The disciplinary knowledge for Key Stage 2 Maths in relation to the 'Ancient Greeks' learning theme focuses on their foundational contributions to **Geometry** and the concept of numbers, and how these ideas became the basis for modern mathematical thought.

📐 Key Concepts: Geometry and Spatial Reasoning
The Ancient Greeks, particularly figures like **Euclid** (often called the "Father of Geometry") and **Thales of Miletus**, formalised the study of geometry.
Shapes and Properties: Learning about the naming and properties of 2D and 3D shapes. The Greeks studied the **Platonic Solids** (tetrahedron, cube, octahedron, dodecahedron, and icosahedron) which links directly to the properties of 3D shapes (vertices, faces, edges).

Axioms and Proofs: Understanding that geometric facts (theorems) are built from basic assumptions (axioms/postulates) and proven through **deductive reasoning** (showing step-by-step why something must be true). For KS2, this translates into following a logical path to solve a problem.
Circles, Lines, and Angles: Introducing basic geometric concepts like:
Thales' Theorem: The idea that an angle inscribed in a semicircle is always a right angle ($90°$)
Angles in Polygons: Exploring shapes and their angles, particularly triangles.
Scale and Measurement: Thales is credited with using geometry to measure the height of pyramids and the distance of ships at sea using shadows and similar triangles, which links to the KS2 concept of **scale drawing** and **ratio**.

🔢 Key Concepts: Number and Numerical Systems
Greek philosophers laid the groundwork for how we think about numbers, separate from just counting.
Number Theory (Pythagoras): The Pythagoreans believed that numbers governed the universe. This can introduce KS2 concepts such as:
Square and Triangular Numbers: Exploring the visual and numerical patterns of figurate numbers (e.g., 1, 4, 9, 16... and 1, 3, 6, 10...).
Odd and Even Numbers: Investigating properties of these number sets.
Prime Numbers: The Greeks were interested in numbers that could only be divided by themselves and 1.
Ratios and Proportion (Pythagoras): The discovery of the relationship between **number ratios** and **musical harmony** (e.g., an octave is a 2:1 ratio of string lengths). This can be a practical way to introduce the concept of simple ratios.
Numeral Systems: Exploring the **Attic** (similar to Roman numerals) and **Ionic** (using letters of the alphabet) systems to compare them with our modern decimal system, focusing on place value and the lack of a zero concept.

Practical Applications for KS2
Connecting the historical context to the Maths curriculum helps demonstrate its real-world relevance:

Greek Figure/Concept	KS2 Maths Link
Thales	**Scale Drawing** (Measuring objects using shadows and proportion).
Pythagoras	**Properties of Numbers** (Square, triangle, odd/even, prime numbers).
Euclid/Geometry	**Identifying and Classifying** 2D and 3D shapes, and **Types of Angles**.
Archimedes	**Time Measurement** (Building a simple water clock/clepsydra to measure time).

Key Stage 2 maths objectives that can be woven into the Ancient Greece learning theme, focusing on how you might achieve this:

Number and Place Value:

Objective: Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit.
Ancient Greece Connection: Discuss the vast numbers involved in historical events (like the size of armies or populations of city-states). Explore how the Ancient Greeks represented large numbers (their system wasn't the same as ours!). You could even have pupils compare the populations of different ancient Greek city-states.

Objective: Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, and 100,000.
Ancient Greece Connection: Rounding estimates of historical figures or the lengths of journeys. For example, "The journey from Athens to Sparta was approximately 240 km. Round this to the nearest 100 km."

Objective: Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
Ancient Greece Connection: Imagine counting the rows of seats in an ancient theatre or the number of soldiers in formations.
Addition and Subtraction:
Objective: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
Ancient Greece Connection: Calculate the total number of citizens in combined city-states, or the difference in the size of opposing armies during battles.

Objective: Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Ancient Greece Connection: If calculating the number of participants in the ancient Olympic Games, round the numbers to check the reasonableness of the final answer.

Multiplication and Division:
Objective: Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
Ancient Greece Connection: Calculate the total number of amphorae (storage jars) needed if each of several ships carried a certain amount.

Objective: Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
Ancient Greece Connection: If a certain number of citizens needed to be divided equally among several colonies, how many would go to each colony? What if there were some left over?

Objective: Multiply and divide whole numbers and those involving decimals by 10, 100, and 1,000.
Ancient Greece Connection: Explore the concept of units of measurement used in Ancient Greece (though different from ours) and imagine scaling quantities up or down.

Fractions (including decimals and percentages):
Objective: Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Ancient Greece Connection: Discuss how the Ancient Greeks might have divided land or resources equally among citizens using fractions.

Objective: Add and subtract fractions with the same denominator.
Ancient Greece Connection: If a feast had 52 of a cake eaten and then another 51, how much was eaten in total?

Objective: Recognise and write decimal equivalents of any number of tenths or hundredths.
Ancient Greece Connection: While decimals weren't their primary system, you could introduce the concept by relating it to dividing something into ten or a hundred equal parts, perhaps in the context of measuring ingredients for a recipe (if you're exploring ancient Greek food).

Measurement:
Objective: Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
Ancient Greece Connection: Discuss the distances between different city-states and have pupils convert between kilometres and metres.

Objective: Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
Ancient Greece Connection: Calculate the perimeter of ancient buildings or the walls surrounding a city.

Objective: Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.
Ancient Greece Connection: Compare the areas of different public spaces like the agora or the gymnasium.

Geometry: Properties of Shapes:
Objective: Draw 2-D shapes using given dimensions and angles.
Ancient Greece Connection: Explore the geometric shapes found in ancient Greek architecture (columns, pediments) and art (friezes). Pupils could draw plans of buildings or patterns found on pottery.

Objective: Recognise 3-D shapes in everyday objects and describe them.
Ancient Greece Connection: Identify and describe the 3-D shapes of ancient Greek pottery (amphora, hydria), temples (columns, roofs), and statues.

Objective: Identify angles at a point and one whole turn (360 degrees), angles at a point on a straight line and 21 a turn (180 degrees), other multiples of 90 degrees.
Ancient Greece Connection: Discuss the angles in the construction of temples or the layout of city grids (if applicable to the period you're studying).
Geometry: Position and Direction:
Objective: Describe positions on a 2-D grid as coordinates in the first quadrant.
Ancient Greece Connection: Create a simple map of an ancient Greek city and use coordinates to locate key landmarks.

Statistics:
Objective: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Ancient Greece Connection: Collect data about aspects of ancient Greek life (e.g., number of votes in a democratic assembly over time, estimated population changes) and represent it using bar charts or simple line graphs.

Objective: Solve comparison, sum, and difference problems using information presented in bar charts, pictograms, tables, and other graphs.
Ancient Greece Connection: Analyse data presented in charts about the results of ancient Olympic events or the trade between different city-states.

Ratio and Proportion (though formally introduced later, some foundational concepts can be explored):
Ancient Greece Connection: Discuss the ideal proportions in ancient Greek sculpture (the concept of the "golden ratio" could be touched upon in a simplified way for more able pupils). You could explore how ratios might have been used in mixing paints or in musical harmonies (Pythagoras' work).

Teaching ideas, blending mathematical concepts with the wonders of Ancient Greece:

The Olympics: Measurement and Data Handling
Ancient vs. Modern Distances: Compare the distances of ancient Olympic events (like the stadion race, roughly 192 meters) with modern equivalents. Convert between meters and other units (e.g., centimetres, kilometres). Create bar charts or pictograms to represent the data.

Javelin and Discus: If space allows, have children measure distances they can throw a pretend javelin or discus. Record the data and calculate averages and ranges. Discuss why some throws might be longer than others.

Timeline of the Games: Create a timeline of significant events in the Ancient and modern Olympics. This can involve ordering numbers, calculating time differences, and understanding BC/AD.

Greek Architecture: Geometry and Measurement
The Parthenon's Golden Ratio: Introduce the concept of the Golden Ratio (approximately 1.618) and how it is believed to have influenced the proportions of the Parthenon. While the exact calculations might be complex, you can explore visually how certain rectangles and shapes appear more aesthetically pleasing.

Columns and Shapes: Discuss the different types of Greek columns (Doric, Ionic, Corinthian) and the geometric shapes they incorporate (circles, cylinders). Children could draw and label these shapes.

Perimeter and Area: Imagine designing a Greek temple or agora (marketplace). Calculate the perimeter and area of different rectangular or square sections. Discuss how much space different activities might have required.

Greek Pottery: Patterns and Fractions
Repeating Patterns: Ancient Greek pottery often featured intricate repeating patterns and borders. Children can analyse and recreate these patterns, identifying the core unit that is repeated. This links to tessellations and symmetry.

Fractions of Vases: Imagine a vase broken into several pieces. Discuss what fraction of the whole vase each piece represents. This can be a visual and hands-on way to introduce fractions.

Scaling Designs: Take a small section of a Greek pottery design and ask children to enlarge it by a given scale factor. This reinforces understanding of multiplication and ratio.

Greek Numbers and Counting:
Ancient Greek Numerals: Introduce the Ancient Greek numeral system, which used letters of their alphabet. Compare it to our Roman numerals and the Hindu-Arabic system we use today. Children can try writing simple numbers using Greek numerals.

Trading in the Agora: Set up a pretend Ancient Greek marketplace (agora) where children can trade goods using play money. This involves addition, subtraction, and simple multiplication and division. You can even introduce different "currencies" with varying values.

Greek Myths and Problem Solving:
The Labyrinth and Theseus: Discuss the myth of Theseus and the Minotaur in the Labyrinth. Create a simple maze on paper and ask children to calculate the shortest route or the number of turns.

Odysseus' Journey: Use a map of the Mediterranean and discuss the distances Odysseus travelled in his epic journey. This can involve estimating distances and comparing them.

Sharing Resources: Pose problems based on Greek myths, such as dividing a certain number of apples equally among the twelve gods of Olympus.

Other Information, Ideas and Resources:
The word "mathematics" comes from the Greek word "mathema" which means "subject of instruction."
Hypatia was head of the Greek mathematics school in Alexandria. She was one of the world's first famous female mathematicians.
How did ancient Greek math influence modern life?
The discoveries of several Greek mathematicians, including Pythagoras and Euclid, are still used in mathematical teaching today. Important developments include the basic rules of geometry, the idea of a formal mathematical proof, and discoveries in number theory, mathematical analysis, and applied mathematics.

The Greeks were fascinated with numbers and how they applied to the real world. Unlike most earlier civilizations, they studied mathematics for its own sake and developed complex mathematical theories and proofs.

One of the first Greek mathematicians was Thales. Thales studied geometry and discovered theories (such as Thale's theorem) about circles, lines, angles, and triangles. Another Greek named Pythagoras also studied geometry. He discovered the Pythagorean Theorem which is still used today to find the sides of a right triangle.

Perhaps the most important Greek mathematician was Euclid. Euclid wrote several books on the subject

of geometry called Elements. These books became the standard textbook on the subject for 2000 years. Euclid's Elements is sometimes called the most successful textbook in history.
Tips for Implementation:
Visual Aids: Use images of Ancient Greek artefacts, architecture, and maps.
Hands-on Activities: Encourage drawing, building, and role-playing.
Storytelling: Weave the mathematical tasks into the context of engaging stories and myths.
Cross-Curricular Links: Connect maths with history, art, and literacy.

Courageous Advocacy

Bringing Courageous Advocacy into a Key Stage 2 study of the Ancient Greeks is all about empowering KS2 learners to not just learn about history, but to connect it to the present and find their voice on important issues.

Here are some ideas, blending historical learning with opportunities for courageous advocacy:

Focusing on Citizenship and Democracy:
Ancient Athenian Democracy vs. Modern Democracy:
Learning: Explore the concept of direct democracy in Athens, who could participate (and who couldn't – women, slaves, foreigners), and how decisions were made (assemblies, voting).
Advocacy: Compare this to modern representative democracy in the UK. Discuss the importance of voting, participation in local councils, and having a voice in decision-making. Children could create persuasive presentations or leaflets encouraging their peers or families to engage in democratic processes (e.g., school council elections, local consultations).
Courageous Angle: Discuss the limitations of Athenian democracy and how certain groups were excluded. This can lead to discussions about fairness, equality, and the ongoing struggle for inclusive democratic practices today.

The Role of the Citizen:
Learning: Investigate the responsibilities of citizens in ancient Athens (e.g., military service, participation in festivals, upholding laws).
Advocacy: Connect this to the responsibilities of citizens today. What does it mean to be a good citizen in their school, community, and country? They could create a "Charter of Rights and Responsibilities" for their classroom or school, advocating for a positive and inclusive environment.
Courageous Angle: Discuss challenging situations where being a "good citizen" might require standing up for what is right, even if it's difficult or unpopular.

Focusing on Social Justice and Inequality:
Slavery in Ancient Greece:
Learning: Understand the widespread practice of slavery in ancient Greece, the lives of enslaved people, and the economic and social impact of slavery.
Advocacy: Connect this historical injustice to modern forms of exploitation and human trafficking. Children could research and raise awareness about these issues through posters, presentations, or fundraising for anti-slavery organizations.
Courageous Angle: Discuss the bravery of those who resisted slavery in ancient times and the importance of speaking out against injustice today, even when it's uncomfortable.

The Status of Women in Ancient Greece:
Learning: Explore the limited roles and rights of women in most ancient Greek city-states (with some exceptions like Sparta).
Advocacy: Compare this to the progress made in women's rights today, but also acknowledge ongoing gender inequality around the world. Children could create presentations celebrating female role models (both historical and contemporary) or campaign for gender equality in their school or community.
Courageous Angle: Discuss the courage it took for women throughout history to challenge societal norms and advocate for their rights.

Focusing on the Environment and Sustainability:
Ancient Greek Connection to Nature:
Learning: Explore the importance of nature in Greek mythology, their understanding of the natural world (early science and philosophy), and how they used natural resources.
Advocacy: Connect this to modern environmental issues like pollution, climate change, and the importance of sustainability. Children could research ancient Greek practices that were environmentally conscious (or not) and advocate for eco-friendly actions in their school or community.
Courageous Angle: Discuss the courage it takes to speak out against environmentally damaging practices and to advocate for a more sustainable future.

Possible Courageous Advocacy Actions:
Across these themes, here are some concrete actions Key Stage 2 children could take:
Creating persuasive presentations or speeches: To inform others about the historical context and the modern-day connection, advocating for change.
Designing posters or leaflets: To raise awareness about specific issues within the school or local community.
Writing letters to local MPs or councillors: To express their views on relevant issues.
Organizing a school assembly: To share their learning and encourage action from their peers.
Creating artwork or poems: To express their understanding and feelings about the issues.
Fundraising for relevant charities: To support organisations working on issues they've learned about.
Developing a "call to action" for their school or community: Suggesting concrete steps that can be taken.
Using digital media (with appropriate guidance): Creating short videos or podcasts to share their message.

Key Considerations for Implementation:
Age Appropriateness: Ensure the issues discussed are handled in a sensitive and age-appropriate manner.
Scaffolding and Support: Provide clear guidance and support for the children's research and advocacy efforts.
Empowerment: Focus on empowering children to find their own voice and feel that their actions can make a difference.
Real-World Connections: Emphasise the link between the historical context and contemporary issues.
Celebrating Action: Acknowledge and celebrate the children's efforts, regardless of the scale of their impact.

Developing Spirituality

Bringing the Ancient Greeks into the realm of Key Stage 2 spirituality – It's all about finding those threads of wonder, awe, and connection that resonate with young hearts and minds.

Here are some ideas, focusing on different aspects:

Wonder and Awe in the Natural World (Connecting to their Gods and Myths):
The Power of the Elements: Explore how the Ancient Greeks personified natural forces as gods (Zeus for the sky, Poseidon for the sea, Hades for the underworld). Discuss how these forces could inspire both awe and fear.
Activity: Have children draw or paint their own representations of these gods and the natural elements they controlled. Discuss times they've felt the power of nature – a strong wind, a stormy sea, the warmth of the sun.

Sacred Groves and Sanctuaries: Introduce the idea of sacred places in Ancient Greece, like groves of trees dedicated to a particular deity. Discuss why certain places might have been considered special or holy.
Activity: Create a mini "sacred space" in the classroom or outdoors, using natural materials. Children can bring in objects that feel special to them and explain why.

Myths as Explanations: Explore myths like the changing of the seasons (Demeter and Persephone) or the creation of the spider (Arachne). Discuss how these stories helped the Greeks understand the world around them and the mysteries of life.
Activity: Act out these myths or create puppet shows. Discuss the underlying messages or lessons within the stories.

Exploring Values and Virtues (Connecting to their Ideals):
The Concept of *Arete* (Excellence): Introduce the Greek ideal of striving for excellence in all aspects of life – physical, mental, and moral. Discuss what "being your best" means to the children.
Activity: Have children identify their own strengths and set small, achievable goals to work towards, focusing on the effort rather than just the outcome.

Hospitality (*Xenia*): Discuss the importance of welcoming strangers in Ancient Greek culture. Explore the values of kindness, generosity, and respect for others.
Activity: Role-play scenarios where children practice welcoming someone new or helping someone in need.

Courage and Wisdom: Explore stories of heroes like Odysseus or Theseus, focusing on the challenges they faced and the qualities they needed to overcome them. Discuss different kinds of courage and the importance of making wise choices.
Activity: Discuss modern-day heroes (not just superheroes) and the qualities they demonstrate.

Rituals and Offerings (Connecting to their Practices):

Simple Offerings: Discuss the idea of making small offerings to the gods (e.g., food, drink, flowers). Explore the intention behind these acts – gratitude, seeking favour, showing respect.
Activity: Create symbolic "offerings" using natural materials or drawings and discuss what intentions they might represent.

Festivals and Celebrations: Briefly touch upon the importance of festivals in Ancient Greek life, connecting communities and honouring the gods.
Activity: Discuss celebrations in their own lives and the sense of togetherness they create.

The Oracle at Delphi (Exploring Mystery and Guidance):
The Role of the Oracle: Introduce the concept of seeking guidance from a sacred place like the Oracle at Delphi. Discuss the idea of looking for wisdom and understanding.
Activity: Have children think about questions they have about themselves or the world. Create a class "oracle" where they can write down their questions and perhaps receive thoughtful, open-ended responses from classmates.

Tips for Developing Spirituality:
Focus on Questions, Not Just Answers: Encourage curiosity and open-ended discussions rather than providing definitive "right" answers.
Use Sensory Experiences: Incorporate music, art, and natural materials to create a more engaging and reflective atmosphere.
Connect to Their Own Lives: Help children see the parallels between Ancient Greek ideas and their own experiences, values, and feelings.
Emphasise Empathy and Understanding: Encourage children to consider different perspectives and appreciate the beliefs of others.
Keep it Age-Appropriate: Simplify complex concepts and focus on the core ideas of wonder, connection, and meaning.

Other

Active & Creative Explorations:
Greek Olympics: Organise mini-Olympic games. This could include running races, simple javelin throws (using soft objects), discus (using frisbees), and even some "wrestling" (perhaps a game of tag). Award laurel wreaths to the "winners"!

Drama Club: Greek Myths: Encourage the children to act out famous Greek myths like Perseus and Medusa, Theseus and the Minotaur, or the stories of the gods and goddesses. They could create their own costumes and simple props.

Mask Making: Ancient Greek theatre used masks to show emotion. Have the children design and create their own theatrical masks using card, paint, and other craft materials.

Pottery Design: Explore the beautiful pottery of Ancient Greece. Provide plain terracotta pots or even paper plates and have the children design their own Greek-inspired patterns and scenes.
Choral Speaking of Greek Poems: Introduce simple Greek poems or create your own based on Greek themes. Practice reciting them as a group, focusing on rhythm and expression.

Building Ancient Structures: Challenge the children to work in teams to build models of famous Greek structures like the Parthenon or a Greek theatre using cardboard, LEGO, or other construction materials.

Intellectual & Research Adventures:
Ancient Greek Fact Files: Encourage children to research different aspects of Ancient Greek life – food, clothing, homes, education, jobs – and create their own fact files or presentations.

Mythological Creature Research: Assign different mythical creatures (like the Cyclops, Centaur, or Sirens) for the children to research and present their findings to the group.

Learning the Greek Alphabet: Introduce the Greek alphabet and see if the children can write their names or simple words using the letters.

Exploring Greek Philosophers: Introduce the children to famous Greek thinkers like Socrates or Plato through simplified stories or quotes. Discuss their ideas in an age-appropriate way.
Mapping Ancient Greece: Use maps to locate ancient Greek city-states and discuss their importance.

Ancient Greek Board Games: Research or even try to recreate simple ancient Greek board games.

Sensory & Cultural Experiences:
Greek Food Tasting: If possible and safe, organise a tasting session of simple Greek foods like olives, feta cheese, grapes, or pita bread with hummus.

Listening to Greek Music: Introduce the children to traditional Greek music. Discuss how it makes them feel.

Visiting a Museum (Virtual or Real): If there's a museum nearby with Greek artefacts, a visit would be fantastic. If not, explore virtual museum tours online.

Compare Ancient Greek clothing to more modern tradition Greek Clothing: Traditional Greek clothing and footwear. Dress-up day?