'Bringing Learning to Life: No Limits.No Barriers.'

Ocean Academy Poole
an Aspirations Academy
Self-Worth | Engagement | Purpose

Learning Journey Map

Year: **4** Term: **SUMMER 1**
Subject: **HISTORY** Topic: **ANCIENT GREECE AND ITS LEGACY**

Driving Question: To what extent can we rely on archaeology to understand Ancient Greek civilisation?
Power Skill: Collaboration - Collaboration & Creativity: In small groups create a Ancient Greek style play about one of the legacies of Ancient Greece.

National Curriculum Learning Objectives

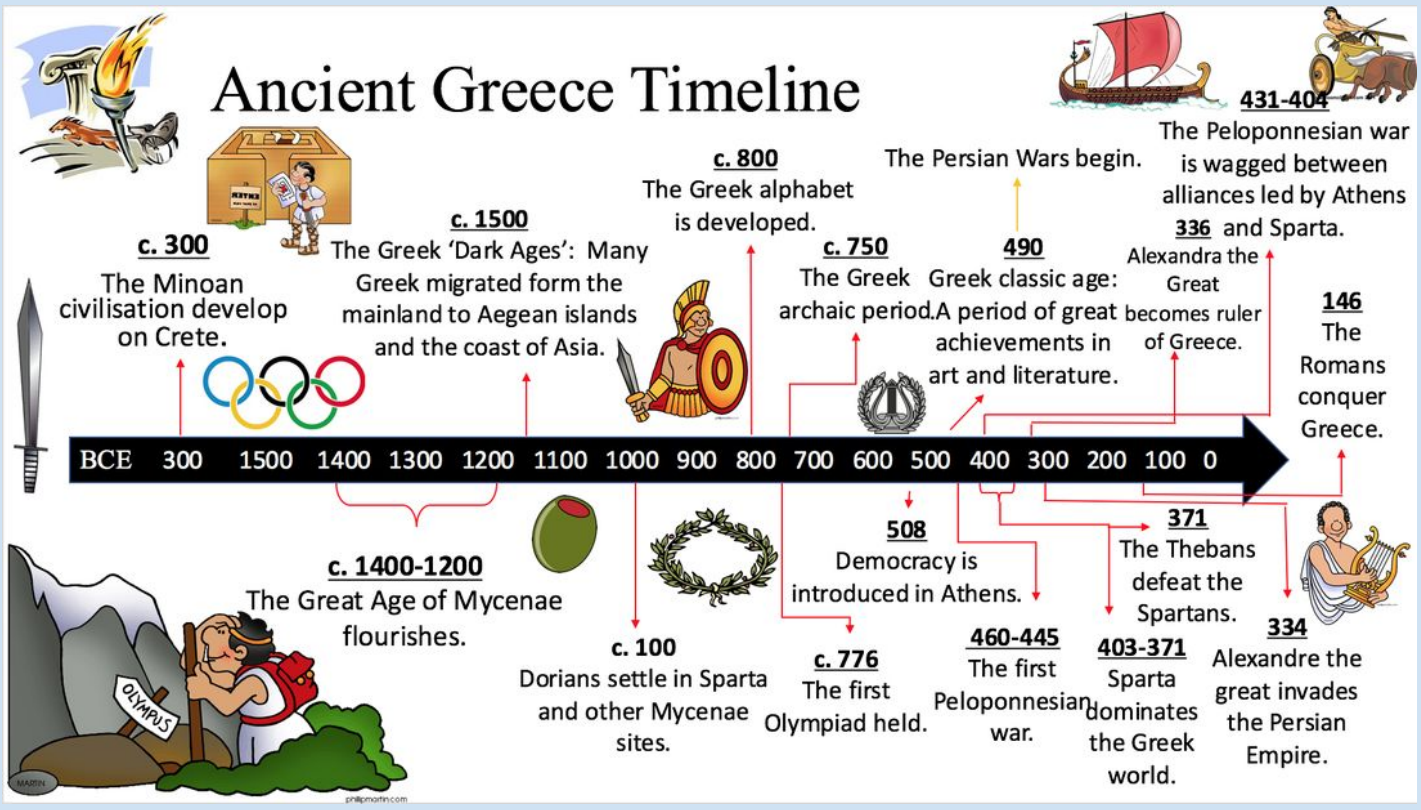
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

Key Vocabulary

legacy	city state	Athens	democracy	vote
olympics	javelin/discus	chariot racing	Zeus	Hades
amphitheatre	tragedy	comedy	Shakespeare	Globe Theatre

Key Learning

Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. The architecture, philosophy, arts, politics, sport, scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece.



Thinking Point
Did the Ancient Greek civilisation exist at the same time, or before/after Roman Britain?
What about the Ancient Egyptians?

Where was Ancient Greece?

The Ancient Greek Empire covered a much larger area than Greece does today!

At its height under the rule of Alexander the Great, Ancient Greece stretched across the Mediterranean Sea to Egypt and all across Persia, which we now call the Middle-East (Turkey, Syria, Iraq, Iran), right up to the border with India.



Explore and Investigate
Use broken pottery to create 'ostracon' to use as a stimulus to introduce Greek democracy and the similarities/differences to today's voting process.
Investigate Greek vases to identify Olympic sports and discuss the similarities/differences between the ancient and modern games.

Resources: eg. atlases etc
Broken terracotta pots, British Museum greek vases virtual tour

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Key Learning

Ancient Greek City States

Ancient Greece was not a single country. It was made up of city states. They had their own laws, governments/rulers and armies but shared the same culture (language, religion, sport etc). Important city states of ancient Greece included Athens, Corinth and Sparta:

- Athens: known for its democracy
- Corinth: important trading hub
- Sparta: had the strongest military

There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. For example, the Battle of Marathon was fought between Athens and Persia, another Empire fighting for control of the area. The Persians, led by King Darius, arrived on the plain of Marathon and began to prepare their attack. The Athenians marched to Marathon and blocked both entrances to the plain. Pheidippides, an Athenian soldier, ran 240km to ask the Spartans to help fight the Persians. Athens defeated Persia. Pheidippides then ran 40km to Athens to announce the victory. This is why the long distance race is called a marathon!

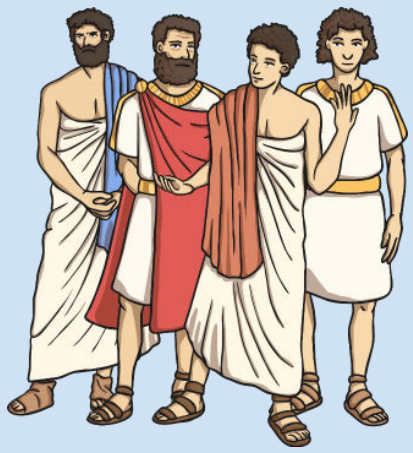
Ancient Greek Democracy

Democracy is a fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country. Nowadays, adults in the UK vote in elections to choose a political party, MPs and the Prime Minister.

Democracy began in Ancient Greece. In fact, the Ancient Greek system is very famous and has helped to shape many systems of democracy around the world today.

There were three main systems of democracy in Ancient Greece:

The Ekklesia	The Boule	The Dikasteria
• The main assembly of citizens who met 40 times a year to make laws and decisions. • Any male Athenian citizen could attend. • Out of 40,000 men, about 5,000 attended regularly. • They made decisions by a simple majority vote.	• A group of 500 men who served for one year. • They met daily and made lots of decisions. • They decided what issues to take to the ekklesia. • They were chosen randomly.	• These were the popular courts; a group of 500 jurors who dealt with crimes. • There were no rules or police so the dikasteria decided what would be tried and what the sentences would be. • The jurors were chosen daily at random from a group of male citizens over 30 years old.



Thinking Point
What are the similarities and differences between democracy then and now?

No women were allowed to take part in Ancient Greek democracy. Similarly, anyone not an Athenian citizen (known as a 'metic'), slaves and children were also not able to take part.

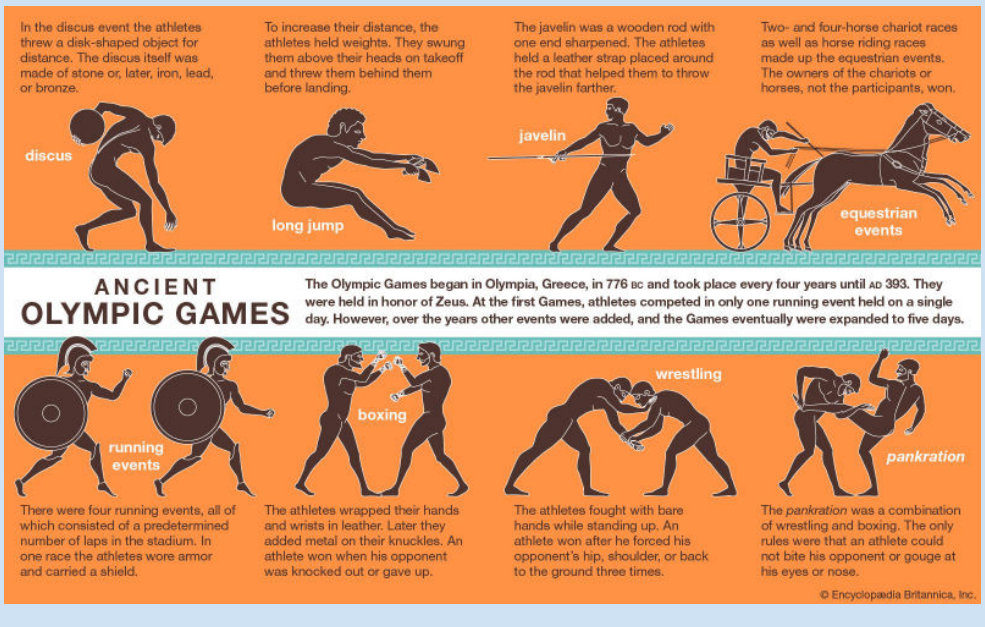
Did you know: Sometimes voting was done on pieces of broken pottery called 'ostracon'. This was when a decision needed to be made about banishing a person from the state and is where we get our word 'ostracised' from!

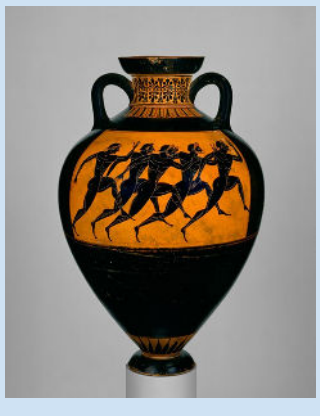
Ancient Greek Olympics

The Olympics began in Ancient Greece. The different city states which made up Greece often fought but during the Olympics, peace was declared and everyone came together to enjoy the games. The games began in 776BC in Olympia. It is believed that the games were a religious event to honour Zeus (the king of the Gods).

Only men were allowed to take part in the games, and they all competed naked! There were no gold, silver and bronze medals. Winners were given a wreath of leaves and a hero's welcome back home. Athletes competed for the glory of their city and winners were seen as being blessed by the gods. The games were so popular that you can see lots of the sports on greek vases!

Only men, boys and unmarried girls were allowed to watch the Olympic Games. Married women were banned. If they were caught sneaking in, they could be thrown off the side of a mountain as punishment! However, women could still own horses in the chariot races at the Olympics and unmarried women had their own festival at Olympia every four years.





Thinking Point
Which sports do we still have in modern Olympics?
Which ancient sport would you like to see?
Why do you think there were no medals at the Ancient Olympics?

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Key Learning



Ancient Greek Gods

The Ancient Greeks believed in multiple gods and goddesses who controlled everything in the world and therefore must be worshipped and kept happy. These gods are very similar to the Ancient Roman beliefs as the Romans borrowed their ideas from the Greeks!

The Ancient Greek people built huge, beautiful temples and shrines where they could go to worship the gods. They also held festivals in honour of the gods (such as the Olympics) and people would pray and make offerings to them.

The Ancient Greeks believed that the twelve most powerful gods lived at the top of a huge mountain called Mount Olympus. Mount Olympus was where the gods held meetings and disputes were settled.

Thinking Point
These gods, and the stories around them, are very famous even today - they have a lasting legacy.
Do you recognise them for any stories you have heard or seen?

Ancient Greek Theatre

In Ancient Greece, the theatre was a very important aspect of society. Crowds of 15,000 people would gather to see a play. Women could attend the plays, but all the actors were men (even playing the parts of women!).

Part of the reason plays were so important is that originally, plays were performed to honour the god Dionysus. However, over time, many different gods ‘got in on the act’, especially the 12 Olympians. The Greeks were always weaving the gods into their theatre stories.





Every town had at least one theatre, called amphitheatres. These were built outside to accommodate the large number of people that attended. They were built on hillsides because it allowed the audience to see what was going on in the ‘orchestra’ pit - the stage area. The entire seating section was called the ‘theatron’, which is the origin of our word *theatre*. Very important visitors would sit in the front seats. The centre was circular with an altar dedicated to the god Dionysus. The stage was raised within the circle – this shape made sure all the audience could see and helped amplify the sound.

Sophocles was the most famous ancient Greek playwright. He wrote 120 plays. However, there were many Greek playwrights because plays were so popular. The audience would throw food and stones if they thought the acting wasn’t good enough!

There were three types of plays:



Tragedies: The first type they invented was the tragedy. In tragedies, one or more major characters always suffered a disastrous end.

C*omedies:* Comedies were invented next. In comedies, plays always had a happy end.

Satires: Satires were plays that made fun of mortal legends and of real people. Satires in ancient Greece were often political in nature, and could affect people's opinions about current events.

In all the plays, the actors wore masks: bright colours for comedies and dark colours for tragedies. You could see if someone was happy or sad by the shape of their mask.

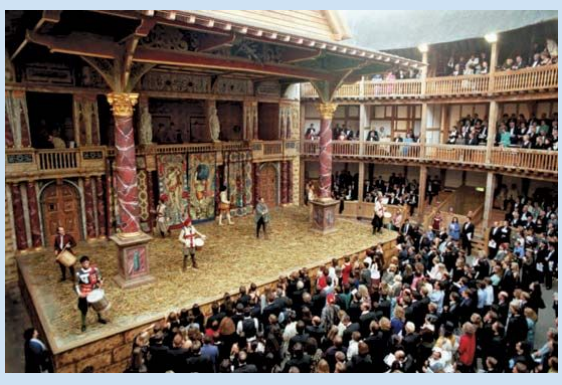
The legacy of Ancient Greek Theatre - Shakespearean Theatre

At the beginning of the 16th century, during the reign of Henry VIII, many plays were based upon religious themes. The themes of plays changed during Elizabeth’s reign and English playwrights began to write comedies and tragedies. By the end of her reign, playwrights such as Kit Marlowe, Ben Johnson and, of course, William Shakespeare were writing the plays for which they are now famous.

As the watching of plays became more popular, theatres were built like instead of using the courtyards of inns. In 1599 the Globe Theatre was built in London, England, for the acting company of William Shakespeare. The theatre became famous because Shakespeare’s plays were put on there.

The main features of an Elizabethan theatre

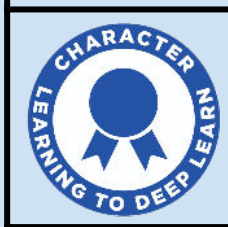
- The theatre was **open** and plays had to be performed in daylight.
- A flag would be flown from the top of the theatre to show a play was going to be performed.
- People sat around the stage in **galleries**.
- The cheapest place was in front of the stage where ordinary people stood. They were known as **‘groundlings’**.
- There was very **little scenery** – a character would tell the audience where the scene was set.
- Women’s parts were played by **boys**.
- Long speeches gave actors a chance to **change their clothes**.
- There was generally **plenty of violence** in the plays – Tudor audiences loved it.



The Globe was built in a circular shape. The stage was a platform that stuck out into a central yard. The stage was covered by a roof, but it didn’t cover the yard. The Globe could hold an audience of about 3,000 people with 1,000 of them standing in the central yard (or pit) around the stage. There were also three levels of seating on benches in the galleries and a few rooms were reserved for the richest on the stage balcony!

Thinking Point
How does Shakespearean theatre compare to the Ancient Greeks?
Do you see any similarities and differences between modern theatre and these two?
What has continued throughout this history of Theatre? What has changed?

Power Skills

	Design visual timelines, Greek vases, theatre masks, or recreate scenes from Ancient Greek theatre; explore inventions like the Olympics and democracy creatively.
	Investigate artefacts and sources to answer historical questions; compare Ancient Greece with Romans and Ancient Egypt; explore cause, change, similarity, and significance.
	Develop curiosity, perseverance, and respect for other cultures and historical periods when exploring Greek innovations and theatre.
	Work in groups to research aspects of Ancient Greek culture, inventions, and theatre; share interpretations and findings.
	Present findings, comparisons, and explanations clearly using oral discussion, written work, timelines, and visual displays.