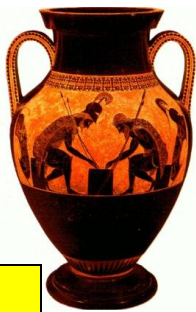




# Meet the Greeks



**Rationale:** The aim was for the pupils to step back in time to a period rich with archaeological evidence aiming to develop their understanding of methods for historical enquiry, including how evidence is used rigorously to make historical claims. They were able to discern how and why contrasting arguments and interpretations of the past have been constructed. The legacy of Greek art, architecture and literature on later periods in British history, including the present day Ancient Greece – a study of Greek life and achievements and their influence on the western world

Creativity	Independence	Aspiration
<ul style="list-style-type: none"> <li>Design a scene for a Greek style pot using an image from their lives.</li> <li>Writing and performing a play.</li> <li>To design and create a theatre mask</li> </ul>	Independent enquiry, research questions that they genuinely have an interest to know the answer to.	To work collaboratively to create and perform a play. To set themselves a target on which to improve, length of jump, number of catches / skips etc (Mini Olympics)

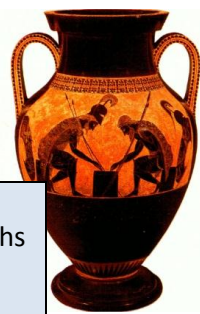
<u>Spark</u> <ul style="list-style-type: none"> <li>Watch clips from Horrible Histories Groovy Greeks.</li> <li>Pupils brainstorm what they already know about Ancient Greeks.</li> <li>Pupils use <a href="http://www.bbc.co.uk/schools/primary/history/ancient_greeks/">http://www.bbc.co.uk/schools/primary/history/ancient_greeks/</a> to briefly find areas of interest in the topic. Create a map of areas to study.</li> </ul>	<u>Learning Celebration</u>  Display of pottery pictures. Perform a play. Organise a mini-Olympics. Research, prepare and serve Greek foods.
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<u>Role Playing/Life Skills/Real Learning</u> <ul style="list-style-type: none"> <li>Experienced first-hand Greek artefacts (Elgin Marbles, amphora, frieze from Parthenon) British Museum, London.</li> <li>Hands on sculpture workshop at Burghley House</li> </ul>	<u>Community Cohesion</u> Singing at Christchurch with Y4. Prepare and share foods from Greece.
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<u>Out of Classroom Opportunities</u> Visit to the British museum. 6.7.15 Visit to Burghley House 'Garden of Surprise' – sculpture workshop. 24.6.15 'Mini Olympics' event held outdoors in collaboration with Mr Brewer. Perform play in school garden.	<u>Home Learning Activity</u> What is a General Election? Pupils' research is then used during lessons about democracy. What discoveries did ancient Greek thinkers make about space? Research Greek pottery shapes. What are the differences between the Ancient and Modern Olympic Games?
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**Computing and E-safety**  
 \*Children understand appropriate and inappropriate use of the internet.  
 \*Children understand that any personal information they put online can be seen and used by others.  
 \*Set challenges to enable children to identify and evaluate differences in information from a variety of sources.





Links to discrete subjects:

**English:** The pupils made notes and presented work in non-fiction format. They studied Greek Myths and wrote their own. Plays were written and performed using Aesop’s fables as an inspiration. The pupils created a newspaper article reporting on the Battle of Troy.

**Maths:** Pupils studied the Golden Rules for drawing shapes and using fractions to calculate the proportions of a Greek temple before drawing it onto squared paper. The pupils thoroughly enjoyed planning a holiday to Greece, calculating costs of different hotels, airports and discounts.

**Science:** The pupils completed team challenge to create the strongest temple. A4 plain paper was surprising strong when formed into columns taking of 5Kg in weight.

**History:** A study of the Great Greek Thinkers was completed and the pupils considered the influence they had on our modern lives. (Mathematics, scientific discoveries –link to space topic- alphabet, words, Democracy). Greek Gods and Goddesses were studied too with fact files being created. Comparisons were made between the Ancient and Modern Olympic Games; the pupils competed in a mini-Olympics with Mr Brewer trying out discus and javelin.

**Geography:** Greece was located on a globe and observations about Greek islands and terrain considering which foods are grow there and why?

**Design/Food Technology-** Design and make a Greek temple. The pupils enjoyed tasting a variety of foods from Greece.

**PSHE / British Values** The legacy challenge was completed by the class. The class made links between their previous work on the general election and learned that democracy “Rule by the people”, was a legacy from Ancient Greece. We looked at who could vote and made comparisons with today, e.g what are the main parties and people who represent them? They followed the election on ‘Newsround’.

**Art:** Sculpture – The children enjoyed a visit to Burghley House to create wire dragonflies or butterflies. They made observations of the materials and themes of sculptures within the gardens. A visit to The British Museum to see the Ancient Greek Sculpture Exhibition of Elgin Marbles was enjoyed alongside Year 4. After making observations of the different pottery pupils modelled clay to create pots and decorate using black and orange.

**Computing:** Pupils had to be careful in their choice of use of information when researching the internet. They had to research effectively using the internet and cross reference their facts.

Steps to success

- Pupils create a map of activities and questions they’d like to research about Ancient Greece.
- Re-cap research skills (link to e-safety sessions) note making and referencing materials in their own reports.
- Provide pupils with hands on experiences (Food tasting, temple building, visit to British Museum) to inform and enrich writing process.
- Pupils produce written reports about Parthenon, Greek food and Soldiers. Use research to create newspaper article about Battle of Troy.

How will the project be evaluated?

