

### Lesson 1

#### **Where is it?**

#### **Resources**

OHP world map. OHP pens. OHP. Blank OHP sheet. Sheet showing map of the Ancient Greeks' World. Glue.

#### **Objectives**

That pupils will know where the major sites of the Ancient Greek period were.

#### **Tasks**

Ask pupils whether they have been to Greece. Find it on map on OHP – a pupil may be able to do this. Identify it on world map in classroom.

Talk about what Greece is like – introduce key concepts for research on board – *What do I already know? What do I want to know? Where can I find out?* Identify different ideas and write these on the OHP sheet.

Use textbooks and / or library books as available to try to identify answers to these questions – pupils can work individually or in pairs for this. Encourage pupils to note down any unanswered questions and to try to find out the answers in their own time – these can be shared at the start of the next lesson.

Tell pupils that we will be looking at what happened in this area of the world a long time ago.

Collect in books and give out sheet showing the Ancient Greeks' world. Pupils can label important sites on this – exact work depending on map available.

Spend last few moments of lesson discussing and explaining homework.

#### **Homework**

Bring in three pieces of evidence to prove that you exist. ie – three things which if found in the future would prove to historians that you personally existed, and tell them something about you.

### Lessons 2 & 3

#### **When?**

#### **Resources**

Reference books. Timeline with major historical periods filled in.

#### **Objectives**

That pupils will begin to place events and people in the period into a chronological framework (Key Element 1a)

That pupils will use dates and terms relating to the passing of time (Key element 1b)

#### **Tasks**

Recap on previous lesson – which part of the world are we studying? Fill in any more answers to the research questions posed last week.

Talk with the pupils about their experience of history. Begin with a line on the wipeboard. Fill in this year on it. Go on, filling in 1998, 1999, 2000, and 2001. Talk about things they know will happen in these years, e.g. leave this school in 2001. Then fill in previous years. Fill in other meaningful dates – started Lower school, born. Talk about larger jumps – draw another timeline underneath, to a different scale. Mark in dates mentioned. Fill in birth of parents, grandparents.

Explain that this scale of timeline is no good for the period we are studying. Point out timeline in classroom. Talk about key dates they can identify. (Refer to key questions again – what do I know, what do I want to know.) Try to fill in dates of Queen Victoria (1837-1901) – explain that they will study this period in Year 6. Tudors (1485-1603) – mention that this is a Year 5 topic. Romans in Britain (55BC – 410AD). Viking raids (789AD-1066AD). Ancient Greek period covers 2000BC – 146BC. Emphasise the immensity of this period.

Give out pre-drawn timeline, and ask pupils to colour code the different periods, using the information on the board. They can fill in the key as they go, to identify them.

In pairs, each pair to find out the relevant date for a key feature / person / event of Ancient Greek times, and to prepare a label on the computer to inform the rest of the class. This label to say who or what the object / person / event was, and when it took place. If time allows, they can also prepare a picture. Give an example – do Socrates together. Tell pupils to look at the two timelines – back of Ginn book and p6-7 of Folens – to see if they can find his name. Ginn gives it, and dates 470 – 399.

This answers WHEN. Look up Socrates in two indexes. Folens gives 44-45; p45 tells us that Socrates was a philosopher. This answers WHO. Tell pupils that if they cannot find all the answers in the textbooks, they should use the information books from the project collection.

Topics: