

Ancient Greece (700 BC- 146BC)

Historical Aims

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum Objectives

- Ancient Greece - a study of Greek life and achievements and their influence on the western world

Intended Knowledge

Timelines

- Different Ancient Greece civilisations over time
- Six main periods of time, or ages, within these dates: Minoan age, Mycenaean age, Dark age, Archaic period, Classical period and Hellenistic period.
- Timeline of Ancient Greece
- 776 BC- The first Olympic games. The games are then held every 4 years in honour of the god Zeus (ruler of the Olympians of Mount Olympus). The games included wrestling, javelin, jumping and chariot racing.
- 700 BC- Homer writes the *Odysseys* and *Iliad* poems.
- 650 BC- The tyrant Kypselos takes over the city-state of Corinth. When Kypselos dies, his son Periander takes over the role.
- 508 BC- Male citizens of Athens are given a chance to vote in order to decide how things should be run. This is called 'democracy' and is thought to be one of the Greeks greatest ideas.
- 500 BC- The 'Classical Period' starts. There is a lot of interest in arts, imagination and buildings.

- 472 BC- Greek theatres become popular in Athens. The entertainment included magicians, jugglers and plays.
- 460 BC-Hippocrates, the 'father of modern medicine' is born in Kos. His ideas on the human body and medicine are still used and recognised today.
- 432 BC- Parthenon is finished in Athens. The temple is built to house a statue of Athena, the goddess of war, wisdom and the arts.
- 431 BC- The Peloponnesian War begins between Sparta and Athens and lasts for 27 years.
- 336 BC-Alexander the Great takes over rule of Greece, aged 20, after the death of his father king Philip II.
- 338 BC- King Philip II of Macedonia takes control of Greece.
- 146 BC- Rome conquers the Corinthians at the Battle of Corinth and Greece falls under the rule of the Roman Empire.

Ancient Greece Government

- Monarchy- Ruled by a king City-state example: Corinth
- oligarchy - Ruled by a small group of people City-state example: Sparta
- democracy- Ruled by many people City-state example: Athens

Athens and Sparta

- Athens
- Athens was named after Athena, the goddess of wisdom, who the Greeks worshipped and believed looked after their city-state
- Strong culture
- They believed they provided the best education, literature and arts
- The city was full of beautiful buildings, shops and public baths
- Education was considered extremely important
- Boys were sent to school where they memorised poetry learned to play musical instruments, studied public speaking, drama, reading and writing
- Boys joined military school at 18 years of age but could decide if they wanted to join the army or pursue another military career

- Girls were not formally educated they stayed at home and learned how to cook, sew, run a home and be a good wife and mother
- Men went to work on the farms
- Wealthy women had slaves to do the house work, they had to ask permission from their husbands' go anywhere
- **Sparta**
- Warriors- valued fitness and strength above anything else
- Considered themselves to be the protectors of peace
- Admired and feared by many
- A military state with a full-time army, well protected
- People lived in harsh conditions with no luxuries
- Boys at 7 years of age were separated from their mothers and sent to live in barracks where they trained to become warriors
- They were forced to march barefoot and go days without food to make them tough
- No value on education
- Girls were also trained to fight so they could give birth to strong and healthy babies who would become good soldiers
- Women could run their own businesses and be independent from the men
- If a newborn baby was considered weak by inspecting soldiers, it would be thrown off a cliff, or at best, made a slave.

Life in Ancient Greece

Clothes and fashion

- clothes were light and loose
- Men wore a tunic called a **chiton**
- Women wore a similar garment, called a **peplos**
- A **himation**, worn by both men and women, was a wrap which could be draped over a tunic
- Most Greeks went barefoot
- When travelling, leather sandals or boots were worn
- Clothes could be bought in the **agora**
- Both men and women used scented waxes and lotions in their hair
- Wealthier Greeks wore **jewellery** such as rings

- Honey and olive oil was used as a cleanser for the skin

Leisure and entertainment

- One of the main forms of entertainment in ancient Greece was the **theatre**.
- The ancient Greeks loved competition and challenge, and sport was very important to them. From 776 BC, the Olympic Games were held in Olympia every four years, and up to 40,000 (male) spectators came to watch
- At first, there was just a single event - the **stadion**, which was a running race of around 200 metres.
- In later years, other events were added, such as wrestling, chariot racing (a two-wheeled vehicle pulled by horses), and boxing.
- The **pentathlon** consisted of five events - long jump, discus throw, javelin throw, wrestling and stadion.
- Boys played a game similar to hockey. They also played kickball with a ball made from tied-up rags or a blown-up pig's bladder.
- Younger children also played with balls, as well as mini chariots, rattles, yo-yos, rocking horses, dolls and animals made from rags, wood, wax or clay.
- Women often played games with marbles and dice, and checkers, a board game. They also played knucklebones, where five small objects were thrown up and caught in different ways.
- The most popular instrument was the **lyre**, which was U-shaped with strings, similar to a small harp.
- Wind instruments similar to pipes and flutes were also played, as well as an early kind of guitar, called a **kithara**.
- Women often recited poetry to music. During a **symposium** (a banquet and drinking party for men only), men sang songs accompanied by someone playing the lyre.

Food and drink

- diet of the ancient Greeks was simple and healthy.

- *Greeks staple food were cereals (from which they made bread), vegetables, cheese, eggs and fruit*
- *Legumes, especially lentils and chickpeas, were also an important ingredient.*
- *Meat, such as deer, hare and boar, was eaten infrequently.*
- *For poorer Greeks, the only time they ate meat was when an animal was sacrificed for the gods during a festival.*
- *The ancient Greeks typically ate three or four meals a day:*
- *Men and women ate separately.*
- *People generally ate with their fingers. Spoons were used for soups, and knives to cut meat.*
- *Water was widely drunk, and thought to be healthy. Fetching water was a daily task for the women. The drinking of milk, however, was considered barbaric.*
- ***Kykeon** was both a drink and a meal; made from barley gruel, water, herbs, cheese and sometimes wine.*
- *A **symposium** (a banquet and drinking party for men only) consisted of two parts - the first was dedicated to eating, and the second to drinking.*

Home and family

- *Marriages in ancient Greece were arranged by the prospective bride and groom's parents.*
- *Girls typically married between the ages of 14 and 18, whilst men were older, in their twenties or thirties.*
- *A bride was only fully accepted as part of the groom's family once she'd had a child.*
- *Houses were made from sun-dried mud bricks, which was not a durable material, and often crumbled. (Burglars in ancient Greece were called 'wall piercers', as they broke through weak walls to get into the house.)*
- *Roofs were made of clay tiles and windows were small.*
- *Most houses had a **courtyard** (an unroofed area enclosed by walls), where children could play safely.*
- *Within the house, there were separate areas - the **andron** was a room for men only.*
- *The **gynaeceum** was a room reserved for the women.*
- *Bathrooms were simple - they had a chamber pot, which, when full, was emptied out onto the street.*

- The man was the head of the house.
- The average male citizen made a living by working as a soldier, craftsman, government worker, fisherman, or farmer.
- Women stayed at home and busied themselves with domestic work, such as spinning, weaving, and raising children.

Greek Religion

- Greeks had a **polytheistic** religion
- Hera- Hera was the queen of the gods
- Demeter- Demeter was the goddess of fertility and the harvest
- Hephaestus- Hephaestus was the Greek god of fire, blacksmiths, craftsmen and volcanoes
- Athena- Athena was the goddess of wisdom, war and crafts.
- Zeus- Zeus was the king of the gods, and both the brother and husband of the goddess Hera.
- Ares- Ares was known as the god of war and violence.
- Aphrodite- Aphrodite was the goddess of love and beauty.
- Hermes- Hermes was the god of travel and roads.
- Dionysus- Dionysus was the god of wine and the theatre.
- Poseidon- Poseidon was god of the sea, earthquakes and horses.
- Artemis-Artemis was the goddess of the hunt, archery, the wilderness and the moon.
- Apollo- Apollo was the god of music, poetry, light and prophecy.

Greek Philosophers

- Pythagoras (570-495 BC)-Mathematician
- Socrates (469-399 BC)- Philosopher on the way people should live their lives
- Hippocrates (460-370 BC)-developed medical ideas
- Plato (427-348 BC)- wrote down Socrates teachings and founded the first university called Academy.
- Aristotle (384-322 BC)- Developed ideas about anatomy and nature
- Archimedes (287-212 BC)- Mathematician- discovered the law of displacement

How modern-day life has been influenced by the Ancient Greeks

- Olympics- The first Olympic Games, Olympia
- Language-alphabet system and word origins
- Myths- The Midas touch, Achilles heel, Herculean task, Don't open Pandora's box
- Government-Direct and representative democracy

Vocabulary

Concepts

Battle, system

Vocabulary

Civilization, Athens, Sparta,
Olympics, Philosopher,
Democracy

Bolton in World War I

Historical Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

National Curriculum Objectives

- A local history study

Intended Knowledge

- Create a time line of past historical events that children have already been taught eg. Florence Nightingale, Great Fire of London and add on the two World Wars. To know who reigned over England during this time.
World War 1- 1914-1918
World War 2 1939- 1945
- Learn about how the local area has changed. Using images and maps compare changes to the local area including school, railway, local mill, Hillside Avenue.
- Learn about local individuals whose lives and families were affected by the War- Albert Heaton.
- Learn about what life was like for families during the War. The impact the War had on day-to-day life.
- Learn how to use sources of evidence to establish and search for information about local bombings in Bolton during the War (Kirk and John Street).

Vocabulary

Concepts

Regiment
Battle

Vocabulary

Allies
Armistice
Treaty of Versailles

Gas Mask
Rationing
Reign

