Pilgrim Federation Key Stage 2 Learning Theme:



The Ancient Greeks

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KEY STAGE 2

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

1. **Where and when was Ancient Greece?**
   Pupils 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. Pupils 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. Pupils 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. Pupils 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 pupils 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 pupils 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 pupil 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 pupils).
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

Substantive Knowledge

For KS2, the **substantive knowledge** for the **'The Ancient Greeks'** learning theme in Art & Design focuses on the technical skills, historical artefacts, and aesthetic principles that have influenced Western art for centuries.

It's not just about "making a pot"; it's about understanding the *why* and *how* behind their craftsmanship. Here is the breakdown of the essential knowledge pupils should acquire:

1. Pottery and Ceramics
Pottery is the primary way we understand Greek daily life and mythology. Pupils should know:

Form and Function: Different vessels had specific uses, such as the **Amphora** (storage), **Krater** (mixing wine and water), and **Lekythos** (oils).
Narrative Art: Pottery was a storytelling medium. Scenes usually depicted Greek myths, the Olympic games, or daily activities.
Techniques:
Black-figure pottery: Silhouettes drawn in black clay slip on red clay.
Red-figure pottery: The background is filled with black, leaving the figures in the natural red of the clay (allowing for more detail).

2. Architecture and the Three Orders
The Greeks believed in "ideal" proportions. **Substantive knowledge** here involves identifying the three distinct styles of columns:

Order	Characteristics
Doric	Simple, sturdy, and has a plain capital (top). Found on the Parthenon.
Ionic	Thinner columns with "volutes" (scroll-like ornaments) at the top.
Corinthian	The most decorative, featuring acanthus leaf carvings.

3. Sculpture and Human Form
Ancient Greek sculpture evolved from stiff, formal figures to highly realistic representations of movement.
Realism vs. Idealism: Greeks didn't just sculpt people as they looked; they sculpted "perfect" versions of humans (god-like forms).
Contrapposto: Understanding how sculptors showed weight shifting onto one leg to make statues look like they were about to move.
Materiality: Knowledge that while we see white marble today, many statues were originally painted in vivid colours (**polychromy**).

4. Pattern and Decoration (The Meander)
Pupils should recognise and be able to replicate the **Meander pattern** (also known as the "Greek Key"). This continuous line symbolises "infinity" or the eternal flow of things.
It was used extensively in architectural friezes, hidden in the borders of garments on statues, and around the rims of pottery.

Why this matters
The "big idea" here for a KS2 pupil is **legacy**. By learning these specific facts, they can see the "Greek footprint" in their own town—from the columns on a local bank to the patterns on a modern dinner plate.

Disciplinary Knowledge

The **disciplinary knowledge** for the Key Stage 2 learning theme **'The 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).

Learning Objectives

Art & Design **learning objectives** for Key Stage 2 pupils focusing on **'The 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 the Learning 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.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 Art & Design uses the learning theme **"The Ancient Greeks"** to drive a comprehensive studio experience. It maps out concurrent pathways for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)**, showing a clear line of progression in technical difficulty and artistic independence. Across this unit, pupils build **substantive knowledge** (properties of clay, architectural vocabulary, anatomy ratios, contrapposto balance, and low-relief depth) while exercising **disciplinary knowledge** (thinking like an artist by manipulating raw media, planning structural armatures, analysing ancient artefacts, and evaluating composition choices).

Unit Title: The Classical Studio: Form, Narrative, and Sculpture in Ancient Greece
Duration: 6 Weeks (Approx. 1.5 – 2 hours per week)
Core Resources: Terracotta air-drying clay, heavy-gauge aluminium wire, foil, mod-roc (plaster bandages), clay sculpting loops, sketchbooks, charcoal, fine-liners, black drawing ink, and reference images of artefacts.

Weekly Progression Scheme
Week 1: Sketchbook Investigations – Form & Narrative Layouts
The Artistic Focus: Critically observing ancient artefacts and translating 3D forms into 2D line studies.
Substantive Knowledge:
LKS2: Identifying the anatomy of a Greek **amphora** (neck, body, handles, foot) and recognising that these vessels depicted mythological scenes.

UKS2: Understanding the shift from rigid geometric art (*Archaic style*) to fluid, lifelike proportions (*Classical style*). Defining **line weight** to convey shadow and depth.
Disciplinary Knowledge:
Deconstructing an ancient historical object visually to isolate its core geometric shapes and sketching its silhouette accurately in a personal journal.
Learning Theme Activity: *Artefact Profile Studies.*
LKS2 (Y3/4): Pupils examine physical or digital models of Greek vases. In sketchbooks, they break the contours down into simple shapes (ovals, cylinders). They use fine-liners to render the vessel's outline, framing it with traditional geometric borders like the meander ("Greek key") pattern.
UKS2 (Y5/6): Pupils analyse complex classical figures. They map out the active gesture lines of the body using charcoal, explicitly tracking the angles of the spine and limbs. They experiment with varying line weights—thickening lines where muscles curve under shadow and thinning them on highlighted crests.

Week 2: Mythological Profiles – The Art of the Silhouette
The Artistic Focus: Capturing dynamic human balance and stylised narrative configurations.
Substantive Knowledge:
LKS2: Understanding the core aesthetic difference between **black-figure pottery** (silhouettes painted on red clay) and **red-figure pottery** (background painted black, leaving figures red).
UKS2: Defining **contrapposto** (the naturalistic shifting of human body weight onto one dominant leg, causing the hips, spine, and shoulders to tilt dynamically).
Disciplinary Knowledge:
Distilling a multi-character mythological narrative into a flat, graphic profile that communicates action and tension cleanly without relying on 3D shading.
Learning Theme Activity: *Figures in Motion Panels.*
LKS2 (Y3/4): Drawing inspiration from the *Labours of Hercules*, pupils sketch an action pose onto terracotta paper. They coat the background in solid black ink, leaving a vivid red-figure silhouette that tells a clear story. They ensure limbs are spaced out so the figure's movement remains readable.
UKS2 (Y5/6): Pupils model dynamic *contrapposto* stances in pairs. In their sketchbooks, they sketch these asymmetrical poses, focusing on the weight distribution. They fill the figures with solid black ink, applying red-figure accents to emphasise the tension of the pose.

Week 3: Building the Skeletal Core (3D Structural Foundations)
The Artistic Focus: Engineering internal skeletons to support three-dimensional media.
Substantive Knowledge:
LKS2: Knowing that clay shrinks, holds moisture, and requires uniform thickness to avoid cracking. Defining the **slab technique** (rolling flat sheets of clay).
UKS2: Defining an **armature** (a rigid internal framework used to support fluid sculpting mediums). Knowing that wire provides high tensile strength, while crumpled foil provides low-weight volume.
Disciplinary Knowledge:
Manipulating raw structural materials to establish an independent centre of gravity capable of supporting heavy surface layers without tipping over.
Learning Theme Activity: *Architectural Steps and Figurative Skeletons.*
LKS2 (Y3/4): Pupils construct a geometric vessel base or miniature temple steps. They roll out terracotta clay to a uniform 1cm thickness using guide sticks and cut crisp geometric shapes, focusing on structural neatness.
UKS2 (Y5/6): Pupils translate their Week 2 dynamic silhouette sketches into a 3D wire frame. They cut and twist heavy-gauge aluminium wire to form a proportional human skeleton. They anchor the frame to

a solid wooden plinth base, wrapping the limbs in crumpled foil to build muscle mass without adding excessive weight.

Week 4: The Parthenon Panels – Relief & Volume Construction
The Artistic Focus: Managing structural layers to build depth and crisp surface volume.
Substantive Knowledge:
LKS2: Defining **relief sculpture** (artwork that projects forward from a flat background panel). Knowing the rule of joining clay: **score and slip** (scratching surfaces and applying liquid clay cement).
UKS2: Identifying key features of Greek architecture: the **frieze** (a long decorative band of sculpture) and **metopes** (individual square panels). Defining the chemical setting properties of plaster bandages (**mod-roc**).
Disciplinary Knowledge:
Balancing media manipulation and tool angles to build overlapping spatial depths, tricking the eye into seeing background, midground, and foreground features.
Learning Theme Activity: *Metope Plaques and Plaster Figures.*
LKS2 (Y3/4): Pupils carve a low-relief mythological panel into a smooth clay plaque. They use loop tools to hollow out background spaces and apply individual ribbons of clay using the *score and slip* technique to build up foreground elements like shields or cloaks.
UKS2 (Y5/6): Pupils apply wet mod-roc strips over their Week 3 wire-and-foil armatures. They practice smoothing out the wet plaster crystals using their thumbs to blend the bandages into a seamless shell, pinching and shaping the plaster to define accurate muscle volume and folds of drapery.

Week 5: Ceramic Texturing & Surface Antiquing
The Artistic Focus: Developing high-contrast decorative marks and historical surface patinas.
Substantive Knowledge:
LKS2: Recognising the three classical **architectural orders** of columns: *Doric* (plain), *Ionic* (scrolls), and *Corinthian* (leaves). Defining **sgraffito** (scratching away a top coat to show a contrasting colour beneath).
UKS2: Understanding that ancient bronze artefacts oxidise over centuries, developing a light-green surface patina called **Verdigris**. Defining **dry brushing** (using a minimal amount of paint on a stiff brush to catch raised textures).
Disciplinary Knowledge:
Regulating manual tool pressure and paint layers systematically to give lightweight modern materials the authentic texture and visual weight of ancient historical materials.
Learning Theme Activity: *Sgraffito Columns and Weathered Bronzes.*
LKS2 (Y3/4): Pupils smooth a dark slip or black paint coat over their dried clay plaques. Using fine scratching pins, they carefully engrave classical column designs through the dark layer, exposing the warm orange terracotta underneath to create a crisp, high-contrast texture.
UKS2 (Y5/6): Pupils apply a matte black acrylic base coat over their plaster figures. Once dry, they stipple a watery turquoise wash into the recesses to mimic *Verdigris*. They finish by *dry brushing* a gold or copper metallic coat across the muscle ridges, ensuring the deep cracks remain dark to highlight the sculpture's form.

Week 6: The Panel of Scholars – Critique & Curation
The Artistic Focus: Appraising the artistic process and evaluating the legacy of classical design.

Substantive Knowledge:
LKS2/UKS2: Understanding how Ancient Greek design principles (symmetry, columns, ratios) were revived during the Neoclassical period, directly shaping modern public monuments and city architecture.
Technical Vocabulary: *Contrapposto, armature, relief depth, sgraffito, Verdigris, contrast, form.*
Disciplinary Knowledge:
Reflective Appraisal & Curation: Evaluating your personal studio journey, explaining how physical challenges were resolved, and formally critiquing artworks using specific technical terms.
Learning Theme Activity: *The Agora Exhibition.*
The classroom transforms into an ancient public gallery. Pupils organise their sketchbooks, carved relief tiles, and faux-bronze sculptures on display tables. They write a formal curator's card detailing their learning theme inspiration and material choices. Pupils complete a feedback matrix, leaving sticky-note critiques for their peers that focus on technical execution: *"The dry brushing on this figure highlights the shoulder muscles beautifully,"* or *"The sgraffito lines are carved cleanly without cracking the clay beneath."*

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Lines in sketches are shaky and fail to capture the balanced geometry of artefacts. • Silhouettes are unreadable because limbs blend into a blocky torso. • Clay objects warp or fall apart because joints were not scored and slipped. • Sgraffito attempts scratch entirely through the tile, breaking it.	• Sketches show the clear contours and geometric borders of an amphora. • Composes a recognisable human silhouette with limbs spaced dynamically. • Successfully shapes and joins clay pieces using the slab method with score-and-slip. • Controls carving tools to create distinct depths and readable sgraffito engravings. • Reviews work using artistic terms like *contrast* and *form*.	• Produces accurate sketchbook profiles that capture structural volume. • Crafts complex silhouette scenes that convey action and narrative energy. • Manipulates clay cleanly, ensuring surfaces are smooth and edges are perfectly square. • Varies carving depths intentionally to cast dramatic, calculated shadows. • Evaluates choices: *"I carved the background deeper here so the dragon stands out."*

Upper Key Stage 2 *(Years 5 & 6)*	• Figure drawings lack structural alignment, remaining rigid and flat. • Wire armatures collapse or twist because the joints were loosely fastened. • Mod-roc finishes look fuzzy and loose because the wet plaster paste was not smoothed down. • Paint applications are heavy and flat, hiding the sculpture's textures.	• Maps human proportions accurately, capturing a clear *contrapposto* weight shift. • Engineers a stable, self-supporting wire armature anchored to a solid base plat. • Applies mod-roc in clean, smooth layers to define clear muscle groups. • Manages overlapping depth layers successfully within shallow clay relief carvings. • Layers dark washes and dry-brush metallics to achieve a convincing aged-bronze finish.	• Uses fluid gesture lines to map out anatomical weight distribution and tension. • Designs high-angle, dynamic wire skeletons that balance perfectly on tiny contact points. • Sculpts refined muscle structures and sharp clothing drapery out of plaster bandages. • Generates an optical illusion of deep distance within a shallow 2cm relief framework. • Formulates advanced critiques: *"The turquoise Verdigris wash breaks up the bronze texture, making it look authentically aged."*

Other Information, Ideas and Resources

Grecian Pottery: Vessels of Storytelling

Coil Pot Creations: Introduce pupils 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 pupils 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, pupils can depict scenes from Greek mythology, daily life, or geometric patterns.

Story Vases: Challenge pupils 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 pupils 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. Pupils 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: Pupils 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 pupils 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. Pupils 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, pupils 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, pupils 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 pupils 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. Pupils 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.

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)

Considerations 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 pupils' creations to celebrate their learning and creativity.

Computing

Substantive Knowledge

When connecting **'The Ancient Greeks'** to the **Key Stage 2 Computing** curriculum, the focus shifts from "what they used" to "how their ideas laid the foundations for modern computer science." The **substantive knowledge** here bridges the gap between ancient logic and modern digital systems.

1. Algorithms and Logic
The Greeks were obsessed with rules and sequences, which are the "bread and butter" of programming.

Logical Reasoning: Pupils should understand that **Aristotle's** development of "syllogisms" (if A=B and B=C, then A=C) is the ancestor of modern **If-Then-Else** statements in coding.
The Sieve of Eratosthenes: This is one of the earliest known **algorithms**. It is a step-by-step process used to find prime numbers.
Computing link: Pupils can learn how an algorithm follows a finite set of instructions to solve a specific problem.

2. Early Computing Hardware (The Antikythera Mechanism)
Often called the "world's first analogue computer," this device is a goldmine for understanding inputs and outputs.

Mechanical Systems: Knowledge of how gears and cogs were used to calculate astronomical positions.
Data Representation: Understanding that "data" (the position of stars) can be represented physically through the movement of wheels.
Input/Output: Turning a crank (Input) leads to a change in the display dials (Output).

3. Cryptography (The Scytale)
The Greeks were pioneers in "Encryption," which is a core concept in the **E-Safety** and **Systems** strands of KS2 Computing.

The Scytale: A tool used by the Spartans to send secret messages. A strip of parchment was wrapped around a rod; the message only made sense if the receiver had a rod of the exact same diameter.
Ciphers: Understanding that data can be scrambled (encoded) and descrambled (decoded) using a "key."

4. Digital Literacy and Research
This learning theme provides a context for developing information technology skills.

Finding and Evaluating Information: Using search engines to find specific facts about Greek life while learning to identify "reliable" sources (e.g., distinguishing between a museum website and a fan-made myth site).
Content Creation: Using software to create digital presentations, 3D models of Greek temples, or "choose your own adventure" stories based on Greek myths using software like **Scratch** or **Twine**.
Key Vocabulary for Pupils

Term	Ancient Greek Context	Computing Context
Algorithm	Eratosthenes' method for primes.	A sequence of instructions to solve a task.
Encryption	Using a Scytale for secret war messages.	Protecting data by converting it into a code.
Logic	Aristotle's rules for thinking.	The "brains" behind how code makes decisions.

Disciplinary Knowledge

The **disciplinary knowledge** for the Key Stage 2 learning theme **'The Ancient Greeks'** in relation to **Computing** focuses on how the Ancient Greek civilisation 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 organisation is mirrored in the structure and organisation 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
In a practical KS2 context, the **disciplinary knowledge** is applied by using computing skills to represent and explore **'The Ancient Greeks'** learning 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**.

Learning Objectives

Computing **learning objectives** for Key Stage 2 pupils learning about **'The 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.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 Computing blends historical exploration with structural digital skills. It covers **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)** simultaneously, ensuring a clear progression of complexity. Across this unit, pupils master **substantive knowledge** (coding loops, conditional triggers, Boolean variables, database structures, and digital networks) while developing **disciplinary knowledge** (thinking like a computer scientist by decomposing problems, debugging faulty logic, analysing data patterns, and designing user-centred systems).

Unit Title: The Digital Agora: Programming, Cryptography, and Databases in Ancient Greece
Duration: 6 Weeks (Approx. 1 hour per week)
Core Software Tools: Scratch (MIT Block Programming Tool), Google Sheets or Microsoft Excel (Spreadsheets), and Tinkercad or vector-design tools.
Weekly Progression Scheme
Week 1: Decomposing the Labyrinth (Computer Programming)
The Computing Focus: Breaking down complex tasks into logical, sequential algorithms.
Substantive Knowledge:
LKS2: Defining an **algorithm** as a precise, step-by-step set of instructions to solve a problem.
UKS2: Defining **decomposition** (breaking a large problem into smaller sub-problems) and identifying how **efficient code** reduces processor load.
Disciplinary Knowledge:

Formulating an optimal path layout to solve a problem on a grid and translating physical movements into an exact, unambiguous code sequence.
Learning Theme Coding Activity: *Theseus and the Minotaur.*
LKS2 (Y3/4): Pupils design an algorithm on paper to guide Theseus safely out of Knossos' labyrinth. They translate this algorithm into Scratch using basic sequencing blocks (move 10 steps, turn 90 degrees).
UKS2 (Y5/6): Pupils decompose the maze path. They must optimise their code by identifying repeating patterns, utilising nested loops (repeat until touching exit), and creating custom blocks (Define: Turn_Corner) to handle structural intersections efficiently.

Week 2: Controlling the Olympics (Variables & Selection)
The Computing Focus: Using data parameters and logic conditions to control software behaviours.
Substantive Knowledge:
LKS2: Defining a **variable** as a named storage location in a computer's memory that holds a changing value (like a score).
UKS2: Defining **selection** (using IF... THEN... ELSE logic statements) and using **Boolean operators** (AND, OR, NOT).
Disciplinary Knowledge:
Logical Reasoning & Predictive Testing: Tracing variables through a system loop to predict a computer's output and pinpoint structural errors.
Learning Theme Coding Activity: *The Olympic Chariot Race Game.*
LKS2 (Y3/4): In Scratch, pupils build a two-player chariot racing game. They initialise a variable called Chariot_Score. They program a trigger: IF touching finish line, THEN change Chariot_Score by 1.
UKS2 (Y5/6): Pupils add environmental hazards. They use complex conditional criteria: IF chariot is touching sand mud AND speed is greater than 5, THEN drop speed to 1, ELSE allow maximum acceleration. They test how these Boolean states affect game balance.

Week 3: Cryptography and Secret Messages (Data Security)
The Computing Focus: Understanding data protection, encryption rules, and cybersecurity.
Substantive Knowledge:
LKS2: Defining **encryption** as scrambling data so it cannot be read without a secret key. Knowing what a *Caesar Cipher* is.
UKS2: Differentiating between **symmetric encryption** (shared key) and **asymmetric encryption** (public/private keys). Understanding modern brute-force hacking threats.
Disciplinary Knowledge:
Cryptanalytical Logic: Systematically testing key shifts to decode intercepted text and analysing data vulnerabilities within communication networks.
Learning Theme Coding Activity: *The Spartan Scytale and Cipher Wheels.*
LKS2 (Y3/4): Pupils act as secret Spartan generals. They use a physical or digital cipher wheel to encrypt military updates by shifting the alphabet by 3 spaces (n+3). They pass messages to peers who reverse the algorithm to decrypt it.
UKS2 (Y5/6): Pupils write an automated shift cipher solver program using a spreadsheet or Scratch. They explore data vulnerability: calculating how few steps a hacker needs to crack a simple cipher (25 possibilities), and use this data to discuss why modern web data relies on much longer cryptographic algorithms.

Week 4: The Pantheon Data Matrix (Databases & Spreadsheets)
The Computing Focus: Organising, sorting, and interrogating multi-attribute datasets.

Substantive Knowledge:
LKS2: Defining a database structure: a **record** (all data about one subject) and a **field** (one specific piece of information).
UKS2: Understanding database **queries** and relational functions. Utilising search criteria logic operators (=, >, <) to isolate targeted data.
Disciplinary Knowledge:
Data Interrogation: Constructing and executing complex searches to filter massive data pools and extract analytical insights.
Learning Theme Coding Activity: *Cataloguing Mount Olympus.*
LKS2 (Y3/4): Pupils build a digital flat-file database profile card matrix of Greek Gods using a spreadsheet. Fields include: Name, Domain, Weapon, Power Level (1-10). They practice sorting fields alphabetically and filtering columns to show only gods who use a "Thunderbolt".
UKS2 (Y5/6): Pupils manage a large spreadsheet tracking historical artefacts across ancient Greek city-states. They execute multi-layered search queries using formulas, such as filtering for objects where City-State = Athens AND Power Level > 7, analysing the output trends.

Week 5: Architecture in the Third Dimension (3D CAD Design)
The Computing Focus: Designing structural 3D environments on a 2D screen using coordinates.
Substantive Knowledge:
LKS2: Understanding the **X, Y, and Z axes** inside a 3D modelling workspace. Knowing how to *group* and *align* basic digital solid primitives.
UKS2: Defining **subtractive manufacturing design** (using "hole" or negative shapes to hollow out solid geometries). Understanding scale transformations.
Disciplinary Knowledge:
Spatial CAD Rendering: Translating a historical 2D physical blueprint into a geometrically sound, proportional 3D digital model.
Learning Theme Coding Activity: *Reconstructing the Parthenon.*
LKS2 (Y3/4): Using Tinkercad or a basic 3D tool, pupils construct a digital model of a Greek temple. They drag box shapes to form steps and cylinder shapes to form columns, manually aligning them along the X and Y axes.
UKS2 (Y5/6): Pupils build an intricate temple facade. They must calculate proportional spacings between pillars using axis coordinate inputs. They apply subtractive design: taking a solid triangular prism roof block, placing a smaller "hole" wedge block inside it, and grouping them to scoop out a hollow inner pediment.
Week 6: The Greek Network – Then and Now (Digital Networks)
The Computing Focus: Comparing ancient communication systems with modern internet architectures.
Substantive Knowledge:
LKS2: Defining a network **hub** and identifying how data travels in packets from a sender to a receiver across a local network (LAN).
UKS2: Understanding global internet framework: **routers, IP addresses, DNS (Domain Name System)**, and the physical fibre-optic cables linking continents.
Disciplinary Knowledge:
Network Systems Mapping: Tracing data routing paths across a network map and diagnosing where structural transmission blockages or bottlenecks occur.
Learning Theme Coding Activity: *The Fire Beacon Telegraph Project.*

LKS2 (Y3/4): Pupils model the ancient Greek fire-beacon signalling network (the Polybius square system). They trace data pathways across a grid map from Troy to Mycenae, labelling the physical relays as "network nodes" and explaining how data corrupts if one station drops its signal.
UKS2 (Y5/6): Pupils trace how a modern user searching for "The Parthenon" triggers data traveling from a school laptop, through a router, across underwater fibre-optic channels to an overseas server, and back. They create a physical flowchart mapping this network journey, explicitly explaining the functions of IP addresses and routers in the loop.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Programs code sequentially but relies on trial-and-error rather than a logical plan. • Inputs values into a variable but cannot explain how it updates during gameplay. • Enters values into existing database rows but cannot add new field columns.	• Decomposes a simple grid movement task into a logical sequence of step blocks. • Employs a score variable accurately inside conditional statement loops (IF...THEN). • Encrypts and decrypts messages smoothly using a 3-space Caesar Cipher wheel. • Sorts and filters a flat-file database using column drop-downs. • Combines cylinders and boxes in a 3D workspace to form a aligned temple.	• Predicts where code logic will fail ahead of compilation and self-corrects blocks. • Connects multiple variables together (e.g., matching a countdown timer to a game-over trigger). • Identifies vulnerabilities in a cipher: *"If someone figures out one letter, they can unlock our whole map."* • Formulates multi-layered queries on spreadsheet datasets independently.
Upper Key Stage 2 *(Years 5 & 6)*	• Writes highly repetitive code scripts without using loops or sub-procedures. • Confuses basic Boolean operators, using AND instead of OR in conditional loops.	• Minimises code lines by applying nested loops and custom procedures. • Combines variables and complex selection statements using AND and OR inputs. • Creates a functional digital cipher	• Identifies and refines inefficient blocks of code to maximise application speed. • Implements multiple Boolean state gates simultaneously to design an interactive simulator.

	• Struggles to switch views in 3D cad design, dropping shapes at incorrect depths.	converter spreadsheet using basic cell formulas. • Interrogates an extensive database using conditional search criteria rules (>, <, =). • Uses subtractive hole shapes to carve hollow, scaled spaces out of solid 3D geometries. • Explains the explicit functions of routers, IP addresses, and data packets on the internet.	• Models a brute-force script to show why short data ciphers are insecure. • Evaluates database designs, correcting anomalies or missing index entries. • Constructs architectural designs showing complex intersecting internal features. • Diagnoses systemic routing failures across a global network chart.

Other Information, Ideas and Resources

Digital Storytelling & Animation:

Animate a Myth: Pupils 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, pupils 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: Pupils 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), pupils 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: Pupils 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 pupils 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: Pupils 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, pupils 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, pupils 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), pupils could attempt to reconstruct famous Ancient Greek buildings like temples or theatres.

Considerations for Implementation

Design & Technology

Substantive Knowledge

Substantive knowledge in DT within **'The Ancient Greeks'** learning theme focuses on the **innovations, materials, and structural engineering** that allowed the Greeks to transition from simple mud-brick huts to some of the most sophisticated marble structures and mechanical devices in history.

In Key Stage 2, this knowledge bridges the gap between historical understanding and practical "maker" skills.

🏛️ **1. Structures: Columns, Lintels, and Stability**
The Knowledge: Understanding how the Greeks managed heavy loads using the **Post-and-Lintel** system.
Column Orders: Identifying the three main styles—**Doric** (simple), **Ionic** (scrolled), and **Corinthian** (elaborate)—and understanding how the shape of a column affects its strength and aesthetic.
Reinforcement: Learning about "Entasis" (the slight curve in columns) and how it creates the illusion of perfectly straight lines while providing structural support.
Why it Matters: It builds **Structural Awareness**. By studying Greek temples, pupils learn that every part of a building has a function (supporting weight) as well as a form (looking beautiful).

⚙️ **2. Mechanisms: The Birth of Mechanical Advantage**

The Knowledge: Exploring the "Simple Machines" described and refined by Greek engineers like Archimedes.

The Lever: Understanding that "with a long enough lever and a place to stand, I could move the world."

The Pulley and the Screw: Learning how the **Archimedes' Screw** was used to move water upwards and how pulleys allowed for the lifting of massive marble blocks.

Gears: Investigating the **Antikythera Mechanism**—the world's first analogue computer used for tracking stars.

Why it Matters: It develops **Mechanical Logic**. It shows pupils that complex modern machines are built upon these basic, ancient principles of physics and motion.

🏺 **3. Textiles and Ceramics: Material Properties**

The Knowledge: Understanding how the Greeks manipulated natural materials to fit their needs.

Pottery (Form and Function): Exploring how different shapes (Amphora for storage, Krater for mixing, Hydria for water) were designed for specific tasks.

Weaving: Understanding the process of spinning wool and using a loom to create garments like the *chiton* or *peplos*.

Why it Matters: It fosters **Material Literacy**. Pupils learn that a designer must choose a material (clay, wool, wood) based on its properties—whether it needs to be waterproof, flexible, or rigid.

🍲 **4. Food Technology: The Mediterranean Diet**

The Knowledge: Identifying the "Holy Trinity" of Greek ingredients: **Grain (Bread), Grapes (Vinegar/Fruit), and Olives (Oil).**

Preservation: Understanding how the Greeks used salt, honey, and drying to keep food from spoiling in a hot climate.

Nutrition: Recognising the health benefits of a diet rich in legumes, vegetables, and unsaturated fats (olive oil).

Why it Matters: It builds **Culinary Capability**. Pupils learn how geography dictates what people eat and how to prepare healthy, simple meals using seasonal ingredients.

🔍 **Why Substantive DT Knowledge Matters (The "So What?")**

DT Category	The Impact on the Pupil
Structures	They gain **Architectural Thinking**, learning how to make structures stable and strong using geometric shapes.
Mechanisms	They develop **Problem-Solving Skills**, learning to use tools (levers/pulleys) to overcome physical challenges.
Material Choice	They build **Technical Knowledge**, understanding why we use certain materials for certain jobs today.

Food Tech	They practice **Cultural Appreciation**, seeing how ancient eating habits still influence modern health and "Mediterranean" lifestyles.

🚀 **The "Archimedes' Apprentice" Challenge**
To check if the **substantive knowledge** is secure, give a "Design Brief":
"The King needs to move a 2-tonne block of marble to the top of the Acropolis.
Draw a **Mechanism** using a lever or a pulley that would make this easier.
Label the **Fulcrum** (if using a lever) or the **Load**.
Which **Style of Column** (Doric, Ionic, or Corinthian) will you use to support the block once it's at the top?
Explain why."

Disciplinary Knowledge

🏺 **Disciplinary Knowledge for Design & Technology in Ancient Greece**

The **disciplinary knowledge** for DT at KS2, when taught through the context of **'The Ancient Greeks'**, focuses on applying core DT concepts to historical products and innovations. This helps pupils understand how design principles and technical knowledge have evolved and influenced the world.

Core DT Disciplinary Concepts
The **disciplinary knowledge** is structured around the four main areas of DT, with examples linked to the Ancient Greek context:

DT 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.

Learning Objectives

Design & Technology **learning objectives** 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 recognisable 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 mâché.
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:
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.

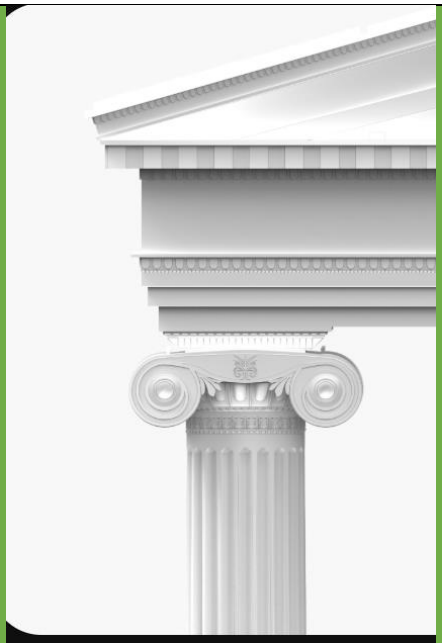
Teamwork (if working collaboratively):
To work effectively as part of a team, sharing ideas and resources.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 DT links historical inspiration with core engineering, structural, and culinary concepts. It maps out concurrent pathways for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)** to ensure clear progression in technical precision and tool autonomy. Across this unit, pupils build **substantive knowledge** (structural reinforcing, mechanical levers, linkage mechanisms, pulleys, food hygiene, and material properties) while explicitly developing **disciplinary knowledge** (thinking like a designer by iterating models, evaluating prototypes against a user brief, managing workshop tools safely, and testing load weights).

Unit Title: Mechanical Mythologies: Engineering and Innovation in Ancient Greece
Duration: 6 Weeks (Approx. 1.5 - 2 hours per week)
Core Resources: Corrugated cardboard, wooden dowels, triangular corner strips, elastic bands, hand drills/punches, hacksaws, component hot glue/PVA, basic ingredients (barley flour, honey, figs, olives), and small design books.

Weekly Progression Scheme
Week 1: Investigative Appraisals – Greek Structural Mastery
The DT Focus: Analysing existing structures to understand compression, tension, and stability.
Substantive Knowledge:
LKS2: Knowing that triangles are inherently rigid shapes used to **reinforce** weak structures. Identifying columns as vertical elements designed to bear weight.
UKS2: Defining **compression** (squashing forces) and **tension** (stretching forces) within a building framework. Identifying how a truss system distributes load.
Disciplinary Knowledge:
Structural Dissection & Load Testing: Testing physical mock-ups to point out structural vulnerabilities and evaluating material strengths under physical stress.
Learning Theme Design Activity: *Pillars of the Parthenon.*
LKS2 (Y3/4): Pupils explore the classical columns. They roll sheet paper into tight cylinders versus loose squares, testing how many books each can support before buckling, discovering that cylinders distribute weight evenly around their perimeter.
UKS2 (Y5/6): Pupils look at the triangular **pediment** and lintel systems. They engineer a miniature cardboard temple facade. They must introduce internal triangular corner bracing (*gussets*) to prevent the structure from shearing sideways under a hanging weight.



UKS2 pupils investigate how classical architecture handles structural forces like compression and vertical load.. Source: sanchiesp / Getty Images

Week 2: Developing the Design Brief – Mechanical Mechanisms
The DT Focus: Designing a functional product with moving parts tailored to a specific user requirement.
Substantive Knowledge:
LKS2: Defining a **lever** (a rigid bar resting on a pivot, used to help move a heavy load) and a **pivot** (the central point around which a mechanism turns).
UKS2: Differentiating between **first, second, and third-class levers** based on the positions of the effort, load, and fulcrum. Defining **linkages** (connecting bars that change the direction of a force).
Disciplinary Knowledge:
User-Centred Ideation: Translating a historical problem statement into an annotated technical illustration containing precise measurements and component labels.
Learning Theme Design Activity: *The Trojan Horse Entrance System.*
LKS2 (Y3/4): The Design Brief: *"Create a moving mechanical system that opens the hidden door of the Trojan Horse."* Pupils design a simple first-class lever mechanism on paper, labelling the arm, pivot point, and door flap.
UKS2 (Y5/6): The Design Brief: *"Create a hidden parallel linkage mechanism inside a Trojan Horse facade that drops a row of soldiers simultaneously."* Pupils map out a mechanical linkage framework using strip templates and split pins, tracking how a pull-force changes direction cleanly.

Week 3: Prototype Construction – Measuring, Cutting & Joining
The DT Focus: Developing manual dexterity using specialised tools to construct a working mechanism.
Substantive Knowledge:
LKS2: Knowing the safety rules for using card cutters, paper punches, and cold PVA adhesives.
UKS2: Knowing how to use a junior hacksaw safely to cut wooden dowel axles. Understanding how a **pulley** wheel changes the orientation of linear force.
Disciplinary Knowledge:
Precision Manufacture: Aligning component markers accurately against a metric scale and using specialised fabrication tools safely to produce clean, functional edges.
Learning Theme Design Activity: *Assembling the Siege Machines.*

LKS2 (Y3/4): Pupils construct their lever doors from Week 2. They use thick card sheets, measuring cuts precisely with rulers. They mount pivots securely using split pins backed with washers to reduce friction.
UKS2 (Y5/6): Pupils construct a moving model inspired by Archimedes' claw or a Greek catapult. They use hacksaws to trim timber dowels for frameworks and wind up elastic bands to store potential energy, managing axles and alignment carefully.



By building mechanical prototypes like catapults, pupils explore stored energy, axes, and tension constraints.. Source: J J Osuna Caballero / Getty Images

Week 4: Mechanical Controls – Triggers & Enhancements
The DT Focus: Refining and controlling moving systems to ensure consistent performance.
Substantive Knowledge:
LKS2: Knowing that a friction point can slow or stop a mechanical movement.
UKS2: Understanding that a **cam mechanism** converts rotary motion (turning round) into linear motion (moving up and down). Identifying shapes of cams (eccentric, pear).
Disciplinary Knowledge:
Iterative Optimisation: Modifying individual components within an assembled mechanism to minimise friction and prevent structural binding.
Learning Theme Design Activity: *The Moving Mythological Theatre.*
LKS2 (Y3/4): Pupils troubleshoot their lever assemblies. If a door catches, they expand the clearance gap or smooth the raw paper edges, testing the movement until it functions smoothly three times in a row.
UKS2 (Y5/6): Pupils introduce a rotary slider control to a Greek theatre box. They build a simple crankshaft using cardboard disks mounted off-centre on a dowel, creating an automated wave mechanism that moves a mini-ship up and down as a handle rotates.
Week 5: Culinary Innovations – Ancient Nutrition & Baking
The DT Focus: Preparing a healthy regional recipe using cross-contamination safety guidelines.
Substantive Knowledge:
LKS2: Understanding that foods must be stored and prepared hygienically (*bridge/claw knife safety grips, washing hands, surface sanitising*).
UKS2: Understanding the nutritional balance of a diet (*carbohydrates for energy, proteins for muscle development*). Knowing how local food provenance shaped the historical Greek diet (barley, figs, goat's cheese).
Disciplinary Knowledge:

Measuring & Material Processing: Measuring ingredient volumes precisely using kitchen scales and using standard culinary tools safely to alter ingredient textures.
Learning Theme Design Activity: *Baking the Spartan Traveling Bread.*
LKS2 (Y3/4): Pupils bake traditional flatbread cakes. They practice kitchen sanitation protocols. They utilise the *claw grip* to dice dried figs or dates, and mix barley flour with water and honey to create a dense, uniform dough ball ready for the oven.
UKS2 (Y5/6): Pupils iterate the recipe to meet a specific nutritional goal for an Olympic athlete traveling from Sparta. They calculate ingredient weight profiles using kitchen scales, evaluating the energy densities provided by adding crushed walnuts (fats/proteins) versus oats (complex carbohydrates).

Week 6: The Festival Testing Ground – Critiquing & Evaluating
The DT Focus: Evaluating a finished product systematically against an initial user brief.
Substantive Knowledge:
LKS2/UKS2: Recalling core evaluation metrics: *functionality, structural strength, user appeal, material economy*.
Technical Vocabulary: * Fulcrum, linkage, compression, tension, hygiene, provenance, cam rotary motion, prototype.*
Disciplinary Knowledge:
Analytical Evaluation: Critiquing structural designs objectively under performance stress, noting precisely how future iterations could solve identified engineering shortfalls.
Learning Theme Design Activity: *The Great Olympic Review Panel.*
Pupils pitch their completed mechanical models or travel food bars to an external audience. Mechanical assemblies are stress-tested until failure or success (e.g., measuring the distance a catapult shoots a foam pellet, or the maximum load a temple pediment holds). Pupils record these real performance metrics in their design journals, concluding with an explicit design update statement: *"My linkage mechanism failed because the cardboard arms flexed too much under tension. In a future build, I would replace them with a stiffer material like wooden strips."*

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Shapes are cut erratically, ignoring measured design lines. • Lever doors jam because pivots are placed too tightly against card edges without clearance. • Forgets to wash hands or clean work surfaces unless actively prompted during food preparation.	• Cuts cardboard templates cleanly along a marked straight line using a ruler scale. • Identifies and builds a functional first-class lever featuring a clear pivot point. • Makes smooth friction zones to make a moving system perform reliably. • Applies claw and bridge knife holds independently to slice ingredients cleanly.	• Adjusts design drawings based on early model failures, adding triangular corner braces. • Explains mechanical movements: *"Moving my pivot point closer to the handle means I don't have to push as hard."* • Suggests alternative healthy ingredients to enhance the taste and appeal of a basic food recipe.

Upper Key Stage 2 *(Years 5 & 6)*	• Constructs assemblies without checking balances, leading to unstable structures. • Linkages bind and lock because joint holes are misaligned or unevenly sized. • Mixes food ingredients without weighing them, resulting in an unpalatable final product.	• Integrates internal triangular gussets into a frame to distribute structural load under compression. • Employs a parallel linkage system or cam assembly that accurately transforms a force direction. • Operates a junior hacksaw safely with steady, guided downward stroke movements. • Evaluates a product objectively against a multi-point user design specification.	• Structural frames balance minimal weight formats against high load capacities. • Troubleshoots a locking mechanical system smoothly by thinning cams or shifting dowel alignment. • Justifies raw material choice: *"I selected corrugated card because the internal fluting provides high stiffness against bending."* • Balances food ingredient weights precisely to deliver targeted nutritional macronutrients.

Other Information, Ideas and Resources

These focus on different aspects of Ancient Greek life and technology:

Building and Structures:
Idea: Constructing miniature Greek temples or theatres.
DT 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).
DT 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.
DT 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).
DT 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.
DT 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.
DT 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.
DT 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.
DT 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.

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.

Considerations for Implementation

The key is for pupils to apply the *process* of design and making, using the rich history of **'The Ancient Greeks'** as their **context**.
Start with research: Encourage pupils 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 pupils to reflect on their designs and make improvements.
Connect to other subjects: Link the DT 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

Substantive Knowledge

Substantive knowledge in Geography within **'The Ancient Greeks'** learning theme focuses on how the physical environment—the mountains, the seas, and the climate—dictated how the Greeks lived, traded, and built their civilisation. In Key Stage 2, this is about moving from "locating a country" to understanding **Geographical Determinism**: the idea that *where* you live shapes *how* you live.

1. Physical Geography: Mountains and Seas
The "shape" of Greece is the most important factor in its history. Pupils should know:

Topography: Greece is roughly **80% mountainous**. These high ranges acted as natural barriers, which is why the Greeks formed independent "City-States" (like Athens and Sparta) rather than one unified country.
The Coastline: Greece has one of the longest coastlines in the world. No point in Greece is more than 50 miles from the sea.

Islands: The Greek archipelago consists of thousands of islands (the Aegean, Ionian, and Mediterranean seas).
Climate: Knowledge of the **Mediterranean climate**—hot, dry summers and mild, wet winters—and how this influenced outdoor living and crop cycles.

2. Human Geography: Settlement and Land Use
Because the land was difficult to farm, the Greeks had to be strategic about where they lived and what they grew.

The "Mediterranean Triad": Pupils should identify the three main crops: **Olives, Grapes, and Grain**.
Geography link: Olives and grapes grow well on hillsides and in poor soil, whereas grain requires flatter plains.
The Agora: This was the "human heart" of a settlement—a central marketplace and meeting step.
Resource Scarcity: Knowledge that Greece lacked large rivers and fertile plains, which forced them to look outward for resources.

3. Trade and Colonisation
Because they couldn't grow enough grain to feed everyone, the Greeks became masters of the sea.

Trade Routes: The Greeks traded wine, olive oil, and pottery for grain, timber, and papyrus from places like Egypt and the Black Sea region.
Colonisation: Pupils should understand that the Greeks "settled" other parts of the Mediterranean (like Italy and Turkey) to find more farmable land.
Navigation: Knowledge of how the Greeks used landmarks and stars to navigate the sea before the invention of modern GPS.

4. Location and Place (Mapping Skills)
This involves the practical application of geographical tools:

Locating Greece: Identifying Greece on a world map and a map of Europe.
Neighbouring Countries: Naming the seas (Aegean, Ionian, Mediterranean) and neighbouring regions (Turkey, Italy, Egypt).
City-States: Locating key sites like **Athens, Sparta, Olympia, and Mount Olympus** (the highest peak in Greece).

Comparison Table: Then vs. Now

Feature	Ancient Greece	Modern Greece
Borders	Fragmented City-States.	A unified nation-state.
Main Export	Olive oil, wine, pottery.	Tourism, shipping, refined petroleum.
Capital	No single capital (Athens was a city-state).	Athens.

Disciplinary Knowledge

The **disciplinary knowledge** for **'The 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.

Learning Objectives

Geography **learning objectives**, focusing on the interplay between Ancient Greek civilisation 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 civilisation.

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 civilisations 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 organisation.

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 utilisation.
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 organisation 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:
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.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 Geography utilises the historical backdrop of **"The Ancient Greeks"** to examine real physical and human geographical processes. It provides concurrent layouts for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)**, showing a clear progression in spatial analysis and data interpretation.
Across this unit, pupils build **substantive knowledge** (hemispheres, map coordinates, tectonic topography, Mediterranean climate biomes, resource trade, and settlement urbanisation) while developing **disciplinary knowledge** (thinking like a geographer by interpreting atlas data, analysing physical bottlenecks, evaluating settlement variables, and conducting local comparative fieldwork).

Unit Title: Mediterranean Foundations: The Physical and Human Geography of Greece
Duration: 6 Weeks (Approx. 1 hour per week)
Core Resources: Atlases, relief maps of southern Europe, climate graphs (Athens vs. London), aerial archaeology imagery, compasses, and local weather trackers.

Weekly Progression Scheme
Week 1: Locating the Hellenic World (Atlas & Mapping Skills)
The Geographical Focus: Using global mapping coordinates and standard compass directions.
Substantive Knowledge:
LKS2: Locating Greece within the continent of **Europe**. Identifying its surrounding oceans and seas (*Mediterranean Sea, Aegean Sea, Ionian Sea*). Using 4-point compass directions (N, S, E, W).
UKS2: Pinpointing Greece relative to the **Northern and Eastern Hemispheres**, the **Equator**, and the **Prime Meridian**. Using 8-point compass directions (NE, NW, SE, SW) and identifying coordinate grids.
Disciplinary Knowledge:
Spatial Mapping & Index Navigation: Navigating an atlas index efficiently to extract latitude and longitude coordinates and translating raw data onto a blank outline map.
Learning Theme Activity: *Mapping the City-States.*
LKS2 (Y3/4): Pupils use map keys and atlases to locate Greece. They shade the surrounding seas and use compass directions to write locational sentences: *"Crete is south of the Greek mainland; Asia Minor is east."*
UKS2 (Y5/6): Pupils use exact coordinate overlays to locate ancient city-states (e.g., Athens at 38°N, 23°E). They map long-distance sea routes out to Mediterranean colonies, labelling maritime channels using 8-point compass directions.

Week 2: Mountains & Islands (Physical Tectonic Relief)
The Geographical Focus: Understanding how tectonic movements shape physical terrain.
Substantive Knowledge:
LKS2: Defining **relief** (the shape and height of the land). Knowing that Greece is highly mountainous with thousands of islands.
UKS2: Understanding that Greece sits near the boundary of the **Eurasian and African tectonic plates**. Knowing how tectonic subduction creates folded mountain chains (Pindus range), fault lines, and active volcanic islands (Santorini/Thera).
Disciplinary Knowledge:

Topographical Relief Interpretation: Analysing cross-sectional elevation lines and contour maps to explain how physical barriers restrict human transit.
Learning Theme Activity: *The Broken Landscape Challenge.*
LKS2 (Y3/4): Pupils study a 3D physical relief map of Greece. They observe the jagged coastline and steep slopes, concluding that these natural mountain walls made cross-land travel difficult, explaining why ancient communities developed as isolated city-states.
UKS2 (Y5/6): Pupils examine tectonic fault maps of the Aegean basin. They track tectonic plate boundaries, detailing how subduction created the regional topography. They analyse contour intervals around historical mountain passes (like Thermopylae) to evaluate the landscape as a defensive military choke point.



LKS2 pupils analyze how Greece's mountainous relief isolated communities, shaping independent city-states.. Source: Anastasia Deriy / Getty Images

Week 3: Sun, Soil & Olives (Climate & Biomes)
The Geographical Focus: Analysing climate data patterns and their impact on agricultural production.
Substantive Knowledge:
LKS2: Differentiating between **weather** (day-to-day conditions) and **climate** (long-term weather patterns). Defining the basic features of a **Mediterranean climate** (hot, dry summers and mild, wet winters).
UKS2: Explaining why the Mediterranean basin experiences seasonal high-pressure weather systems. Identifying the typical features of the **Mediterranean shrubland/maquis biome** and explaining how native flora (olives, vines) adapt to drought conditions.
Disciplinary Knowledge:
Comparative Climatology Analysis: Interrogating and graphing dual-axis climate charts (temperature line vs. rainfall bars) to draw geographic conclusions.
Learning Theme Activity: *The Farmer's Climate Audit.*
LKS2 (Y3/4): Pupils compare monthly temperature and rainfall data for Athens and London using simplified bar charts. They identify the driest months in Greece (June–August) and discuss how this dictated the types of food grown.
UKS2 (Y5/6): Pupils construct a formal dual-axis climate graph for ancient and modern Greece. They calculate annual mean temperatures and rainfall distributions, writing a geographical profile explaining how plants like olive trees adapt structurally (waxy leaves, deep roots) to survive summer drought conditions.

Week 4: The Maritime Highway (Human Geography & Trade Routes)
The Geographical Focus: Mapping out distribution systems for essential natural resources.
Substantive Knowledge:
LKS2: Defining **imports** (goods brought into a country) and **exports** (goods sold outside a country). Knowing that Greece exported olive oil, wine, and pottery, while importing wheat and grain.
UKS2: Understanding the concept of **resource scarcity**—how a region's physical geography forces it to establish maritime trade networks. Identifying key historical trading hubs across the Aegean and Black Seas.
Disciplinary Knowledge:
Flow-Line Data Mapping: Designing and analysing distribution maps using varied line widths to represent trade volumes across maritime networks.
Learning Theme Activity: *The Aegean Shipping Logs.*
LKS2 (Y3/4): Pupils act as merchant sailors. They draw lines on maps connecting Athens to Egypt and Italy, categorising cargo icons into imports (grain from the Nile valley) and exports (olives from Attic orchards).
UKS2 (Y5/6): Pupils analyse a resource scarcity matrix for the Greek mainland. They design a flow-line map showing maritime routes across the Aegean Sea, choosing optimal courses based on dominant winds, islands, and port locations to explain how Greece overcame its lack of farmable land.



UKS2 pupils map trade routes across Aegean islands like Delos to see how maritime networks overcame resource scarcity.. Source: Aleksandra Tokarz / Getty Images

Week 5: Building an Acropolis (Urbanisation & Settlement Site Selection)
The Geographical Focus: Evaluating site variables that influence the founding and growth of a settlement.
Substantive Knowledge:
LKS2: Defining **settlement** (a place where people live). Identifying the basic resource needs for a village: *fresh water, fertile soil, defensive high ground*.
UKS2: Understanding **urbanisation** patterns. Defining the layout components of a Greek city-state: the *Acropolis* (defensive citadel hill) and the *Agora* (central market and civic flat ground hub).
Disciplinary Knowledge:
Site Suitability Appraisal: Assessing geographic data layers (elevation maps, river paths, soil profiles) to select and defend an ideal settlement location.

Learning Theme Activity: *Founding a New City-State.*
LKS2 (Y3/4): Pupils are given an illustrated landscape map with four potential settlement sites. They rate each site based on access to fresh water and defensive hills, concluding why a high rocky hill near a spring is the safest location for an early community.
UKS2 (Y5/6): Pupils act as city planners founding a colony. They work with elevation maps to plan the urban zoning of their city. They must justify the spatial placement of the *Acropolis* on steep slopes for protection, and the *Agora* on adjacent flat land near natural harbours to maximise trade.

Week 6: The Local Agora (Fieldwork & Synthesis)
The Geographical Focus: Conducting comparative fieldwork to link global settlement patterns with local realities.
Substantive Knowledge:
LKS2/UKS2: Knowing that human settlements require clear functional spaces for trade, governance, and community life.
Technical Vocabulary: *Relief, topography, latitude, tectonic plate, subduction, biome, import, export, scarcity, Acropolis, Agora.*
Disciplinary Knowledge:
Primary Fieldwork Data Collection: Conducting a land-use survey, logging data on a map using a structural key, and comparing historical urban layouts with local modern main streets.
Learning Theme Activity: *The High Street Land-Use Survey.*
Pupils step outside the school gate to conduct a local fieldwork survey, comparing their modern settlement functions with the ancient Greek *Agora*. They walk along a nearby street, mapping and color-coding buildings by category (*Commercial/Trade, Residential/Housing, Civic/Community*). Back in the classroom, they aggregate their primary field data into a pie chart or bar graph, concluding with a comparative analysis statement: *"Just like the ancient Greek Agora, our modern high street clusters commercial shops on flat, accessible ground near transport routes to maximise trade."*

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Struggles to locate European countries in an atlas without constant adult guidance. • Confuses weather with climate, assuming Greece is hot and dry every single day. • Identifies a settlement site based purely on aesthetic features like "looking pretty."	• Locates Greece on a European map and names its three surrounding seas using an atlas. • Employs 4-point compass directions correctly to describe the positions of regional islands. • Identifies the core features of a Mediterranean climate using temperature data charts.	• Describes how Greece's jagged coastline and mountainous terrain influenced its early history. • Explains the differences between the UK and Mediterranean climates using seasonal charts. • Deduces why specific settlement sites are superior by referencing both protection and resources.

		• Categorises local resources accurately into import and export groups. • Collects primary land-use data during local fieldwork and maps it using a basic key.	• Synthesises fieldwork data, drawing clear parallels between modern and ancient market spaces.
Upper Key Stage 2 *(Years 5 & 6)*	• Misreads grid lines in an atlas, misidentifying latitude and longitude values. • Identifies mountains as high ground but cannot explain the tectonic processes that formed them. • Draws trade lines across maps erratically, ignoring terrain barriers or logical routes.	• Locates historical city-states precisely using standard global coordinate inputs. • Explains the tectonic plate subduction processes that formed Greece's rugged terrain. • Constructs and interprets dual-axis climate charts tracking temperature alongside rainfall. • Explains how resource scarcity drove the growth of maritime trade networks. • Justifies urban zoning plans by referencing physical site variables. • Processes primary field data into structured charts, drawing clear conclusions.	• Evaluates the spatial impacts of tectonic activity on both ancient and modern infrastructure. • Analyses how plants adapt structurally to the drought conditions of the Mediterranean biome. • Critiques trade networks by predicting how weather patterns or conflicts disrupted shipping lines. • Formulates sophisticated fieldwork summaries: *"Our data proves that commercial zones always cluster along accessible transport links."*

Other Information, Ideas and Resources

Exploring the Physical World of Ancient Greece:

Mapping the Ancient Greek World:

Activity: Provide maps (modern or historical outlines) and have pupils 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 colonisation 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: Pupils 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: Pupils 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

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 civilisation 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

Considerations for Implementation

History

Substantive Knowledge

Substantive knowledge in History refers to the specific "facts" or "content" of the past. For KS2, the focus is on how the Ancient Greek civilisation functioned, its major achievements, and its lasting impact on the modern world. Here is the essential **substantive knowledge** for this learning theme:

1. Chronology and Time
Pupils must understand where the Greeks fit on a timeline of world history.

The Timeline: The "Golden Age" of Greece (Classical Period) occurred roughly between **500 BC and 323 BC**.
Succession: Knowledge that the Greek civilisation followed the Stone, Bronze, and Iron Ages in Britain, and preceded the Roman Empire's peak.
Key Events: The Battle of Marathon (490 BC), the building of the Parthenon (447 BC), and the death of Alexander the Great (323 BC).

2. The City-State (The Polis)
Greece was not one country; it was a collection of independent city-states with their own laws and armies.

Athens: Known for education, art, and the birth of **Democracy** (rule by the people).
Sparta: A warrior society focused on physical strength and military discipline.

The Agora: The central public space in a city-state used for assemblies and markets.

3. Democracy and Government
This is perhaps the most significant "legacy" of the Greeks.

Direct Democracy: In Athens, male citizens (not women, slaves, or foreigners) voted directly on laws in the Assembly.
The Boule: A council of 500 citizens chosen by lottery to run the daily affairs of the city.
Ostracism: A process where citizens could vote to exile a politician for ten years if they were becoming too powerful.

4. Religion and Mythology
The Greeks used stories to explain the natural world and human behaviour.

The Twelve Olympians: Knowledge of the major gods (Zeus, Hera, Poseidon, Athena, etc.) and their specific "powers" or domains.
Mount Olympus: The believed home of the gods.
Festivals: The importance of religious festivals, such as the Panathenaic Games, to honour the gods.

5. The Olympic Games
The games were a religious festival held every four years in honour of Zeus.

The Site: Olympia (not Mount Olympus).
The Events: Running, wrestling, chariot racing, and the pentathlon.
The Truce: Wars between city-states were paused to allow athletes to travel safely to the games.
Rewards: Winners received olive wreaths (crowns), not gold medals.

6. Alexander the Great and the Hellenistic Age
The story of how Greek culture spread far beyond the borders of modern Greece.

Empire Building: How Alexander of Macedon conquered Persia, Egypt, and reached as far as India.
Cultural Exchange: How Greek ideas blended with Eastern cultures, creating the "Hellenistic" world.

Historical Vocabulary

Term	Definition
Citizen	A person with the right to participate in government (only adult men in Athens).
Hoplite	A heavily armed foot soldier of Ancient Greece.
Legacy	Something handed down from the past (e.g., Democracy, the Olympics).
Primary Source	An artefact or document created during the time being studied (e.g., a Greek vase).

Disciplinary Knowledge
The **disciplinary knowledge** for the Key Stage 2 learning theme of **'The 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.

Learning Objectives
History **Learning 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 civilisation 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, pupils). 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.
Lesson Ideas
This 6-week Medium-Term Plan for Key Stage 2 History frames the study of **"The Ancient Greeks"** as a rigorous historical investigation. It maps out concurrent progression pathways for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)**. Across this unit, pupils build **substantive knowledge**

(chronology, city-states, the birth of democracy, warfare systems, primary artefacts, and legacy) while sharpening their **disciplinary knowledge** (thinking like a historian by analysing source reliability, interpreting historical perspectives, identifying cause and consequence, and evaluating historical significance).

Unit Title: The Crucible of Culture: Power, Perspectives, and Legacy in Ancient Greece
Duration: 6 Weeks (Approx. 1 hour per week)
Core Resources: Chronological timelines (BCE/CE), artefact packs (pottery sherds, images of *ostraca*), translated primary sources (Herodotus, Plutarch), structural writing frames, and modern architectural reference photos.

Weekly Progression Scheme
Week 1: Mapping the Timeline (Chronology & Periodisation)
The Historical Focus: Placing the Greek civilization within a wider temporal context and understanding historical intervals.
Substantive Knowledge:
LKS2: Ordering the main eras of Greek history (*Archaic, Classical, Hellenistic*). Understanding **BCE (Before Common Era)** and **CE (Common Era)** as a linear timeline format.
UKS2: Understanding how the golden age of Greece overlapped with, influenced, and was ultimately absorbed by other ancient empires (Ancient Egypt, the Roman Empire). Defining *periodisation* (how historians group time).

Disciplinary Knowledge:
Chronological Understanding: Building and analysing linear timelines to cross-reference concurrent global empires and calculate intervening centuries accurately.
Learning Theme Activity: *The Timeline Anchor.*
LKS2 (Y3/4): Pupils construct a physical string timeline across the room. They clip events (the first Olympic Games, the Battle of Marathon) onto the line, ordering BCE dates chronologically backwards from zero.
UKS2 (Y5/6): Pupils build a comparative matrix timeline. They plot classical Greece alongside the late New Kingdom of Egypt and the early Roman Republic, analysing how these cultures traded and clashed concurrently.

Week 2: A Tale of Two Cities (Historical Perspectives & Lifestyles)
The Historical Focus: Comparing contrasting cultural value systems using historical source materials.
Substantive Knowledge:
LKS2: Knowing that Greece was split into independent **city-states (poleis)**. Identifying the contrasting societal styles of **Athens** (art, philosophy, democracy) and **Sparta** (military focus, physical discipline).
UKS2: Dissecting the social hierarchies of the city-states. Knowing the status of citizens, women, metics (foreigners), and *helots* (enslaved populations) in both regions.
Disciplinary Knowledge:
Historical Interpretation: Analysing how different environmental and political structures cause two neighbouring communities to form completely distinct societal systems.
Learning Theme Activity: *The Citizen's Debate.*

LKS2 (Y3/4): Pupils analyse simplified diary entries written by a young Athenian schoolboy versus a Spartan boy undergoing the *agoge* training system. They write a comparative paragraph outlining the key values of each society.
UKS2 (Y5/6): Pupils contrast the social freedom of women in Sparta (who could own property and train athletically) against the secluded lifestyle of women in democratic Athens, evaluating how our modern perception of "freedom" changes when we study disenfranchised groups in history.

Week 3: Power to the People? (The Evolution of Democracy)
The Historical Focus: Identifying systemic changes and structural turning points in political history.
Substantive Knowledge:
LKS2: Defining **democracy** (rule by the people) and tracing its roots to ancient Athens. Identifying the *Ecclesia* (the assembly where citizens voted directly on laws).
UKS2: Knowing the mechanics of Athenian democracy, including the use of *cleroteria* (random lottery machines for jury selection) and the practice of **ostracism** (exiling citizens using broken pottery ballots).
Disciplinary Knowledge:
Cause & Consequence: Evaluating the micro-mechanisms of power structures to weigh who benefited from systemic political innovations and who was excluded.
Learning Theme Activity: *The Ostracon Vote.*
LKS2 (Y3/4): Pupils simulate the *Ecclesia* on the school playground. They vote on a class rule using coloured tokens, discovering the difference between direct democracy and modern representative voting.
UKS2 (Y5/6): Pupils examine images of real **ostraca** fragments uncovered in the Athenian Agora. They trace the political motivations behind the exile of leaders like Themistocles, debating whether direct democracy protected the city or simply allowed wealthy orators to sway public opinion.



UKS2 pupils handle replica ostraka to investigate how ancient voting systems guarded against tyranny.. Source: MeisterDrucke

Week 4: Clashing Empires (Historical Cause & Significance)
The Historical Focus: Analysing the catalysts and geopolitical impacts of major military conflicts.
Substantive Knowledge:
LKS2: Recalling the narrative details of the **Persian Wars** (Marathon, Thermopylae, Salamis). Knowing what a *hoplite* soldier was.
UKS2: Understanding the tactical framework of the **phalanx formation**. Explaining how the unexpected Greek victory over the Achaemenid Persian Empire catalysed the rise of the Athenian golden age.
Disciplinary Knowledge:

Evaluating Historical Significance: Assessing how specific short-term military victories created long-term geopolitical shifts across Europe.
Learning Theme Activity: *Deconstructing the Phalanx.*
LKS2 (Y3/4): Pupils act as war correspondents. They draw an illustrated field guide detailing a hoplite's armour (bronze cuirass, large round *aspis* shield) and write an account explaining how the shield wall kept the line safe.
UKS2 (Y5/6): Pupils analyse the causes of the conflict. They read translated excerpts from Herodotus (The Histories). They investigate the tactical setup of the phalanx at the Battle of Marathon and formulate an essay evaluating why this specific victory was a critical turning point for Western civilisation.



LKS2 pupils study the phalanx configuration to discover how tactical innovations shifted historical power balances.. Source: DEA / C. BALOSSINI / De Agostini/Getty Images

Week 5: Unlocking the Artefacts (Source Reliability & Bias)
The Historical Focus: Questioning the intent, origin, and completeness of historical evidence.
Substantive Knowledge:
LKS2: Differentiating between a **primary source** (evidence created at the time of study) and a **second-hand / secondary source** (created after the event).
UKS2: Defining **historical bias** and recognising the limitations of an incomplete archaeological record (e.g., why pottery survives but fabrics rot).
Disciplinary Knowledge:
Source Interrogation & Cross-Examination: Cross-examining multiple primary sources, pointing out contradictions, and evaluating an author's potential hidden motives.
Learning Theme Activity: *The Mystery Vase Investigation.*
LKS2 (Y3/4): Pupils act as museum curators analysing an artefact image. They distinguish between the primary evidence (the physical object) and the secondary evidence (a modern textbook caption detailing its meaning).
UKS2 (Y5/6): Pupils are presented with a historical mystery: *What actually happened at the Battle of Thermopylae?* They cross-examine an extract by the Greek historian Herodotus alongside Persian records. They identify potential bias in Herodotus' patriotic language and write a critical review evaluating his reliability as a source.

Week 6: The Shadows of the Past (Historical Legacy)
The Historical Focus: Tracking the continuity and adaptation of ancient ideas over time.
Substantive Knowledge:
LKS2/UKS2: Identifying the tangible legacies of Greek culture in our daily lives: the **Olympic Games**, the roots of **theatre** (tragedy/comedy), scientific concepts (Archimedes, Pythagoras), and classical **architecture** (columns).
Technical Vocabulary: *BCE, CE, Polis, Democracy, Ostracism, Hoplite, Phalanx, Primary Source, Bias, Continuity, Legacy.*
Disciplinary Knowledge:
Continuity and Change: Tracing how an idea transforms as it passes through different eras, and identifying which elements remain continuous.
Learning Theme Activity: *The Legacy Trail.*
Pupils conduct a local historical investigation. They audit modern public buildings (like banks, libraries, or town halls) to find architectural echoes of Greek columns. They conclude the term by producing a museum label linking an ancient invention directly to its modern counterpart, summarising their ideas: *"While modern democracy allows all adults to vote for representatives rather than voting directly on every law, the underlying principle that power belongs to the citizens remains a direct legacy of ancient Athens."*

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Places BCE dates erratically on a timeline, struggle to understand counting backward from zero. • Groups Athens and Sparta together as a single culture, missing their societal differences. • Mistakes any old book or text for a primary source document.	• Places key eras and events correctly along a structured linear BCE/CE timeline. • Outlines the distinct daily differences between life in classical Athens and militaristic Sparta. • Defines democracy clearly and describes how the ancient *Ecclesia* functioned. • Differentiates accurately between a primary artefact and a secondary explanation. • Identifies architectural column styles on local community buildings.	• Explains how the geography of isolated valleys led naturally to independent city-states. • Compares ancient direct voting systems with modern elections, noting key structural exclusions. • Deduces the functions of historical artefacts by observing subtle painted details. • Articulates how ancient legacies shape modern sports, arts, and science sectors.
Upper Key Stage 2	• Fails to synchronise timelines, treating different global	• Cross-references concurrent global	• Explains the systemic impacts of periodisation,

(Years 5 & 6)	civilisations as completely separate stories. • Summarises conflicts in simple terms of "good vs. bad" without identifying causes. • Accepts primary source texts as absolute facts, ignoring potential author motivations.	empires across a unified master timeline grid. • Evaluates how social status exclusions impacted women and slaves within democracy. • Explains the political motives behind the practice of ostracism using primary images. • Evaluates how the Persian War victory enabled the growth of the Athenian golden age. • Interrogates sources systematically for bias, noting limitations in the archaeological record. • Traces historical principles of architecture and government across eras to map continuity.	suggesting alternative timeline divisions. • Critiques the internal contradictions of Athenian society: celebrating freedom while relying on slavery. • Cross-examines contradictory primary accounts to reconstruct a balanced view of historical events. • Formulates sophisticated summaries: *"Herodotus' account is valuable for understanding Athenian pride, but his statistics must be questioned because he wanted to emphasise the significance of the victory."*

Other Information, Ideas and Resources

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 pupils 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? Pupils 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). Pupils 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.

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

Considerations for Implementation

Modern Foreign Languages

Substantive Knowledge

In KS2 MFL, the link to 'T**he Ancient Greeks'** isn't about speaking Ancient Greek (which is a "dead" language). Instead, the **substantive knowledge** focuses on **Etymology**—understanding how the Greek language is the "DNA" of English and many European languages like French or Spanish. It is also an opportunity to explore the **Greek Alphabet**, which provides a foundational understanding of how different writing systems function.

1. The Greek Alphabet (Phonetics and Script)
Pupils should recognise that different languages use different writing systems (scripts).

The Alphabet's Name: The word "alphabet" itself comes from the first two Greek letters: **Alpha** (α) and **Beta** (β).
Letter Recognition: Identifying common Greek letters and their sounds (e.g., Δ = Delta, π = Pi, Ω = Omega).
Decoding: The skill of "transliteration"—taking a Greek word and writing it in the Roman alphabet

2. Etymology: Greek Roots in Modern Languages
A significant portion of English and Romance language vocabulary is built from Greek "root" words. Pupils should learn to identify these to help them decode unfamiliar words.

Greek Root	Meaning	Modern English Examples
Tele	Far / Distant	Telephone, Telescope, Television
Graph	To write	Biography, Graphic, Autograph
Phon	Sound	Phonics, Microphone, Symphony
Bio	Life	Biology, Biosphere, Biodegradable

Micro	Small	Microscope, Microchip, Microwave

3. Language Evolution and Loanwords
Pupils should understand how languages "borrow" from one another.

Scientific and Technical Terms: Knowledge that most modern medical and scientific terms are Greek-based because the Greeks were pioneers in those fields (e.g., *Paediatrician, Thermometer, Astronaut*).
Compound Words: Understanding how the Greeks combined two ideas to make a new word, such as *Philos* (love) + *Sophia* (wisdom) = **Philosophy**.
4. Intercultural Understanding
MFL at KS2 aims to broaden pupils' horizons by comparing cultures.

Modern Greek vs. Ancient Greek: Understanding that while the language has evolved, people in Greece today still use a form of the same alphabet.
Cognates: Identifying words that sound similar across English, French, Spanish, and Greek because of their shared roots (e.g., "Music" in English is *Musique* in French and *Mousiki* in Greek).
Key Linguistic Vocabulary
Root Word: The basic part of a word that carries the main meaning.
Prefix: A group of letters added to the beginning of a word (e.g., *Tele-*).
Suffix: A group of letters added to the end of a word (e.g., *-ology*, meaning "the study of").
Script: The specific set of characters used for writing a language.

Disciplinary Knowledge

The **disciplinary knowledge** for the Key Stage 2 learning theme of **'The Ancient Greeks'** in relation to **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 learning 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., α, β, γ, Δ).

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.

Learning Objectives

MFL **learning 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.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 MFL uses the learning theme **"The Ancient Greeks"** to deliver a structured language curriculum. It is designed to work with **French** or **Spanish**. Across this unit, pupils master **substantive knowledge** (core nouns, gender agreements, verb conjugations, adjectival positioning, and phonics link patterns) while explicitly developing **disciplinary knowledge** (thinking like a linguist by spot-checking word roots, decoding unfamiliar text using context clues, manipulating sentence structures, and translating phonemes into correct accents).

Unit Title: The Polyglot Odyssey: Investigating Language Roots and Structure via Ancient Greece
Duration: 6 Weeks (Approx. 1 hour per week)
Target Language: Adaptable for French or Spanish (Examples below use French *[FR]* and Spanish *[ES]*)

Weekly Progression Scheme
Week 1: Etymology Detectives (Linguistic Roots & Cognates)
The MFL Focus: Identifying word origins and utilising cognates to decode meaning.
Substantive Knowledge:
LKS2: Defining a **cognate** (a word that looks and sounds similar in two languages because they share a root). Identifying Greek word roots (*tele, micro, geo, poly*).
UKS2: Defining **etymology** (the study of the origin of words). Understanding how Latin and Greek structural roots built modern European vocabularies.
Disciplinary Knowledge:
Linguistic Decoding: Analysing unfamiliar foreign vocabulary to trace historical root connections and deduce literal meanings without a dictionary.
Learning Theme Activity: *Unlocking the Greek Code.*
LKS2 (Y3/4): Pupils are given target language cards (e.g., *FR: la géographie, le téléphone / ES: la geografía, el teléfono*). They circle the ancient Greek root parts (*geo* = earth, *tele* = far) to match them to their modern meanings.
UKS2 (Y5/6): Pupils trace how ancient Greek vocabulary passed through Roman Latin into modern languages. They build an etymological tree map showing how the Greek word *Polis* (city) transformed into modern terms like *FR: la politique, le policier / ES: la política, el policía*.

Week 2: Gods on Mount Olympus (Nouns, Gender & Articles)
The MFL Focus: Classifying nouns by grammatical gender and selecting matching articles.
Substantive Knowledge:
LKS2: Knowing that every noun in the target language has a grammatical gender: **masculine** or **feminine**. Identifying singular definite articles (*FR: le/la / ES: el/la*).
UKS2: Understanding how names ending in vowels or consonants often hint at gender rules. Identifying plural definite articles (*FR: les / ES: los/las*).

Disciplinary Knowledge:
Grammatical Categorisation: Categorising nouns systematically by gender parameters and applying correct determiner adjustments.
Learning Theme Activity: *Sorting the Olympic Pantheon.*
LKS2 (Y3/4): Pupils learn vocabulary for Greek gods and symbols (e.g., *FR: le dieu, la déesse, le foudre, la mer / ES: el dios, la diosa, el rayo, el mar*). They sort the deities into masculine and feminine camps on a display chart, matching them with their correct singular articles.
UKS2 (Y5/6): Pupils expand the pantheon into plural pairings (e.g., *FR: les temples, les mythes / ES: los templos, los mitos*). They practice chanting the vocabulary aloud, focusing on how pronunciation shifts smoothly from singular to plural forms.

Week 3: Describe the Mythical Beast (Adjectives & Agreement)
The MFL Focus: Changing adjective endings to agree with noun gender and number.
Substantive Knowledge:
LKS2: Knowing that in French and Spanish, adjectives usually go **after** the noun they describe. Learning basic size and colour adjectives.
UKS2: Mastering the rules of **adjectival agreement** (adding endings like *-e, -s, -as* to match the exact gender and number profile of the noun).
Disciplinary Knowledge:
Structural Code Manipulation: Tweaking word endings intentionally to satisfy complex grammatical agreement rules within a descriptive sentence.
Learning Theme Activity: *Cataloging the Monsters.*
LKS2 (Y3/4): Pupils draw a Minotaur or Hydra. They write basic noun-adjective blocks, ensuring the descriptive words sit behind the noun (e.g., *FR: un lion vert / ES: un león verde*).
UKS2 (Y5/6): Pupils write an advanced inventory profile for a collection of beasts. They must manipulate the endings based on the gender of the creature:
ES: El Minotauro es alto y peludo. (Masculine Singular)
ES: La Medusa es alta y peligrosa. (Feminine Singular)
They justify their spelling updates using a grammar matrix.

Week 4: The Ancient Marketplace (Verbs & Action)
The MFL Focus: Conjugating high-frequency verbs in the present tense to express actions.
Substantive Knowledge:
LKS2: Defining an **infinitive** (the raw, unchanged form of a verb). Learning the first-person singular form ("I") of high-frequency transactional verbs (*to buy, to see, to have*).
UKS2: Learning the full singular present-tense paradigm ("I", "You", "He/She") for core target language verbs.
Disciplinary Knowledge:
Verb Substitution Processing: Selecting and substituting pronoun starters and corresponding verb endings to alter the subject of a sentence smoothly.
Learning Theme Activity: *Trading in the Agora.*
LKS2 (Y3/4): The classroom turns into an ancient market. Pupils practice speaking patterns using first-person structures to swap goods: *FR: "J'achète des olives" / ES: "Compro aceitunas"* ("I buy olives").

UKS2 (Y5/6): Pupils build a running dialogue transcript between a merchant and a buyer. They conjugate the verbs across changing perspectives: *FR: "Qu'est-ce que tu achètes?" / "Il achète du pain"* ("What are you buying?" / "He buys bread"), swapping endings accurately during fast-paced conversation.

Week 5: Travel to the City-States (Prepositions & Questions)
The MFL Focus: Formulating questions and combining locations with correct prepositions.
Substantive Knowledge:
LKS2: Learning target language interrogative words (*Where, What, Who*). Knowing the basic preposition for "to" or "in".
UKS2: Mastering contracted prepositions when travelling to masculine or feminine regions (e.g., *FR: à + le = au / à + la = à la* or *ES: a + el = al*).
Disciplinary Knowledge:
Syntax Mapping: Constructing functional question-and-answer loops using correct word order constraints.
Learning Theme Activity: *The Island Messenger.*
LKS2 (Y3/4): Pupils play the role of running messengers moving between Athens and Sparta. They practice asking directional questions: *FR: "Où est Athènes ?" / ES: "¿Dónde está Atenas?"* and reply with basic map indicators.
UKS2 (Y5/6): Pupils plan a diplomatic itinerary card around Greece. They must choose the correct contracted prepositions depending on the grammatical profile of the destination city or island: *FR: "Je vais au Péloponnèse" (masc) but "Je vais à la Canée" (fem)*, detailing their routes on a tracking map.

Week 6: The Olympic Proclamation (Phonics & Performance)
The MFL Focus: Applying target language phonics rules to read aloud with fluent pronunciation.
Substantive Knowledge:
LKS2/UKS2: Identifying key **grapheme-phoneme correspondences (GPCs)**—how specific letter combinations make unique sounds in the foreign language (e.g., French *'ou'*, *'ch'*, or silent final consonants; Spanish *'ll'*, *'j'*, or *'ñ'*).
Disciplinary Knowledge:
Phonological Articulation: Applying non-English sound rules systematically when reading an unfamiliar script out loud to perform with fluent expression and correct pronunciation.
Learning Theme Activity: *The Herald's Olympic Speech.*
Pupils are handed an "ancient scroll" containing a short proclamation celebrating the values of the Olympic Games written in the target foreign language. They work in small groups, scanning the text specifically to highlight target spelling triggers they have studied. Pupils take turns performing the speech from a podium in the classroom, focusing on crisp pronunciation, accurate emphasis on vowels, and proper rhythm, celebrating their language development at the end of the term.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Translates words literally without noticing that cognates share underlying roots.	• Identifies common Greek roots in foreign words to figure out meanings.	• Explains *why* a word is a cognate by tracing its root spelling patterns. • Predicts noun genders accurately by spotting

	• Randomly matches articles (*le/la*) to nouns, ignoring gender properties. • Places adjectives in front of nouns, mimicking English word patterns.	• Sorts nouns into masculine and feminine groups, selecting matching singular articles. • Positions basic adjectives behind nouns accurately (*un temple blanc*). • Uses first-person singular verbs correctly within structured speaking tasks.	common word ending clues. • Builds short descriptive phrases independently without relying on writing frames. • Switches vocabulary items in a sentence template while keeping the correct grammar structure.
Upper Key Stage 2 *(Years 5 & 6)*	• Forgets to alter adjective endings, leaving all descriptors in the masculine form. • Confuses verb infinitives with conjugated endings when writing sentence tasks. • Pronounces foreign text using English phonetic rules, resulting in inaccurate accents.	• Traces vocabulary roots historically from ancient Greek through modern target options. • Adjusts adjective spelling endings to agree with the gender and number of plural nouns. • Conjugates present-tense verbs accurately across singular perspectives ("I", "You", "He/She"). • Selects and applies contracted prepositions correctly based on destination variables. • Pronounces target language phonics rules smoothly during oral reading performances.	• Deconstructs unfamiliar sentence layouts, isolating root verbs and modifiers easily. • Employs multi-layered adjectival agreements smoothly across complex written paragraphs. • Navigates variable verb conjugations fluidly during fast-paced, interactive conversations. • Identifies and corrects intentional grammatical errors inside complex target language text. • Reads aloud with natural expression, rhythm, and clear accent control.

Other Information, Ideas and Resources

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 pupils 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 pupils 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.

Considerations 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

Substantive Knowledge

In KS2 Music, the study of **'The Ancient Greeks'** focuses on the **origins of Western music theory**, the role of music in society, and the physical properties of early instruments. While we have very few surviving "scores" of their music, their **substantive** impact on how we understand notes, rhythms, and harmony is immense.

1. The Physics of Sound (Pythagoras)
The Greeks were the first to treat music as a branch of mathematics. Pupils should know:

Harmonic Intervals: Pythagoras discovered that the length of a string determines its pitch. If you halve the length of a string, it sounds exactly one **octave** higher.
Mathematical Ratios: Understanding that musical "intervals" (the distance between notes) are based on simple mathematical ratios.

2. Ancient Greek Instruments
Pupils should be able to identify and categorise the primary instruments of the era:

The Lyre / Kithara: String instruments associated with the god Apollo. They were used to accompany epic poetry and singing.
The Aulos: A double-piped reed instrument (similar to an oboe). It was used for festivals, processions, and even to keep time for rowers on triremes.
Percussion: Instruments like the **Krotala** (wooden clappers) and **Tympanon** (hand drum) used in energetic dances.
3. The Power of "Ethos"
The Greeks believed music had the power to change a person's character or behaviour.

Music and Mood: Different types of music (called **Modes**) were thought to make people feel different ways—some made you brave and warlike (the Dorian mode), while others were seen as relaxing or even "corrupting."
Education: Music was an essential part of a young Greek's education (*mousike*), alongside gymnastics and mathematics.

4. Musical Terminology (Etymology)
Many of the words we use in music lessons today are direct Greek "legacy" words.

Music: Derived from the **Muses**, the nine goddesses of inspiration in the arts and sciences.
Chorus: Originally referred to a group of performers who sang and danced in Greek plays.
Rhythm: From the Greek *rhythmos*, meaning a regular recurring motion.

Orchestra: Originally the circular "dancing space" in a Greek theatre where the chorus performed, located between the audience and the stage.

5. Notation and Performance
The Seikilos Epitaph: Knowledge that this is the oldest surviving complete musical composition (engraved on a tombstone).
Monophony: Understanding that most Greek music was "monophonic"—meaning everyone sang the same melody at the same time, rather than using complex harmonies.

Comparison: Ancient vs. Modern Music

Feature	Ancient Greek Music	Modern Music
Notation	Letters of the alphabet placed above lyrics.	Five-line staves with circular notes.
Purpose	Religious rites, theatre, and storytelling.	Entertainment, personal expression, and digital media.
Scales	Based on "Modes" (Dorian, Phrygian, etc.).	Primarily Major and Minor scales.

Disciplinary Knowledge

The **disciplinary knowledge** for the Key Stage 2 learning theme of **'The 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 pupils 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.

Learning Objectives

Performing & Singing:
Singing with Expression: Pupils 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: Pupils 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: Pupils 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: Pupils 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: Pupils 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: Pupils will be able to compose and perform simple rhythmic patterns that might have accompanied Ancient Greek dances or poetry.
Using Technology: Pupils 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: Pupils 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: Pupils 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: Pupils 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: Pupils 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: Pupils 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: Pupils will be able to understand how music might have been used in Ancient Greek theatre.
Music and Celebrations: Pupils will be able to learn about the role of music in Ancient Greek festivals and celebrations, such as the Olympic Games.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 Music frames the study of **"The Ancient Greeks"** as a creative composition and performance journey. It maps out concurrent progression pathways for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)**, ensuring clear development in rhythmic precision, melodic control, and score interpretation. Across this unit, pupils build **substantive knowledge** (the elements of music—pitch, duration, dynamics, tempo, timbre, texture; ancient Greek instruments like the *kithara* and *aulos*; rhythmic notation values; and structural modes) while sharpening their **disciplinary knowledge** (thinking like a musician by improvising motifs, performing collectively with rhythmic accuracy, interpreting graphic and standard notation, and evaluating structural balance).

Unit Title: The Echoes of Apollo: Rhythms, Modes, and Myths of Ancient Greece
Duration: 6 Weeks (Approx. 1 hour per week)
Core Resources: Tuned percussion (glockenspiels, xylophones), untuned percussion (tambourines, hand drums, woodblocks), manuscript paper, whiteboards, audio recordings of surviving fragments (e.g., *Hurrian Hymn* or *Epitaph of Seikilos*).

Weekly Progression Scheme
Week 1: Listening & Appraising – The First Melodies
The Musical Focus: Developing critical listening skills and identifying specific instrumental timbres.
Substantive Knowledge:
LKS2: Knowing that the word *music* comes from the Greek "Muses." Identifying traditional Greek instruments by sight and sound: the **lyre / kithara** (stringed plucked instruments) and the **aulos** (a double-reeded pipe instrument).
UKS2: Understanding that the Greeks wrote down music using an early alphabetic notation code. Identifying historical fragments like the *Epitaph of Seikilos* as the oldest surviving complete musical composition.
Disciplinary Knowledge:
Aural Analysis: Deconstructing recorded music to isolate individual instrumental timbres, shifts in pitch, and dynamic levels, tracking structural variations over time.
Learning Theme Activity: *The Muse's Archive.*

LKS2 (Y3/4): Pupils listen to modern reconstructions of lyre and aulos music. They use flashcards to sort instruments by family (strings vs. woodwind) and describe the sound textures using descriptive words (*bright, reedy, hollow*).
UKS2 (Y5/6): Pupils analyse the *Epitaph of Seikilos*. They map the melody's pitch line visually in their music journals, identifying how the song shifts dynamics to project a reflective, solemn mood.

Week 2: Rhythms of the Epic Poets (Duration & Pulse)
The Musical Focus: Keeping a steady pulse and reading rhythmic notation values.
Substantive Knowledge:
LKS2: Defining **pulse** (the steady heartbeat of the music) and **rhythm** (the pattern of long and short notes). Knowing the durations of a **crotchet** (1 beat) and **paired quavers** (½ beat each).
UKS2: Understanding how the metre of Greek poetry (like Homer's epic dactylic hexameter) dictated musical rhythms. Knowing the value of a **minim** (2 beats) and a **crotchet rest** (1 beat of silence).
Disciplinary Knowledge:
Rhythmic Interlocking & Performance: Maintaining a steady internal tempo while performing syncopated rhythmic patterns collectively against a changing counter-pulse.
Learning Theme Activity: *March of the Hoplites.*
LKS2 (Y3/4): Pupils clap out word patterns based on Greek mythology (e.g., *"Zeus-with-his-bolt"* → crotchet, paired quavers, crotchet). They read basic 4-beat rhythm strips on a board and perform them on hand drums to maintain a steady cadence.
UKS2 (Y5/6): Pupils perform a complex multi-layered drum cadence mimicking a Spartan army advance. Layer A holds a steady pulse on a deep drum; Layer B layers an independent rhythm pattern using minims, crotchets, and rests on tambourines, keeping both structures perfectly aligned.

Week 3: Unlocking the Greek Modes (Pitch & Melody)
The Musical Focus: Navigating intervals on a tuned instrument using specific step structures.
Substantive Knowledge:
LKS2: Defining **pitch** (how high or low a sound is) and recognising stepwise movements on a glockenspiel keyboard layout.
UKS2: Defining a **mode** (an early scale system featuring distinct arrangements of intervals). Identifying the *Dorian mode* (often used for powerful, stoic themes) and the *Phrygian mode* (used for dramatic, energetic themes).
Disciplinary Knowledge:
Melodic Improvisation: Selecting and playing notes intentionally within a modal system to build a highly expressive, independent musical phrase.
Learning Theme Activity: *Modal Musings on Mount Olympus.*
LKS2 (Y3/4): Pupils are given a restricted pitch framework (C, D, E, F, G). They use glockenspiels to improvise a short "flying motif" for Hermes, ensuring notes step smoothly up and down without leaping erratically.
UKS2 (Y5/6): Pupils explore modes on tuned percussion. By isolating notes (e.g., starting and ending on D using white keys to trace the Dorian profile), they create a battle motif for Ares. They contrast this dark sound with a brighter major key configuration to hear how scales manipulate tone.

Week 4: The Sound Matrix (Graphic Notation & Storytelling)
The Musical Focus: Creating and reading alternative notation shapes to document musical ideas.
Substantive Knowledge:

LKS2/UKS2: Defining **graphic notation** (using symbols, lines, and shapes rather than traditional staff notes to represent musical parameters). Understanding that the vertical position means pitch and the horizontal layout means time.
Disciplinary Knowledge:
Translating Symbols into Sound: Translating abstract, custom graphic symbols accurately into controlled acoustic gestures, and conducting peers using a visual score template.
Learning Theme Activity: *Scoring the Labours of Hercules.*
LKS2 (Y3/4): Pupils create a graphic score detailing Hercules fighting the Hydra. Wavy lines indicate rising pitch, large blocks mean loud dynamics (*forte*), and dots mean short, sharp beats (*staccato*). They perform their custom score in small groups.
UKS2 (Y5/6): Pupils build an intricate, multi-tiered graphic score tracking the escape from the Minotaur's labyrinth. The layout splits into three distinct layers: high pitch sound effects (shakers), a steady pulse track (woodblocks), and a low melodic ostinato (xylophones). They use standard dynamic symbols (p, mp, f, ff) to manage the tension.



Pupils use alternative graphic scores to chart experimental textures and dynamic changes before mastering staff lines.. Source: ashusha / Getty Images

Week 5: Mythological Masterpieces (Composition Synthesis)
The Musical Focus: Combining rhythm, melody, and texture to build a cohesive composition.
Substantive Knowledge:
LKS2: Defining **drone** (a continuous sustained low note underneath a moving melody).
UKS2: Defining **ostinato** (a continually repeated musical phrase or rhythm pattern). Understanding how changing **textures** (*monophonic* vs. *polyphonic*) alter a piece's depth.
Disciplinary Knowledge:
Structural Composition: Arranging distinct instrumental sections systematically into a performance layer that features a clear beginning, middle development, and resolution.
Learning Theme Activity: *The Flight of Icarus.*
LKS2 (Y3/4): Pupils compose a piece tracking Icarus. Layer A maintains a solid low C drone on a bass xylophone (representing the heavy sun). Layer B layers an expressive glockenspiel melody that rises in pitch before descending quickly down to represent the fall.

UKS2 (Y5/6): Pupils compose a multi-part structure detailing the flight. They employ a rhythmic ostinato on hand drums to mirror the flapping of wings, juxtaposed against a multi-part modal melody that expands texturally from a single monophonic line into a dense, polyphonic layer as the heat builds.

Week 6: The Amphitheatre Showcase – Performance & Critique
The Musical Focus: Performing dynamically as part of an ensemble and appraising peer output critically.
Substantive Knowledge:
LKS2/UKS2: Understanding the role of a conductor in maintaining tempo and balance.
Technical Vocabulary: *Pulse, pitch, duration, timbre, texture, drone, ostinato, graphic notation, Dorian mode, staccato, dynamics.*
Disciplinary Knowledge:
Ensemble Evaluation & Performance: Performing a complex piece in unison with expressive dynamic adjustments, and delivering critical feedback focused on technical execution.
Learning Theme Activity: *The Festival of Dionysus.*
The classroom becomes an ancient Greek amphitheatre. Small groups perform their complete Week 5 compositions from a central performance circle. Pupils act as a critical audience, using an evaluation sheet to appraise each group's balance. They leave targeted feedback: *"The ostinato was kept steady, but the melody layer was too loud, which drowned out the texture of the low drone."*

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Pulse is erratic, matching changes in personal clapping speed rather than the group. • Plays tuned percussion randomly without checking if pitch steps up or down. • Graphic scores are messy doodles that don't indicate distinct changes in duration or volume.	• Maintains a rock-solid steady pulse on an untuned percussion instrument. • Differentiates crotchet and paired quaver durations across performance tasks. • Improvises simple melodies that step smoothly within a basic 5-note pitch framework. • Translates personal graphic score shapes accurately into controlled sound textures. • Identifies the distinct timbres of stringed lyres versus reedy pipe instruments.	• Leads an ensemble performance independently, keeping peers perfectly in time. • Explains composition choices: *"I used staccato hits here to make the monster sound snappy."* • Layer dynamic changes smoothly from quiet (*piano*) to loud (*forte*) without losing rhythm.
Upper Key	• Drops out of rhythm patterns during complex	• Performs complex syncopated rhythmic	• Improvises sophisticated modal

Stage 2 *(Years 5 & 6)*	syncopated or multi-layered group parts. • Plays notes outside the designated modal key framework, breaking the mood of the piece. • Graphic scores lack explicit layers, combining all instruments onto a single confusing track.	rhythms while keeping an independent counter-pulse. • Constructs and performs melodic motifs using the distinct step rules of the Dorian mode. • Coordinates a three-part group composition featuring an ostinato, melody, and drone track. • Employs standard dynamic symbols (p, f, cresc.) to sculpt expressive tension arcs. • Evaluates performances objectively using precise musical terminology.	variations that interact fluidly with shifting backing ostinatos. • Conducts a complex multi-layered graphic score using clear, expressive physical cues. • Formulates advanced appraisals: *"The polyphonic texture in the middle section captured the chaos of the labyrinth beautifully by setting the two melodies against each other."*

Other Information, Ideas and Resources

Exploring Ancient Greek Instruments and Sounds:

Lyre Imitations: Introduce the lyre as a key instrument. Pupils 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 pupils 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). Pupils 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 pupils 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. Pupils 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). Pupils 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. Pupils 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. Pupils can create fanfares using brass instruments (or classroom equivalents) and rhythmic chants to celebrate the athletes.

Composition and Creativity:
Creating a "Greek" Melody: Encourage pupils 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 pupils 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).

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.
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.

Considerations for Implementation

Physical Education
Substantive Knowledge

The **substantive knowledge** focuses on the origins of modern sporting events, the physical techniques required for ancient disciplines, and the Greek philosophy of *Gymnasion* (training the body and mind together).

1. The Ancient Olympic Games (Events and Techniques)
Pupils should know the specific disciplines that made up the original games and how their techniques differ from modern versions:

The Pentathlon: A five-event competition consisting of the **Stadion** (sprint), **Javelin**, **Discus**, **Long Jump**, and **Wrestling**.
The Long Jump (Halteres): Knowledge that Greeks used stone or lead weights called *halteres* to swing forward and increase their jumping distance.
Combat Sports: Understanding the difference between **Wrestling** (Pale) and **Boxing** (Pygmachia), as well as **Pankration** (a mix of both).
Running: Knowing the "Stadion" (approx. 192 metres) was the premier race, and the "Hoplitodromos"—a race performed in full armour and shields.

2. Athletics: Throwing and Jumping Mechanics
This involves the technical "how-to" of ancient sports which translates into modern PE skills:

Discus Technique: Understanding the rotational force and "release angle" required to propel a flat stone or metal disc.
Javelin (The Ankyle): Knowledge that Greeks used a leather thong (*ankyle*) wrapped around the javelin to create a "rifling" effect (spin), improving accuracy and distance.
The Sprint Start: Recognising the *Balbis* (the stone starting line) and how athletes used a standing start rather than modern blocks.

3. Physical Health and "Agoge"
The Greeks didn't just play sports; they had a systematic approach to physical development.

Spartan Training (The Agoge): Knowledge of the rigorous, state-sponsored education and training program for Spartan boys designed to create "perfect" soldiers.
The Gymnasion and Palaestra: Identifying these as the physical spaces where athletes trained. The *Palaestra* was specifically for wrestling and boxing.
Preparation: Understanding that athletes trained in the nude and used **olive oil** and a **strigil** (a curved metal tool) to scrape off sweat and dirt—a key part of their hygiene and "warm-down" ritual.

4. Values and Sportsmanship
The Greeks introduced the concepts of "fair play" and "glory" that still underpin the modern Olympics.

The Olympic Truce (Ekecheiria): The knowledge that all wars were stopped so athletes could travel to compete safely.
Nike (Victory): Understanding that there was no "second place" in Greek sports; the focus was entirely on winning the crown of olive leaves.
Professionalism: Knowing that athletes were often celebrities in their city-states, sometimes receiving free meals for life or statues in their honour.

Key Vocabulary for PE

Term	Definition
Halteres	Handheld weights used to gain momentum in the long jump.
Stadion	An ancient running event and the origin of the word "Stadium."
Pentathlon	An athletic contest comprising five different events.
Gymnasion	A place for both physical and intellectual education.

Disciplinary Knowledge

The **disciplinary knowledge** for the Key Stage 2 learning theme **'The Ancient Greeks'** in relation to **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**).

Learning Objectives

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.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 PE uses the historic framework of **"The Ancient Olympic Games"** to deliver core athletics, gymnastics, and tactical team games skills. It runs concurrent pathways for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)**, showing a clear progression in physical mechanics, strategic depth, and leadership. Across this unit, pupils build **substantive knowledge** (rules of ancient tracking events, biomechanics of throwing phases, flight mechanics in jumping, pacing strategies, and defensive configurations) while developing **disciplinary knowledge** (thinking like an athlete and coach by analysing movement efficiency, providing tactical feedback, iterating pacing based on fatigue data, and officiating fairly).

Unit Title: The Ancient Olympians: Athletics, Tactics, and Physical Mastery
Duration: 6 Weeks (Approx. 1-2 hours per week, assuming an outdoor track/field or large indoor hall)
Core Resources: Cones, stopwatches, lightweight throwing discs/quoits, measuring tapes, landing mats, team bibs, and simplified referee rules cards.

Weekly Progression Scheme
Week 1: The Stadion & Dialos Races (Sprinting & Pacing Mechanics)
The PE Focus: Developing explosive acceleration from a static start and modulating running speeds.
Substantive Knowledge:

LKS2: Knowing that the *Stadion* was a straight sprint down the length of the ancient track. Learning the **"Ready, Steady, Go"** checklist: driving off the front foot, pumping arms from hip to lip, and staying on the balls of the feet.
UKS2: Knowing that the *Diaulos* was a two-stade race requiring a sharp turn around a post. Understanding the impact of **cadence** (stride rate) and stride length on velocity. Defining maximum explosive power versus sub-maximal pacing.
Disciplinary Knowledge:
Biomechanical Observation & Self-Regulation: Critically analysing a peer's sprint start to isolate energy leaks (e.g., standing up too quickly) and intentionally altering running cadence to match distance changes.
Learning Theme Activity: *The Herald's Sprint Selection.*
LKS2 (Y3/4): Pupils practice explosive straight-line accelerations over 30 metres. In trios, one pupil sprints, one acts as the "Stadion Starter", and the third uses a checklist to observe if the runner's arms are driving forward or swinging loosely across the body.
UKS2 (Y5/6): Pupils tackle a simulated *Diaulos* curve track (60 metres with a deceleration turn around a central cone marker). They use stopwatches to calculate speed differentials between a flat out straight dash and a cornering sprint, regulating their deceleration phase to maintain body balance through the pivot.

Week 2: The Long Jump with Halteres (Flight & Balance Mechanics)
The PE Focus: Combining a coordinated approach run with a powerful single-foot take-off to maximise horizontal distance.
Substantive Knowledge:
LKS2: Identifying the four phases of jumping: *approach, take-off, flight, landing*. Knowing that landing safely requires bending the knees (*absorb shock*) and reaching hands forward to avoid falling backward.
UKS2: Knowing that ancient jumpers used stone weights called *halteres* to swing forward at take-off and back before landing to shift momentum. Understanding how the **take-off angle** (ideally around 20-25 degrees for horizontal jump variants) dictates trajectory.
Disciplinary Knowledge:
Movement Adaptation & Measurement: Adjusting the distance of an approach run systematically based on whether a foot strikes behind or over the take-off boundary line.
Learning Theme Activity: *The Pit of Olympia.*
LKS2 (Y3/4): Pupils practice a 5-step approach run culminating in an explosive single-foot drive off a marker mat, landing with two feet planted softly on a gym mat. They measure distances using tape reels, aiming to beat their personal best scores.
UKS2 (Y5/6): Pupils experiment with the biomechanics of momentum. They hold lightweight beanbags or small plastic weights, timing an upward arm swing exactly with their take-off stride. They analyse how an explosive forward arm drive raises their centre of mass during the flight phase.

Week 3: Launching the Diskos (Rotational & Translational Throwing)
The PE Focus: Transferring kinetic energy from the lower body through the core into a clean, horizontal release.
Substantive Knowledge:
LKS2: Knowing that a throwing object must be released at a high point with an open chest. Defining the safety boundary rule: never collect an object until the throwing field is confirmed clear by a coach.
UKS2: Understanding how **force creation moves sequentially** from the ground up (legs push, hips rotate, torso twists, arm whips). Defining the optimal release angle to ensure an aerodynamic flight path.

Disciplinary Knowledge:
Sequential Kinematics Optimisation: Identifying where a throw's kinetic chain breaks down (e.g., throwing with arms alone without twisting the hips) and modifying body sequencing to fix it.
Learning Theme Activity: *Championship of the Diskos.*
LKS2 (Y3/4): Using safe plastic quoits or foam discs, pupils master a side-arm throw from a stationary, wide-stance position. They track their body shape, ensuring they step forward with the opposite foot to generate leverage.
UKS2 (Y5/6): Pupils introduce a rotational shift step into their launch sequence. They start facing away from the target field, step out into a turning pivot, and swing their hips around ahead of the arm to maximise release speed, recording how adding lower-body drive updates total distance metrics.

Week 4: The Hoplitodromos (Endurance, Resistance & Core Stability)
The PE Focus: Sustaining efficient running form while carrying a physical resistance load.
Substantive Knowledge:
LKS2: Knowing that the *Hoplitodromos* was an ancient race run in full military armour. Understanding that carrying extra weight increases oxygen demand, causing the heart rate to spike quickly.
UKS2: Defining **aerobic endurance** versus **anaerobic capacity**. Understanding how a weighted centre of mass shifts running posture, requiring higher core engagement (abdominal stabilisation) to prevent lower-back strain.
Disciplinary Knowledge:
Pacing Strategy Adaptation: Interrogating personal physical feedback (breathing rates, leg fatigue) to actively downshift speed margins during initial laps, preserving energy reserves for a strong final push.
Learning Theme Activity: *The Shield Relay.*
LKS2 (Y3/4): In teams, pupils complete a continuous relay circuit while carrying a lightweight gym mat or heavy plastic shield across their chest. They track their breathing, identifying how their posture changes when holding an object versus running free.
UKS2 (Y5/6): Pupils run an extended 400m endurance circuit carrying weighted articles (e.g., safe 1-2kg medicine balls held at the torso to simulate armour). They apply pacing strategies: keeping a steady, metred speed across the first 300 metres and using core stabilisation cues to keep their posture tall as fatigue builds.

Week 5: The Pankration Shield Game (Tactical Spatial Games)
The PE Focus: Utilising spatial awareness, quick evasion steps, and defensive shapes to protect a zone.
Substantive Knowledge:
LKS2: Defining the roles of **attacker** (creating space to score) and **defender** (closing down space to intercept). Learning to track an opponent using side-stepping movements rather than turning your back.
UKS2: Defining tactical **man-to-man marking** versus **zone defence**. Understanding how defensive depth prevents quick attackers from slipping past.
Disciplinary Knowledge:
Tactical Problem Solving: Analysing an opposing team's spatial movement patterns during a live game and reconfiguring your team's defensive structure to shut down open channels.
Learning Theme Activity: *Guarding the Citadel.*
LKS2 (Y3/4): A tactical evasion tag game. Attackers try to dodge through a 10x10 metre grid zone to plant a marker on the "Citropolis" base. Defenders must stay low, slide sideways, and tag the attackers out, closing down the open spaces collectively.
UKS2 (Y5/6): Pupils compete in an invasion net-less passing game. To score, a team must pass a ball cleanly into an opponent's endzone circle. Pupils design and implement defensive strategies: selecting

whether to mark opponents tightly man-to-man or drop back into a spatial zone defence to cut off incoming pass options, holding a short team huddle at half-time to evaluate their strategy.

Week 6: The Panhellenic Games Festival (Performance & Officiating)
The PE Focus: Executing learned athletic skills under competition rules and demonstrating fair play through officiating.
Substantive Knowledge:
LKS2/UKS2: Understanding the role of the ancient *Hellanodikai* (Olympic judges) in enforcing rules, monitoring boundary lines, and ensuring sportsmanship.
Technical Vocabulary: *Acceleration, stride cadence, flight trajectory, take-off angle, kinetic chain, core stability, aerobic endurance, zone defence, man-to-man marking, officiating.*
Disciplinary Knowledge:
Objective Officiating & Performance Evaluation: Applying competitive rules strictly and fairly as a referee, and evaluating personal performance data across the term to celebrate physical development.
Learning Theme Activity: *The Great Crown Competition.*
The sports field transforms into Olympia. Pupils are split into four city-state teams (Athens, Sparta, Corinth, Thebes) to compete across the events: the Stadion sprint, the Halteres long jump, and the Diskos throw. When not actively competing, pupils operate as official judges: using measuring tapes accurately, checking for foot foul lines, and tracking event score logs. The event concludes with a wreath ceremony celebrating personal improvements, team organisation, and fair play across both key stages.
Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Sprint starts are sluggish; stands up vertically instantly, losing forward momentum. • Lands heavily with locked knees during jumping, losing balance backward. • Throws using arms alone, keeping feet glued to the floor without shifting weight.	• Demonstrates explosive arm drive and stays on the balls of the feet during sprints. • Combines an approach run with a single-foot take-off, landing softly with bent knees. • Steps forward with the opposite foot to generate leverage during a side-arm disc throw. • Maintains a steady running rhythm while carrying a resistance load. • Side-steps fluidly to stay between an attacker and the target zone.	• Coaches a peer effectively, spotting precise limb alignment issues during a sprint start. • Optimises take-off timing to land consistently at the maximum point of their trajectory. • Adjusts throw angles independently to prevent wind resistance from dropping the disc early. • Explains tactical spatial decisions clearly using defensive concepts.
Upper Key Stage	• Paces races poorly, sprinting the first lap of	• Modulates cadence and stride parameters efficiently to transition	• Evaluates peer velocity data, calculating optimal

2 *(Years 5 & 6)*	an endurance track and walking the rest. • Mistimes arm swings during jumps, causing the weights to pull them down early. • Rigidly adheres to a failing defensive layout, ignoring open gaps in the field.	smoothly around track corners. • Coordinates a timed forward arm swing to raise their centre of mass during jump flight phases. • Executes a clear sequential throwing chain: pushing off legs, twisting hips, and whipping the arm. • Regulates running speeds based on internal fatigue to finish endurance distances strongly. • Switches between man-to-man marking and zone defence based on live game feedback. • Enforces game rules accurately and impartially while acting as an event judge.	acceleration metrics over fixed distances. • Renders minor adjustments to approach run steps to hit the take-off board precisely every time. • Generates massive release velocity by executing a fluid, high-speed rotational throw sequence. • Maintains structural body alignment and excellent pace metrics across long loaded runs. • Reconfigures team defensive spaces dynamically mid-game to shut down complex attacks. • Resolves rule disputes calmly and authoritatively by referencing standard competition guidelines.

Other Information, Ideas and Resources

Ancient Greek Olympics Inspired Activities:

The Stadion Race: Set up a straight running track (the length of your hall or a designated area outside). Pupils 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. Pupils 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, emphasising 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 pupils 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 pupils 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 pupils online.
"Messenger of Marathon" Relay: Have pupils 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, pupils 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 pupils 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, pupils 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 pupils 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, pupils 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.

Considerations 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 pupils 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

Substantive Knowledge

In KS2 Science, **'The Ancient Greeks'** learning theme is the perfect gateway to understanding the **scientific method**. Before the Greeks, many natural events were explained only through magic or the gods; the Greeks were among the first to use observation and logic to explain the physical world. The **substantive knowledge** covers biology, physics, and astronomy, often linking back to the "Great Scientists" of the era.

1. Biology: Classification and the Human Body
The Greeks laid the groundwork for how we categorise living things and understand how our bodies function.

Aristotle's Classification: Knowledge that Aristotle was the first to group animals based on shared characteristics (e.g., those with blood vs. those without), which is the ancestor of modern **Taxonomy**.
Hippocrates and Medicine: Understanding that Hippocrates (the "Father of Medicine") argued that diseases had natural causes (like diet or environment) rather than being punishments from gods.
The Pulse: Knowledge that Greek doctors discovered that the heart acts as a pump and that the pulse can be used to measure health.

2. Physics: Forces, Water, and Simple Machines
Much of the KS2 "Forces" curriculum is rooted in the discoveries of **Archimedes**.

Displacement and Buoyancy: The "Eureka!" moment. Pupils should understand that an object placed in water displaces an amount of water equal to its own volume.
Levers and Pulleys: Knowledge of how "simple machines" can provide a **mechanical advantage**, allowing a small force to move a very heavy load.
The States of Matter: The Greeks proposed the "Four Elements" (Earth, Air, Fire, Water). While we now know about atoms and molecules, this was the first scientific attempt to explain what everything is made of.

3. Astronomy: The Earth and the Solar System
The Greeks were remarkably accurate observers of the night sky without the use of telescopes.

The Spherical Earth: Contrary to popular belief, educated Greeks knew the Earth was a sphere. **Eratosthenes** famously calculated the circumference of the Earth using only the shadows of sticks and geometry.
The Geocentric Model: Knowledge that most Greeks believed the Earth was the centre of the universe (Geocentric), though some, like Aristarchus, correctly suggested the Earth moved around the Sun (Heliocentric) centuries before Copernicus.
Lunar Eclipses: Understanding that the Greeks used the curved shadow of the Earth on the moon during an eclipse as proof that the Earth was round.

4. Light and Reflection
The Greeks experimented with how light travels and reacts with surfaces.

Reflection: Knowledge that the Greeks understood that light travels in straight lines and can be reflected off smooth surfaces (like polished bronze mirrors).
Burning Mirrors: The legend of Archimedes using "heat rays" (concave mirrors) to reflect sunlight and set fire to enemy ships—a great way to discuss the **concentration of light energy**.

Key Scientific Vocabulary

Term	Definition
Displacement	The volume of fluid pushed out of the way when an object is placed in it.

Taxonomy	The science of naming, describing, and classifying organisms.
Mechanical Advantage	The measure of the force amplification achieved by using a tool or machine.
Observation	The process of closely monitoring something to gain information—the heart of Greek science.

Disciplinary Knowledge

The **disciplinary knowledge** for the Key Stage 2 learning theme **'The 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 DT) 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.

Learning Objectives

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.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 Science uses the historical innovations and philosophical inquiries of **The Ancient Greeks** to drive real scientific exploration. By contrasting early classical theories with modern empirical discoveries, pupils build **substantive knowledge** (classification frameworks, forces, density, states of matter, light travel, and human anatomy) while mastering **disciplinary knowledge** (the "Working Scientifically" toolkit: setting up fair tests, isolating variables, taking accurate measurements, plotting data, and drawing evidence-based conclusions).

Unit Title: The Hellenic Laboratory: Testing Ancient Ideas with Modern Science

Duration: 6 Weeks (Approx. 1.5 – 2 hours per week)
Core Resources: Force meters, displacement cups, graduated cylinders, thermometers, dataloggers, trundle wheels, shadows sticks (gnomons), tuned classification keys, and weighing scales.

Weekly Progression Scheme
Week 1: Aristotle's Scala Naturae (Biology: Classification & Keys)
The Scientific Focus: Observing structural characteristics systematically to group and identify living things.
Substantive Knowledge:
LKS2: Knowing that living things can be split into groups based on observable characteristics. Understanding the basic difference between vertebrates (animals with backbones) and invertebrates.
UKS2: Understanding the broader classification system (Kingdom, Phylum, Class, Order, Family, Genus, Species). Knowing how environmental adaptations drive micro-evolutionary taxonomy.
Disciplinary Knowledge:
Systematic Observation & Key Design: Constructing and using branching multi-stage keys (dichotomous keys) based on objective, structural questions rather than subjective opinions.
Learning Theme Enquiry Activity: *Overturning Aristotle's System.*
LKS2 (Y3/4): Pupils look at Aristotle's early system (which grouped animals simply by where they lived: Air, Land, or Water). They point out why this is flawed (e.g., a whale and a fish both live in water but belong to entirely different classes). They create a modern branching key to sort Mediterranean animals correctly using structural traits (e.g., *Does it have scales? Does it warm its young?*).
UKS2 (Y5/6): Pupils sort complex specimens collected from the Aegean ecosystem. They use Linnaean classification matrices to identify creatures down to their Genus and Species levels, writing a justification detailing why microscopic or skeletal criteria provide better classification evidence than basic habitats.

Week 2: The "Eureka!" Factor (Physics: Forces, Volume & Buoyancy)
The Scientific Focus: Investigating gravity, upthrust, water displacement, and density.
Substantive Knowledge:
LKS2: Defining **gravity** as a pulling force toward the centre of the Earth. Defining **upthrust** as the upward force a liquid exerts on an object. Knowing that an object floats when forces balance.
UKS2: Understanding that density is mass per unit volume. Mastering **Archimedes' Principle**: an object submerged in a fluid is buoyed up by a force equal to the weight of the fluid it displaces.
Disciplinary Knowledge:
Measuring Irregular Volumes & Data Analysis: Operating displacement cups precisely to capture fluid spill volumes and using mass-to-volume comparisons to determine material profiles.
Learning Theme Enquiry Activity: *The Gold Crown Investigation.*
LKS2 (Y3/4): Pupils duplicate Archimedes' famous bathtub test. They drop regular and irregular solids into water chambers, using force meters to measure the down-pull of gravity in Newtons (N) in the air versus inside the water, physically observing how upthrust reduces the object's net weight indicator.
UKS2 (Y5/6): Pupils are given a "suspect gold brick" (a mixed-alloy block painted gold). They calculate its exact volume using water displacement cups and measure its mass using digital scales. They divide the mass by the volume to calculate its density, comparing their experimental results against pure gold constants to check for fraud.

Week 3: Beyond the Four Elements (Chemistry: States of Matter)
The Scientific Focus: Investigating how temperature alterations trigger physical state transitions.
Substantive Knowledge:

LKS2: Knowing that materials are categorised as **solids, liquids, or gases**. Defining the transition points: *evaporation* (liquid to gas) and *condensation* (gas to liquid).
UKS2: Explaining state changes by tracking kinetic energy changes within a molecular particle model. Understanding that gas expansion exerts measurable pressure.
Disciplinary Knowledge:
Variable Isolation & Thermal Logging: Isolating independent variables within a thermal test grid and tracking temperature profiles over time using digital probes or thermometers.
Learning Theme Enquiry Activity: *Challenging Empedocles.*
LKS2 (Y3/4): The Greek philosopher Empedocles argued that all matters are made of Earth, Air, Fire, and Water. Pupils challenge this by investigating a single material—water—changing states. They measure the temperature of water using thermometers as it shifts from solid ice to liquid water, and track evaporation losses over time under different heat levels.
UKS2 (Y5/6): Pupils design a closed thermal recovery system (a model distillation chamber). They track how adding thermal energy accelerates molecular velocity, causing water to evaporate, leave contaminants behind, and condense back into pure liquid against a chilled surface. They construct a multi-line graph matching temperature fluctuations directly against condensation yield rates.

Week 4: The Shadow of the World (Light & Earth/Space)
The Scientific Focus: Proving that light travels in straight lines and exploring how planetary geometry shapes shadows.
Substantive Knowledge:
LKS2: Knowing that **light travels in straight lines**. Understanding that a shadow is formed when an opaque object blocks light path trajectories.
UKS2: Understanding that the Earth is a sphere rotating on its axis while orbiting the Sun. Explaining how variations in solar angles alter shadow configurations across different locations.
Disciplinary Knowledge:
Spatial Modelling & Systematic Tracking: Mapping changes in shadow paths systematically over fixed intervals and using physical models to replicate large-scale astronomical phenomena.
Learning Theme Enquiry Activity: *Eratosthenes' Solar Survey.*
LKS2 (Y3/4): Pupils place vertical shadow sticks (gnomons) in the sunny school field. They measure the length and compass direction of the shadows every 30 minutes, graphing the results to prove that the Sun's apparent movement across the sky creates predictable changes in shadow lengths.
UKS2 (Y5/6): Pupils replicate Eratosthenes' ancient calculation of the Earth's circumference. Using curved card surfaces and identical light beams, they measure how a light source casts a zero shadow at one spot while simultaneously casting a distinct angled shadow further along the curve, using spatial reasoning to prove that the Earth's surface cannot be flat.

Week 5: Mechanics of the Gods (Physics: Forces & Simple Machines)
The Scientific Focus: Investigating how mechanisms alter the force magnitude and distance parameters required to lift loads.
Substantive Knowledge:
LKS2: Knowing that friction is a resistive force created when two surfaces slide against each other. Identifying basic mechanical elements that make work easier.
UKS2: Understanding the mechanics of **levers, pulleys, and gears**. Knowing that a smaller input force applied over a longer distance can lift a much larger output load over a shorter distance (Mechanical Advantage).
Disciplinary Knowledge:

Quantitative Force Measurement: Using Newton meters systematically to capture load fluctuations, and evaluating mechanical systems by plotting mechanical effort against load values.
Learning Theme Enquiry Activity: *Hero of Alexandria's Crane Systems.*
LKS2 (Y3/4): Pupils test different surface types to see how they affect the friction forces acting on heavy block transport carts. They use force meters to measure the input energy needed to pull a load across smooth wooden rollers versus rough sand, logging their findings in comparison charts.
UKS2 (Y5/6): Pupils build functional first-class levers and multi-wheel pulley arrays inspired by ancient construction cranes. They measure the input effort in Newtons required to lift a fixed 500g mass while systematically shifting the pivot point (*fulcrum*) or adding extra support cords, calculating the direct mechanical benefits of each setup.

Week 6: The Humours vs. The Heart (Biology: Human Body & Circulation)
The Scientific Focus: Investigating the human circulatory, skeletal, and muscular systems.
Substantive Knowledge:
LKS2: Identifying that humans need the right balance of nutrition to stay healthy. Knowing that skeletons and muscles protect vital organs and enable physical movement.
UKS2: Naming the main components of the human **circulatory system** (heart, blood vessels, blood). Explaining how the heart acts as a pump to distribute nutrients and oxygen throughout the body.
Disciplinary Knowledge:
Pattern Detection & Trend Analysis: Gathering primary physiological data under exercise variables, graphing the response metrics, and spotting patterns across dataset anomalies.
Learning Theme Enquiry Activity: *The Pulse Performance Trial.*
LKS2 (Y3/4): Ancient Greek doctors like Hippocrates believed the body was controlled by "Four Humours" (fluids). Pupils test a more modern, evidence-based approach to body balance by analysing nutritional energy inputs. They map how muscle groups work in complementary pairs (biceps/triceps) to pull bones, using physical arm models to see the mechanics in action.
UKS2 (Y5/6): Pupils test the circulatory engine by monitoring heart function. They record their resting pulse rates using timers or dataloggers. They then run a controlled physical challenge, logging pulse rates at 1-minute intervals during exercise and throughout the subsequent recovery phase, converting their primary statistics into line graphs to explain how the cardiovascular system adapts to changing energy demands.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Groups items based on unhelpful or changing traits (e.g., "creatures that look scary"). • Confuses force vectors, asserting that upthrust pulls things downward. • Logs measurements erratically, ignoring unit markers on thermometers.	• Creates functional dichotomous keys using clear, observable physical characteristics. • Measures forces accurately in Newtons (N) using a standard force meter. • Categorises solids, liquids, and gases based	• Spots structural flaws in simple keys and refines questions to improve accuracy. • Explains floating behaviours by tracking balance variations between gravity and upthrust. • Predicts how temperature drops

		on shape and volume behaviours. • Explains that shadows alter because an opaque object blocks a straight light beam. • Identifies how muscles act in pairs to pull bones and produce movement.	trigger condensation trends inside closed systems. • Connects changing shadow lengths directly to the seasonal shifts of the Sun. • Formulates clear summaries: *"The wheels reduced the sliding friction force, making the cart easier to pull."*
Upper Key Stage 2 *(Years 5 & 6)*	• Fails to isolate variables during tests, changing multiple parameters at the same time. • Confuses mass and density, assuming large objects are automatically denser than small ones. • Constructs messy graphs with misaligned scale steps or missing axis labels.	• Designs a rigorous fair test by identifying and controlling hidden variables systematically. • Calculates density values accurately using mass inputs alongside fluid displacement volumes. • Explains evaporation and condensation cycles using a kinetic particle distribution model. • Utilises shadow angle differentials across surfaces to prove that the Earth is a sphere. • Measures mechanical force changes across multiple lever and pulley configurations. • Plots physiological data points onto standard dual-axis line graphs accurately.	• Evaluates experimental anomalies critically, identifying potential sources of measurement error. • Predicts buoyancy outcomes mathematically by comparing an object's density against fluid constants. • Explains variations in distillation yield rates by evaluating changes in heat input energy. • Calculates relative geometric angles by analysing the length of shadows cast by light inputs. • Modifies mechanical systems independently to maximise mechanical force advantages. • Synthesises complex physical data: *"The accelerated pulse rate proves that active muscles demand higher oxygen delivery via blood flow."*

Other Information, Ideas and Resources

The Amazing Archimedes Screw:
Science Focus: Forces, simple machines (specifically the screw), water transportation.

Activity: Challenge the pupils 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 pupils 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 pupils 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 pupils 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. Pupils 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 pupils 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 pupils 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.

Astronomy
The Ancient Greeks applied their skills in maths 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 civilisations 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").

Considerations for Implementation

English

Book/Text Ideas

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

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

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 Picture book
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

Substantive Knowledge

'The Ancient Greeks' provide a foundational "blueprint" for Western storytelling, rhetoric, and drama. The **substantive knowledge** here is split between understanding specific **literary structures**, the **roots of our vocabulary**, and the **art of persuasive speech**.

1. Reading: Mythology and Epic Poetry
Pupils should develop a deep knowledge of the "Archetype"—the recurring patterns in Greek storytelling that still dominate books and films today.

The Hero's Journey: Knowledge of the "Quest" structure, featuring a protagonist (like Odysseus or Perseus), a supernatural aid (the Gods), and a series of trials.
Mythological Creatures: Identifying and describing hybrid beasts (Minotaur, Medusa, Chimaera) and understanding their symbolic roles as obstacles for the hero.
Instructional Myths: Recognising that myths like *Icarus* or *Pandora's Box* were designed to teach moral lessons or explain natural phenomena (known as **Etiological myths**).
Epic Poetry: Understanding that the *Iliad* and the *Odyssey* were originally long, rhythmic poems intended to be memorised and performed, not read silently.

2. Writing: Genre, Structure, and Etymology
The Greeks essentially "invented" the genres we use in literacy lessons.

Drama (Comedy vs. Tragedy): Knowledge of the two masks (Thalia and Melpomene). Pupils should understand that **Tragedies** end in the downfall of a hero due to a "fatal flaw" (often *Hubris* or excessive pride), while **Comedies** involve happy endings and social satire.
Fables: Specifically the work of **Aesop**. **Substantive knowledge** of the "Fable" structure: short, anthropomorphic (animals acting like humans), and ending with an explicit "moral."
Etymology and Morphology: As discussed in MFL, English writing relies on Greek roots. Pupils should know how to use Greek prefixes (e.g., *auto-*, *micro-*, *bi-*) to build and spell complex words.

3. Oracy: The Art of Rhetoric
The Greeks believed that the ability to speak well was the most important skill for a citizen.

The Three Pillars of Persuasion: For higher KS2, pupils can be introduced to Aristotle's tools for a good argument:
Ethos: Proving you are trustworthy.
Pathos: Making the audience feel emotion (pity, anger, joy).
Logos: Using facts and logic to prove a point.
Debate (The Assembly): Knowledge of how to structure a formal argument to be delivered in front of a group, using rhetorical questions and emotive language to "sway" a vote.
Performance: Understanding the role of the **Chorus**—a group of speakers who narrate the action and provide a "collective voice" to the audience.

4. Vocabulary of English/Oracy
Many of our technical terms for English come directly from Greek **substantive knowledge**:

Term	Ancient Greek Origin	Meaning in English Lessons
Metaphor	*Metapherein* (to transfer)	Comparing two things by saying one *is* the other.
Drama	*Dran* (to do/act)	A play for theatre, radio, or television.
Hyphen	*Huphen* (under one)	A sign used to join words together.

Synonym	*Sunonumon* (same name)	A word with the same meaning as another.

Disciplinary Knowledge

The **disciplinary knowledge** for the **Key Stage 2 learning theme 'The 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 Greeks'** learning 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").

Learning Objectives

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.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 English integrates **Oracy, Reading, and Writing** using the dramatic backdrop of **"The Ancient Greeks."** It features concurrent progression pathways for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)**. Across this unit, pupils build **substantive knowledge** (mythic plot structures, character archetypes, persuasive rhetorical devices, poetic forms, grammatical syntax, and tier-2/3 vocabulary) while actively sharpening their **disciplinary knowledge** (thinking like a writer by manipulating tone for specific audiences, debating from alternative historical perspectives, analysing subtext during reading, and editing drafts for stylistic impact).

Unit Title: Voices of the Agora: Myth, Rhetoric, and Drama in Ancient Greece
Duration: 6 Weeks (Approx. 5–6 hours per week)
Core Texts & Stimuli: Rebrandings of *The Labours of Hercules*, *Icarus*, *The Odyssey* (e.g., versions by Gillian Cross or Padraic Colum), translated extracts of Pericles' Funeral Oration, and images of Greek theatre masks.

Weekly Progression Scheme
Week 1: Mythic Openings & Archetypes (Reading & Narrative Writing)
The Literacy Focus: Deconstructing character archetypes and capturing atmospheric story openings.
Substantive Knowledge:
LKS2: Identifying **mythic archetypes** (the hero, the monster, the divine helper). Knowing the structural components of a story opening: establishing setting, character introduction, and a hook.
UKS2: Understanding **hubris** (excessive pride as a character flaw). Identifying how authors use *pathetic fallacy* (mirroring a character's internal mood through nature/weather) to foreshadow tragedy.
Disciplinary Knowledge:
Textual Analysis & Stylistic Manipulation: Analysing how an author uses word choice to establish power dynamics, and intentionally manipulating vocabulary to create a tense atmospheric mood in writing.

Learning Theme Activities:

LKS2 (Y3/4) – *The Monster's Lair*: Pupils read multiple versions of Theseus entering the labyrinth. They isolate adjectives used to describe the Minotaur. In writing, they compose a descriptive opening paragraph utilising fronted adverbials to track Theseus creeping through the dark, damp maze (*"Deep within the stone shadows, a low grunt echoed..."*).
UKS2 (Y5/6) – *The Fall of Hubris*: Pupils analyse the text of *Icarus*, focusing on the dialogue between father and son. They point out signs of Icarus' growing pride (*hubris*). They write a highly atmospheric prologue to the myth, utilising expanded noun phrases and *pathetic fallacy* to hint at the impending danger of the sun's heat before the flight even begins.

Week 2: The Rhetoric of the Agora (Oracy & Persuasive Writing)
The Literacy Focus: Building a logical verbal argument and writing structured persuasive texts.
Substantive Knowledge:
LKS2: Defining **rhetoric** (the art of persuasive speaking). Learning basic persuasive frameworks: *alliteration, facts, opinions, and rhetorical questions*.
UKS2: Mastering advanced rhetorical devices: **anaphora** (repeating a sequence of words at the beginning of neighbouring clauses) and **tricolon** (a series of three parallel words or phrases, e.g., *"I came, I saw, I conquered"*).
Disciplinary Knowledge:
Oratorical Adaptation & Structural Debating: Adjusting vocal volume, pacing, and eye contact to command attention during an oral presentation, and structuring written prose to sway a target audience.
Learning Theme Activities:
LKS2 (Y3/4) – *The City-State Campaign*: Pupils choose to represent either Athens or Sparta. They draft a short promotional speech convincing travellers to settle in their city, utilising rhetorical questions (*"Do you want to live in a city of brave warriors?"*) and perform it aloud to the class using a strong, confident posture.
UKS2 (Y5/6) – *The Assembly Debate*: Pupils are presented with a crisis: *Should Athens go to war with Persia?* They analyse extracts of classical speeches. They write an impassioned political address to the citizen assembly, integrating *anaphora* (*"We shall fight for our children, we shall fight for our gods, we shall fight for our freedom"*) and a powerful *tricolon*. They present their speeches from a central podium, tracking how their peers respond to variations in emphasis and physical pauses.

Week 3: Dialogue in the Deep Sea (Grammar & Narrative Interaction)
The Literacy Focus: Punctuating dialogue accurately and using speech to advance a story's plot.
Substantive Knowledge:
LKS2: Knowing the exact punctuation rules for **direct speech** (inverted commas around spoken words, capital letters at the start of speech, and a punctuation mark inside the closing quote).
UKS2: Using dialogue to reveal character traits and advance the narrative action without relying on repetitive speech verbs (like *said*). Incorporating controlled reporting clauses.
Disciplinary Knowledge:
Intercharacter Dynamic Mapping: Writing natural-sounding dialogue that shows a clash of motives between two historical or mythological characters.
Learning Theme Activities:
LKS2 (Y3/4) – *Outwitting the Cyclops*: Pupils read the tense encounter between Odysseus and Polyphemus. They practice placing speech marks around sentences on whiteboards. They write a conversation scene where Odysseus tricks the giant, focusing on placing commas and exclamation marks inside the speech bubbles correctly.

UKS2 (Y5/6) – *The Siren's Temptation*: Pupils analyse how the Sirens' song is described in *The Odyssey*. They write a dialogue-driven narrative scene between Odysseus (tied to the mast) and his second-in-command. The speech must explicitly reveal Odysseus' desperation and the crew's stoic focus, using descriptive action tags instead of simple dialogue labels (*"Release me!" shrieked Odysseus, his muscles straining against the hemp ropes.*).

Week 4: The Chorus of Tragedy (Reading & Playwriting)
The Literacy Focus: Translating text from narrative prose into a dramatic script format.
Substantive Knowledge:
LKS2: Identifying the layout features of a **playscript** (cast list, scene descriptions, speaker names in the margin followed by a colon, and **stage directions** in brackets).
UKS2: Understanding the role of the *Greek Chorus* (a collective voice that comments on the action and warns the characters). Knowing how to use choral speech and dramatic irony to build suspense.
Disciplinary Knowledge:
Dramatic Text Formatting & Collective Oracy: Converting descriptive paragraph actions into explicit stage directions, and performing as a unified group chorus using synchronised vocal timing.
Learning Theme Activities:
LKS2 (Y3/4) – *The Sphinx's Riddle*: Pupils take a prose description of Oedipus meeting the Sphinx and convert it into a short, functional playscript. They ensure no speech marks are used in the script layout and insert active stage directions to guide the actors (*[whispering mysteriously]*).
UKS2 (Y5/6) – *The Warnings of Pandora*: Pupils design a dramatic scene where Pandora approaches the forbidden box. They write a script that includes a three-person Greek Chorus. The Chorus speaks in unison, chanting warnings that use eerie, rhythmic language to build dramatic tension, while Pandora acts out her choices based entirely on the script's precise stage descriptions.

Week 5: Odysseys & Epics (Poetry & Figurative Language)
The Literacy Focus: Utilising poetic structures and figurative language to paint vivid mental pictures.
Substantive Knowledge:
LKS2: Defining **similes** (comparing using *like* or *as*) and **metaphors** (stating something *is* something else).
UKS2: Understanding the concept of an **Epic Simile / Homeric Simile** (an extended, highly detailed comparison that spans several lines of poetry to describe heroic actions).
Disciplinary Knowledge:
Figurative Layering: Transforming simple literal descriptions into vivid, multi-line poetic imagery that enhances the epic scale of a narrative poem.
Learning Theme Activities:
LKS2 (Y3/4) – *The Storm at Sea*: Pupils write a short descriptive poem about Poseidon unleashing a storm against a Greek galley. They generate word banks of similes (*"waves like crashing mountains"*) and personification (*"the wind screamed with fury"*), assembling them into stanzas with a clear rhythmic pulse.
UKS2 (Y5/6) – *The Heroic Clash Poem*: Pupils analyse translated stanzas from *The Iliad*. They compose an epic poem tracking a battle scene. They must construct a formal *Homeric Simile*, comparing a charging hero to a hungry lion cornering its prey over at least four distinct lines, focusing on high-level vocabulary choices to maximise impact.

Week 6: The Great Library Review (Editing, Polishing & Publishing)
The Literacy Focus: Critically reviewing written work, self-correcting errors, and presenting polished outcomes.

Substantive Knowledge:
LKS2/UKS2: Recalling core editing strategies: *checking for spelling patterns, ensuring verb tenses are consistent, verifying punctuation bounds, and replacing weak verbs with high-impact vocabulary entries*.
Technical Vocabulary: *Archetype, hubris, pathetic fallacy, rhetoric, anaphora, tricolon, direct speech, playscript, stage directions, epic simile, ostinato.*
Disciplinary Knowledge:
Critical Editing & Analytical Appraisal: Evaluating a draft objectively against a structural success criteria matrix, identifying areas where formatting or rhythm stumbles, and executing refinements confidently.
Learning Theme Activities:
The Scriptorium of Alexandria: Pupils compile their narrative openings, persuasive assembly speeches, dramatic scripts, and epic poems from the past 5 weeks into a personal "Ancient Greek Anthology". They use editing stations equipped with coloured pens to audit their work systematically.
LKS2 focuses on verifying direct speech punctuation boundaries and upgrading mundane verbs. UKS2 utilises an editing checklist to refine their rhetorical rhythms, ensure their *Homeric similes* flow smoothly, and confirm their stage directions are sharp. The term closes with an "Agora Reading Circle" where pupils share their polished work out loud, evaluating their growth as young authors and orators.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Story openings are disorganised, jumping straight into action without setting the scene. • Forgets quote marks or places them erratically around dialogue clauses. • Playscripts retain speech marks and lack clear formatting.	• Establishes a clear, atmospheric setting using fronted adverbials in narrative openings. • Punctuates direct speech accurately with quotes around spoken words and internal punctuation. • Formulates basic persuasive speeches containing rhetorical questions. • Lays out a playscript correctly using speaker margins and brackets for stage directions. • Projects their voice clearly during oracy presentations.	• Uses deliberate word choices to build a powerful sense of dread in their writing. • Uses dialogue effectively to hint at a character's hidden thoughts or feelings. • Varies sentence lengths intentionally to control the pace of a dramatic scene. • Delivers oral arguments dynamically, adapting their tone and expression to hook the listener.
Upper Key Stage 2	• Relies heavily on repetitive structures like	• Crafts narrative openings that use	• Coordinates complex, layered narrative tracks that weave together

(Years 5 & 6)	"said", making dialogue feel flat. • Persuasive arguments are disorganised and lack rhetorical devices like *anaphora*. • Poetry uses simple comparisons without the scale or depth of an epic simile.	*pathetic fallacy* to hint at future plot changes. • Uses complex dialogue choices to reveal relationships and drive the action forward. • Integrates *anaphora* and *tricolon* frameworks smoothly into written persuasive arguments. • Formulates scripts featuring a functional chorus that builds dramatic suspense. • Constructs deep, multi-line *Homeric similes* within structured epic poetry formats. • Edits drafts systematically to catch spelling errors and enhance stylistic impact.	action, dialogue, and subtext. • Delivers highly persuasive speeches that alter volume and pacing to command the room. • Writes sophisticated stage directions that convey subtle subtext and psychological tension. • Deconstructs and refines writing rhythms independently to ensure prose flows beautifully. • Delivers advanced peer feedback: *"The anaphora in your second stanza builds a great crescendo, but a final tricolon would maximise the punch."*

Other Information, Ideas and Resources

Storytelling and Creative Writing:

Mythical Mash-Up: Challenge pupils 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils 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. Pupils 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 pupils 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 pupils 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 pupils 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 pupils 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: Pupils 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.

Considerations for Implementation

The "Big Idea" in English is that the Greeks gave us the **language of ideas**. We don't just read their stories for fun; we study them because they taught us *how* to tell stories and *how* to argue a point effectively.

Maths

We use the White Rose Maths Scheme. The information below is for enhanced provision purposes and do not replace the WRM lessons.

Substantive Knowledge

In KS2 Maths, **'The Ancient Greeks'** learning theme is less about learning a new set of numbers and more about understanding the **origins of geometry, logic, and the concept of proof**. The Greeks transformed maths from a practical tool for counting sheep into a formal system of rules that we still use in classrooms today. This is the essential **substantive knowledge**:

1. Geometry and Shape
The Greeks were the pioneers of "Euclidean Geometry" (named after Euclid, the "Father of Geometry").

Properties of Shapes: The Greeks were the first to formally define points, lines, and planes. Pupils should know that the Greeks classified triangles (Equilateral, Isosceles, Scalene) based on their properties.
The Circle and π(Pi): Knowledge that **Archimedes** was one of the first to accurately calculate the ratio of a circle's circumference to its diameter.
Platonic Solids: Identifying the five regular 3D shapes (Tetrahedron, Cube, Octahedron, Dodecahedron, and Icosahedron) which the Greeks believed represented the elements of the universe.

2. Number Theory
The Greeks looked for patterns and "beauty" in numbers.

Prime and Composite Numbers: Using the **Sieve of Eratosthenes** to identify prime numbers by systematically "filtering out" multiples.
Square and Triangular Numbers: Understanding how numbers can be represented as geometric patterns (e.g., 3, 6, 10 are triangular; 4, 9, 16 are square).
The Golden Ratio (φ): Knowledge that the Greeks used a specific mathematical ratio (1:1.618) to create "perfect" proportions in art and architecture, such as the Parthenon.

3. Measurement and Calculation
The Greeks applied maths to solve massive physical problems.

Angle Measurement: Understanding that the Greeks developed the use of degrees to measure angles and used this for navigation and astronomy.
Standardised Units: Knowledge that the Greeks used units based on the human body, such as the **Daktylos** (finger width) and the **Pous** (foot), which eventually influenced the Imperial system.
The Abacus: Understanding how the Greeks used a "counting board" (an early abacus) to perform complex addition and subtraction before the invention of modern calculators.

4. Famous Mathematicians and Their Legacies
Pupils should be able to link specific mathematical concepts to the individuals who defined them:

Mathematician	Key Substantive Knowledge
Pythagoras	Discovered that musical notes and triangle sides are governed by mathematical ratios.
Euclid	Wrote *The Elements*, the most successful textbook in history, which defined how we study shapes.
Eratosthenes	Used geometry and shadows to calculate the Earth's circumference (linking Maths to Geography).
Hypatia	One of the first recorded female mathematicians who taught and wrote about algebra and astronomy.

Mathematical Vocabulary (Greek Origins)
Isosceles: From *isos* (equal) and *skelos* (leg).
Polygon: From *poly* (many) and *gonia* (angle).
Symmetry: From *summetria* (measured together).
Perimeter: From *peri* (around) and *metron* (measure).

Why this matters
The "big idea" for KS2 pupils is that **Mathematics is a language of proof**. Before the Greeks, people knew *that* things worked; the Greeks were the first to use logic to prove *why* they must work every single time.

Disciplinary Knowledge

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).

Learning Objectives

Maths **learning objectives** that can be woven into **'The Ancient Greeks'** 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).

Lesson Ideas

This 6-week Medium-Term Plan for Maths uses the architectural, astronomical, and philosophical breakthroughs of **The Ancient Greeks** to frame abstract mathematical concepts. It maps out concurrent pathways for **Lower Key Stage 2 (Years 3/4)** and **Upper Key Stage 2 (Years 5/6)**, ensuring a clear progression from core computational fluency to advanced geometric and algebraic reasoning. Across this unit, pupils master **substantive knowledge** (place value, standard measurement metrics, 2D/3D shape properties, coordinate geometry, angles, and ratio) while developing **disciplinary knowledge** (thinking like a mathematician by conjecturing, identifying spatial patterns, optimising calculations, and proving hypotheses).

Unit Title: The Thinker's Academy: Geometry, Proof, and Calculation in Ancient Greece
Duration: 6 Weeks (Approx. 5 hours per week)
Core Resources: Protractors, 30cm rulers, trundle wheels, coordinate grids, compasses, isometric paper, and counting tokens.

Weekly Progression Scheme
Week 1: Counting the City-State Armies (Place Value & Large Numbers)
The Mathematical Focus: Mastering place value columns and comparing large numbers.
Substantive Knowledge:
LKS2: Reading, writing, and partitioning numbers up to 10,000 into thousands, hundreds, tens, and ones. Finding 10, 100, or 1000 more or less than a given number.
UKS2: Reading, writing, ordering, and partitioning numbers up to 1,000,000. Rounding any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, or 100,000.
Disciplinary Knowledge:
Mathematical Conjecturing: Testing hypotheses about column values and using place value logic to identify tracking errors in large-scale data pools.
Learning Theme Activity: *The Persian War Census.*
LKS2 (Y3/4): Pupils examine the population data of ancient poleis (e.g., Sparta: 8,432 citizens). They partition these numbers onto place value charts and use comparative symbols (>, <, =) to contrast the sizes of rival city-states.
UKS2 (Y5/6): Pupils analyse historical military estimates of the invading Persian army (342,507 soldiers). They practice rounding this massive figure to the nearest thousand and ten-thousand to make strategic supply predictions, justifying which rounding scale is most useful for a general.

Week 2: Layout of the Agora (Perimeter, Area & Scaling)
The Mathematical Focus: Calculating the boundaries and internal space of 2D shapes.
Substantive Knowledge:
LKS2: Measuring and calculating the **perimeter** of a rectilinear figure in centimetres (cm) and metres (m).

UKS2: Calculating the **area** of rectangles, triangles, and parallelograms using standard formulas (Area = length x width or Base x Height ÷ 2). Understanding scale factors.
Disciplinary Knowledge:
Spatial Optimisation: Deducing how altering a shape's length dimensions impacts its internal area, and finding the most efficient layout within spatial boundaries.
Learning Theme Activity: *Zoning the Marketplace.*
LKS2 (Y3/4): Pupils are given a blueprint of the central market (*Agora*). Using rulers, they measure the sides of various rectangular market stalls (e.g., the olive merchant, the pottery stall) to calculate the total perimeter fencing needed for each zone.
UKS2 (Y5/6): Pupils act as civic surveyors. They calculate the total area of complex, compound public plazas. They are given a challenge: *"If the pottery market doubles in scale (Scale Factor 2), how does the total area change?"* They prove mathematically that doubling the side lengths quadruples the area space.

Week 3: Geometry of the Parthenon (Angles & Symmetry)
The Mathematical Focus: Identifying, measuring, and calculating angles along a straight line or point.
Substantive Knowledge:
LKS2: Identifying **acute, obtuse, and right angles**. Knowing that a right angle is exactly 90°. Identifying lines of symmetry in 2D shapes.
UKS2: Measuring and drawing angles precisely using a protractor in degrees (°). Calculating missing angles on a straight line (180°), around a point (360°), and within a triangle (180°).
Disciplinary Knowledge:
Geometric Deduction: Using known angle constants to calculate unknown missing angles logically without a measuring tool.
Learning Theme Activity: *Engineering the Temple Pediment.*
LKS2 (Y3/4): Pupils hunt for angles inside images of Greek temples. They identify the acute angles formed at the tip of the roof pediment and the right angles where columns meet the base steps, sorting them systematically.
UKS2 (Y5/6): Pupils calculate the exact angles needed to construct a stable isosceles triangle roof pediment. Given only the base angle (25°), they use geometric reasoning to calculate the apex angle (180° - 25° x 2) = 130°), proving their calculation is correct using angle laws.

Week 4: Mapping the Mediterranean (Coordinates & Translation)
The Mathematical Focus: Plotting positions and drawing paths across coordinate axes grids.
Substantive Knowledge:
LKS2: Describing positions on a 2D grid as coordinates in the **first quadrant** (e.g., (X, Y)). Moving a shape left/right and up/down (**translation**).
UKS2: Describing positions across all **four quadrants** (including negative coordinates). Reflecting and translating shapes across axis mirror lines.
Disciplinary Knowledge:
Coordinate Vector Mapping: Predicting the exact final position coordinates of a translated shape mathematically before physically drawing the movement on a grid map.
Learning Theme Activity: *Navigating the Aegean Highway.*
LKS2 (Y3/4): Pupils treat a coordinate grid as a naval chart of Greece. Athens sits at (2, 4), and a trade ship must translate 3 units right and 2 units up to reach an island colony. Pupils calculate and log the destination coordinate (5, 6).

UKS2 (Y5/6): Pupils navigate a multi-quadrant battle map. They plot hidden fleets across positive and negative zones (e.g., Sparta at (-4, 3), Persia at (2, -5)). They calculate translation vectors between targets and map defensive formations by reflecting shape plots across the X or Y axis lines.

Week 5: Proportions of the Gods (Fractions, Decimals & Ratio)
The Mathematical Focus: Exploring proportional relationships and sharing quantities into unequal groups.
Substantive Knowledge:
LKS2: Finding fractions of a set of objects (e.g., finding ⅓ or ¾ of a collection of items). Recognising equivalent fractions.
UKS2: Understanding the concept of **ratio** and using the colon notation symbol (a:b). Linking ratios directly to scaling fractions.
Disciplinary Knowledge:
Proportional Reasoning: Scaling quantities up or down systematically while maintaining identical mathematical relationships between variables.
Learning Theme Activity: *Rationing the Trireme Crew.*
LKS2 (Y3/4): A supply officer must divide a harvest of 24 amphorae of grain. The hoplites receive ⅔ of the supply, and the rowers receive ⅓ . Pupils calculate the fraction parts (Hoplites = 16 jars, Rowers = 8 jars) using division and multiplication steps.
UKS2 (Y5/6): Pupils explore the *Golden Ratio* concepts used by Greek sculptors. They mix compound casting plaster or blend ingredients for travel rations using rigid ratio structures (e.g., Olives to Barley Flour in a ratio of 2:5). Given a target volume of barley, they calculate the exact scalar multiplier needed to keep the recipe proportional.

Week 6: Thales' Shadow Calculations (Measurement Word Problems)
The Mathematical Focus: Solving multi-step problems converting metric lengths and intervals.
Substantive Knowledge:
LKS2/UKS2: Converting between different units of metric measurement (e.g., kilometres to meters; centimetres to meters; grams to kilograms).
Technical Vocabulary: *Place value, perimeter, area, acute, obtuse, isosceles, coordinate, quadrant, translation, reflection, ratio, proportion, scale factor.*
Disciplinary Knowledge:
Multi-Step Problem Solving & Modelling: Extracting numerical data from a word problem narrative, setting up a mathematical bar model, and checking calculations systematically.
Learning Theme Activity: *The Pyramid Measurement Challenge.*
Pupils replicate the method used by Thales of Miletus to measure massive structures using shadow ratios.
LKS2 focuses on converting measurements: They take a series of travel distances recorded in metres (4,500m) and convert them into kilometres (4.5km), setting up column addition problems to map a messenger's multi-stop road trip across Greece.
UKS2 tackles shadow word problems: *"A standard 1-meter stick casts a 2-meter shadow at noon. At the exact same time, a temple column casts a 24-meter shadow. How tall is the column?"* Pupils identify the scale factor (1:2), set up an algebraic or ratio equation, convert their final answers across metrics, and verify their results using bar models.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Confuses place value columns, ordering numbers like 4,021 as smaller than 421. • Measures shapes with a ruler but forgets to count all sides when calculating perimeter. • Confuses acute and obtuse angles, labelling any slanted line as an acute vertex.	• Partitions any four-digit number into correct thousands, hundreds, tens, and ones slots. • Measures and calculates the perimeter of rectilinear shapes accurately in centimetres (cm). • Identifies right, acute, and obtuse angles, and locates simple lines of symmetry. • Plots and reads coordinates in the first quadrant flawlessly. • Calculates fractions of a quantity (¾ of 20 = 15) using a division-first strategy.	• Explains place value relationships: *"Adding 100 to 3,950 forces the thousands digit to change because 9 tens plus 1 hundred makes ten hundreds."* • Solves multi-step perimeter problems where side dimensions are missing. • Predicts coordinate endpoints mathematically without manually drawing every tracking grid shift.
Upper Key Stage 2 *(Years 5 & 6)*	• Relies on counting on fingers or drawing lines to solve simple missing angle problems. • Confuses area and perimeter formulas, multiplying side values to find a perimeter boundary. • Writes ratios backwards, reversing the order of the tracked items (5:2 instead of 2:5).	• Rounds any number up to 1,000,000 to the nearest specified boundary column value. • Calculates the area of compound rectangles, triangles, and parallelograms using standard formulas. • Calculates missing angles on straight lines, around points, and within triangles without measuring. • Navigates all four coordinate quadrants, executing clean shape reflections and translations. • Solves unequal sharing problems using multi-step ratio scaling methods.	• Identifies pattern errors in massive datasets by cross-referencing place value columns. • Proves scale changes: *"Tripling a shape's side lengths scales its final area by nine times because 3 \times 3 = 9."* • Formulates multi-layered geometric proofs: *"I know angle X must be 45° because the straight line constant is 180°, and the remaining two angles are equal."* • Solves complex ratio and scaling problems where the total group volume changes fluidly.

		• Converts metric measures fluidly across word problem contexts.	

Other Information, Ideas and Resources

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 pupils 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). Pupils 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. Pupils 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 pupils 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. Pupils can try writing simple numbers using Greek numerals.

Trading in the Agora: Set up a pretend Ancient Greek marketplace (agora) where pupils 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 pupils 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 maths 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 civilisations, 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.

Considerations for Implementation

Considerations 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. These are 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. Pupils 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. Pupils could research and raise awareness about these issues through posters, presentations, or fundraising for anti-slavery organisations.
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. Pupils 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. Pupils 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 pupils 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.
Organising 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 pupils' research and advocacy efforts.
Empowerment: Focus on empowering pupils 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 pupils' 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 pupils 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. Pupils 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 pupils.
Activity: Have pupils 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 pupils 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 pupils 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.

Considerations 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 pupils see the parallels between Ancient Greek ideas and their own experiences, values, and feelings.
Emphasise Empathy and Understanding: Encourage pupils 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils to research and present their findings to the group.

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

Exploring Greek Philosophers: Introduce the pupils 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 pupils 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?