



**Cedar. Cherry, Rowan,
The Great, the Brave and the Bold**

Literacy – Greek myths and legends - Homer’s Odyssey/ Theseus and the Minotaur or Orpheus and Eurydice/Romulus and Remus

Prior to starting this, ask children to do some research over Easter on Ancient Greece and Rome

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point		<p>For your entry point, the children will be taking on the role of ‘classical architects’ and will be recreating some of the famous and most celebrated buildings from Ancient Greece and Ancient Rome.</p> <p>The Circus Maximus The Coliseum The Pantheon The Theatrum Pompei The Parthenon The Erectheum The temple of Athena Nike The theatre of Dionysus</p> <p>Give the children (in pairs or small groups) an image and the name of one of these buildings. They will research information about them. They will then make a model of the structure and then present them to the rest of the class.</p>		Construction materials – cardboard boxes, tap, pots etc.
Knowledge Harvest		Remind the children of the models that they made in the entry point and any conclusions that were drawn as to who originally built these structures. Reveal that the buildings are examples from two different civilisations – Ancient Greece and Ancient Rome.		
Big Picture		<p>P16 – 26</p> <p>The history of western civilisation begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their own ideas and cultures – creating the world we know today.</p>		
History 1	Be able to find out about aspects of the past from a range of sources.	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	<p>Brainstorm what children know about modern Greece.</p> <p>Explain to the children that, although the people who lived in Ancient Greece shared a common</p>	Map of Ancient Greece iPads

language and religion, they lived in separate city-states. Ask the children for ideas on what is meant by a city-state. (An area ruled by one central city.) What might be the pros and cons of such a system? (A city can make its own rules. People more united to support their city. Not understanding the rules and customs of those from outside. Disagreement and conflict with other cities.)

Complete labelling a map as a class (PPT)

- Argos – located on the east coast of the Peloponnese
- Athens – located to the north-east of a narrow strip of land called the isthmus, in an area of mountains and hills known as Attica
- Corinth – located on the isthmus that joins the Peloponnese to the mainland. Has two seaports, one on the Saronic Gulf and one on the Corinthian Gulf
- Delphi – considered the ‘centre of the world’ by the Ancient Greeks. Located near the gulf of Corinth on the slopes of
- Mount Parnassus Sparta – located in the south-east part of the Peloponnese near the river Evrotas
- Thebes – located in central Greece, to the north of Corinth and Athens

Explain that Athens and Sparta were two of the most powerful city-states in Ancient Greece. However, they were both very different in a lot of ways.

Divide the class into 4 groups. (2 – Athens and 2 Sparta).

1 – Athens in Ancient Greece/Modern Greece

2 – Sparta in Ancient Greece/Modern Greece

- What would your childhood have been like?

- What would you be doing now? (Studying? Training? Learning a craft?)
- What does your father and mother do?
- Is there anyone else who might be important to you or your family?
- What factors might influence your life and choices? (Male or female, rich or poor, etc.)
- What profession/job might you hope to have when you get older?

Children can choose their own method of recording and presenting their work. Some suggestions might include: A simple comparison table of facts related to men and women's roles, schooling, professions and jobs, attitude to women and so on A comparative timeline showing stages in a child's/person's life and how these relate to other factors (family, military, crafts and professions, men and women's status, etc.) An oral presentation or slide-show, combining facts and visuals to answer the research questions Invite groups to share their work. Compare and contrast life in Sparta and Athens. The following debate questions can be used to direct discussion: Athens was famed for its arts and sciences, whereas Sparta was famed for its military might. How do their state systems support this? Compare the treatment of women in Sparta and Athens. Did Spartan women enjoy more freedom? Do you think it is fair that men and women were treated differently? What are the pros and cons of each state system? Which would you prefer and why? Many of the city-states in Greece were constantly bickering and disagreeing with each other. Often they were openly at war with each other. Why might this have been the case? Make comparisons.

			<p>Explain that Athenian citizens can attend the assembly, discuss and vote on the decision. Ask those who have citizen cards to enter the assembly area. The rest of the class are not included (prepare for some upset faces!). Explain that servants, foreigners and Athenian women were not considered citizens. Allow time for the boys in the assembly area to freely discuss the choices you have given and then take a vote on which one they prefer. The majority rules.</p>	
History 2	<p>Know about the ideas, beliefs, attitudes and experiences of people in the past.</p>	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Discuss the system of our Government. Who makes the important decisions for the country? How is the system of government organised? Who gets to vote? How are leaders/politicians chosen? Should everyone be entitled to a vote? Do you think it is a fair system? What does 'democracy' mean? It is an Ancient Greek words which means 'rule by the many'. Do we live in a democracy? Discuss.</p> <p>Tell the class that they are representing the people living in Athens. Explain that you represent the council (made up of 500 members) known as the boule. You have been voted in by the class for one year to help run Athens, along with the other 499 members. You get to decide what issues the Athenians vote on. Choose a topic/dilemma for the class to vote on, offering a number of different options. For example, Where they might go on the next school trip, What treat the class will receive at the end of the session and so on.</p> <p>State that you wish for the Athenian people (the class) to vote on what they think is the best</p>	

			<p>option. The children may start up a discussion between themselves. Halt the discussion – and explain that voting can only be done at the assembly, where citizens are allowed to gather. (Have an area of the classroom cordoned off for this purpose – perhaps using red ribbon.) Hand out shuffled cards to the male members of the class. Half of these cards should have citizen written on them. The other half should have servant or foreigner. The girls received no cards. Explain that Athenian citizens can attend the assembly, discuss and vote on the decision. Ask those who have citizen cards to enter the assembly area. The rest of the class are not included (prepare for some upset faces!). Explain that servants, foreigners and Athenian women were not considered citizens. Allow time for the boys in the assembly area to freely discuss the choices you have given and then take a vote on which one they prefer. The majority rules.</p> <p>Afterwards, ask the citizens to re-join the rest of the class. Invite the children to give their opinions on the process. Do they think it was a fair process? Who got to vote and who was excluded? What are the pros and cons of such a system?</p> <p>Children should choose a method of recording and present their findings to the rest of the class. Methods of recording might include: Diagrams/flowcharts visually demonstrating the two political systems (see ICT link) A voting simulation/role-play to show the system of voting in Sparta, with comparisons afterwards to the Athenian method A debate role-play between Athenians and Spartans about the merits of their political systems</p>	
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			<p>Afterwards, compare the systems as a whole-class. Ask the class to consider whether there are more similarities than differences. Which system do they think is the fairest/most effective? How do they compare to our modern-day systems of government in the host/home countries?</p>	
History 3	<p>Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied.</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Look together at a map of the Persian Empire (around 500 BCE). Explain that, as well as Greece, there were other civilisations around the Mediterranean sea. Persia was by far the largest, stretching across the whole of Asia as far as the Indus River, and parts of North Africa including Egypt and what is now modern-day Libya.</p> <p>Remind the children of the work they have already completed on Ancient Greece. Recap the city-state system and how Ancient Greece was a series of independent states that ran themselves. Because of this, there was no common solidarity – the Greeks did not think of themselves as “Greeks”. Instead they thought of themselves as Athenians or Spartans. It was the war with Persia that was to bring Greece together.</p> <p>Explain that it is through a Greek writer, Herodotus, that we know about the war between the Greeks and the Persians. Ask the children to consider the reliability of this source when learning about this period. How might his retellings of the battles be biased towards the Greeks?</p> <p>RESEARCH THE PERSIAN WAR</p> <p>Cause of the war (Persia invades Greek colonies. Athens sends troops)</p> <p>Battle of Marathon (Athenians overcome the odds and defeat the Persians. A messenger runs</p>	<p>Map of the Persian Empire iPads</p>

			<p>all the way to Athens to share the news – hence the Marathon running event)</p> <p>Battle of Thermopylae (Three hundred Spartans hold off an invading army)</p> <p>Battle of Salamis (The Athenian navy defeat the Persian army)</p> <p>Battle of Plataea (Sparta and Athens join together to defeat another wave of Persian invaders)</p> <p>Aftermath of the war (The Greek city-states set up the Delian League. The Persians are defeated and no longer invade. Athens (as treasurer of the Delian League) rises in power and influence.)</p> <p>Using their research, choose a way to present their retelling of the Persian War.</p>	
History 4	Be able to find out about aspects of the past from a range of sources.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.	<p>‘What a building can tell us about the past’.</p> <p>Recap the learning from the previous task and how the Greek city states, such as Athens and Sparta, banded together to drive away the Persian threat. The Greeks were victorious, but not before Athens had been burnt and pillaged, many of its temples and buildings destroyed. When the Athenians returned to Athens, under the leadership of the statesman Pericles, they vowed to rebuild the city. The victory had given the Athenians a new sense of confidence and pride in their city – and what emerged after the Persian invasion was a ‘golden age’ for Athens and Greece.</p> <p>Look together at modern-day images of the Acropolis (the central hill in Athens) and the Parthenon (the grand temple dedicated to the goddess Athena). Explain that one of Pericles’ most famous building projects was the Parthenon, which still stands in Greece today.</p>	iPads/Laptops

			<p>In groups, challenge the children to find out more about the Parthenon building and what it tells us about the Athenian people.</p> <p>The Parthenon was a celebration of the Athenian's beliefs and their myths. Compare the modern-day examples with reconstructed images of how the Parthenon would have looked when it was completed, in 432 BCE. Pair up groups so that they can share their findings. Ask them to draw up a list, based on their research, of all the things that they have learned about the Greek/Athenian people based on the Parthenon. Each claim should be backed up with evidence from their study.</p>	
History 5	Know about the characteristic features of particular periods and societies	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>Read these: Theseus and the Minotaur or Orpheus and Eurydice or Homer's Odyssey</p> <p>Look at the theatre – Dionysus – in Athens. The world's very first theatre performances were performed in Ancient Greece. They took place during the festival of Dionysus, who was the god of theatre and wine. There were two types of plays that were popular – comedies and tragedies (two genres that are still popular today). Ask the children to think about the types of story that a comedy and a tragedy would explore. (Comedies were often about ordinary people and everyday events, tragedies were more serious and focused on the adventures of heroes and gods.) Do they think their Greek myth would be performed as a comedy or a tragedy?</p> <p>In groups, challenge the children to find out more about Greek theatre. Provide some question prompts to help guide their research. For example: When were the plays held?</p>	Greek myths

			<p>Who could attend the plays? How many actors were there? How were plays performed? What costumes, props and scenery were used? What might have been the biggest challenges faced by the actors? Research a Greek myth and in small groups perform it.</p>	
History 6	Be able to select and record information relevant to an historical topic.	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	<p>Think about a celebrity today. What makes them a celebrity? Alexander the Great was one such hero – considered by many historians to be the most famous warrior and military leader of ancient times. Through his many conquests, he was responsible for spreading Greek influence and culture across most of the ancient world. His vast empire stretched from Greece in the west to India in the east. Research and find information on Alexander the Great. Present the research, either as an interview, newspaper article or non-fiction.</p>	iPads – Alexander the Great
History 7	Be able to describe how the history of one country affects that of another.	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	<p>ROME/ITALY What do the children know about Rome/Italy? Explain that Rome started out as just a small settlement on the River Tiber. Rome was ruled by a series of kings, the last of which was overthrown by the people for being cruel and unjust. With the king removed, the Roman people were determined not to have any more kings. Instead they came up with a new form of government known as a Republic. It was loosely based on the governing systems that had been successful in Ancient Greece. Find out information about a 'republic'. Opinion 1: Running an empire is more difficult than people think. It is only right that the</p>	iPads

			<p>educated and wealthy should get to make the most important decisions.</p> <p>Opinion 2: The Republic is only good for the rich and powerful. The common man doesn't get a say in anything anymore!</p> <p>Opinion 3: We would be better off with a single ruler like the kings of old – someone who is in complete control. Then there would be no more arguing and bickering.</p> <p>Display each card and ask the groups who agreed with that opinion to explain why they chose it. Compare and contrast the group's thoughts, and invite those who disagreed with the opinion to share their views. Encourage lively debate on the pros and cons of the Republic system based on their research – and ultimately, why it was replaced by a dictatorship.</p> <p>End the session by asking the class if they agree with the choice of a single ruler/ dictatorship (the Roman emperors). What were the pros and cons of having an emperor in charge? Explore the children's ideas, making reference to their research.</p>	
History 8	Know about the characteristic features of particular periods and societies.	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.	<p>Through discussion or a simple PowerPoint presentation, explain the social hierarchy of Ancient Rome.</p> <p>There were two main groups.</p> <p>Citizens</p> <p>Patricians – the rich nobles</p> <p>Equites – the businessmen and bankers</p> <p>Plebeians – the poorest</p> <p>Non-citizens</p> <p>Foreigners – the people who lived outside of the Roman Empire</p> <p>Slaves – the property of their masters. Slaves would usually be people who had been captured in war, found guilty of a</p>	NPP?? iPads

			<p>crime or become bankrupt. Their children would also become slaves.</p> <p>Provincials – people who live in the Empire and paid tax to Rome</p> <p>The citizens enjoyed more rights than the non-citizens, although there was a great divide between the rich (patricians and equites) and the poor (plebeians).</p> <p>People’s homes can tell us a lot about their social standing and the way that they lived their lives. Tell the children that they are travelling back to Ancient Rome and are going to become estate agents! They will be finding out about the homes of the rich and poor in Rome – so that they will be able to sell these properties to new citizens and foreigners arriving in the city.</p> <p>Research the different types of homes –</p> <p>The insula (apartment blocks)</p> <p>The domus (town houses) and country villas.</p> <p>They should consider each building’s key features, the types of people who would live there, and what it tells us about their daily lives/social standing.</p> <p>Create a brochure showing off the home they researched. Include floor plans, dimensions, etc.</p> <p>How can you sell it? Think about language used.</p>	
History 9	Be able to select and record information relevant to an historical topic.	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	<p>We are going to make a tourist guide for Ancient Rome, locations might include:</p> <p>The Forum</p> <p>The Circus Maximus</p> <p>The Colosseum</p> <p>The Pantheon</p> <p>The Theatrum Pompei</p> <p>Roman baths</p> <p>The Appian Way</p> <p>In small groups research a location. Use Learning Journeys to record their information.</p>	iPads

			Make a poster type for information, then make a whole class book of them for display.	
History 10	Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied.	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	<p>Brainstorm the Roman Army - see home learning.</p> <p>In groups, ask the children to find out more about the Roman invasion of a country such as Britain or France (<i>Gaul</i>).</p> <p>Which generals/emperors invaded? (e.g. Julius Caesar, Claudius, Hadrian)</p> <p>Why did they invade? (The glory of military victory, plunder and riches, etc.)</p> <p>When did they invade?</p> <p>Was there more than one invasion?</p> <p>Who was living there at the time? (e.g. Celts, Scots, Picts, Gauls)</p> <p>Was there opposition to invasion and Roman rule? (e.g. Boadicea, Vercingetorix)</p> <p>What were the key battles? (e.g. Battle of Watling Street, Siege of Alesia)</p> <p>Retell the story of the invasion.</p>	<p>Prior to this lesson - Home learning - Find out about the Roman Army.</p> <p>iPads</p> <p>maps</p> <p>artefacts</p> <p>illustrations</p>
History 11	Be able to enquire into historical issues and their effects on people's lives.	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.	<p>Recap on previous lessons.</p> <p>How did life change for the Celts or Gauls?</p> <p>What did the Romans leave behind?</p> <p>Is there evidence today of the Roman invasion?</p> <p>Ask the children to imagine that they are Celts or Gauls. Debate the question: 'what did the Romans ever do for us?' Explore the children's ideas, prompting them to support their opinions with evidence and facts.</p> <p>Children can also draw on their learning from the previous task.</p> <p>End the session by considering whether Roman occupation ultimately had a positive or a negative outcome for the countries that had been invaded. The Romans termed their</p>	

			occupation as the Pax Romana ('The Peace of Rome'). Discuss the pros and cons of being part of the empire, referring back to the whole-class debate.	
History 12	Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied.	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.	Research the fall of the Roman Empire. Present your own theories with evidence as to what you think happened. P66	iPads
History 13	Be able to ask and answer questions about the past	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.	Look at the movements of tribes/people after the fall of the /Roman Empire. What effects does this have on land owners? Explain to the children that this period is often referred to as the 'Dark Ages' because not much that was written about it has survived. Why might this be the case? (War and upheaval, migration of different peoples, destruction of buildings and property, lack of literacy, etc.). One country where we do have good accurate records and evidence is Britain. The children will be studying what happened when the Anglo-Saxons (Jutes, Angles and Saxons) invaded and settled in Britain. Once the Romans withdrew from Britain (AD 410), another group of people, the Anglo Saxons, invaded. They arrived in ships from Germany, Holland and Denmark. Ask the children to think about why these people might have decided to invade and settle in Britain. Work together to create a set of possible 'push' and 'pull' factors for an Anglo-Saxon. Create what you think an Anglo Saxon village might have looked like.	iPads

<p>History 14</p>	<p>Understand how some aspects of the past have been represented and interpreted in different ways.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>What evidence would you have?</p> <p>What are 'vikings'? What do the children know about them?</p> <p>Brainstorm/Mindmap</p> <p>Explain that the word Viking means 'pirate or raider' and was used to describe the tribes of people who came from Scandinavia. Look together at a map and locate the three Scandinavian countries of Denmark, Sweden and Norway. Ask the children to share what they know about these countries. What are they like in terms of climate and geography?</p> <p>Explain that, like the Anglo-Saxons, the Vikings also left their homelands to invade and settle in other countries. They were mostly farmers who lived off the land - but they were also good seafarers, and would spend part of each year travelling at sea in their longboats. Some would raid and steal treasure - others were interested in finding better land for farming or goods that they could trade.</p> <p>Why do you think the Vikings might have chosen to leave their homeland and travel to Britain? Examples might include:</p> <p>There are too many people in Scandinavia. Land is scarce.</p> <p>The Saxon kings and monasteries in Britain have many treasures.</p> <p>Britain has good land for farming.</p> <p>Our land is rocky and covered in forest.</p> <p>The Saxons might have goods and resources we need.</p> <p>We can trade.</p> <p>Only the eldest son can inherit the family farm.</p>	<p>Map of Scandinavia - Denmark, Sweden and Norway</p> <p>iPads/laptops</p> <p>Watch a 'Viking' themed film?</p>
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			<p>Younger sons have to go and find their own land.</p> <p>We are strong warriors.</p> <p>We should prove our strength by fighting others.</p> <p>We should explore and discover new places.</p> <p>Ask the groups to discuss each statement and sort them in an order of priority from the most compelling argument to leave their lands to the least compelling. Groups can share their lists afterwards. Discuss any differences of opinion. Consider the reasons that would appeal most to a farmer - and those that might have more appeal to a raider/pirate.</p> <p>See p72 for the history of Vikings</p> <p>Compare Anglo Saxon life to Viking life.</p>	
History 15	Understand how some aspects of the past have been represented and interpreted in different ways.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<p><i>Alfred the Great</i></p> <p>Tell the children that they are going to be learning about an important Anglo-Saxon king. He was born in 849 AD and was alive at the time of Viking invasions and settlement. His name was Alfred and is often referred to as '<i>Alfred the Great</i>' - the only English monarch to have the title '<i>the Great</i>'</p> <p>Alfred achieved many things during his reign. In order to consider the impact Alfred the Great had on the people of England, provide groups with one or more of the following to research in more detail:</p> <p>Alfred's early life and family, (Alfred's father was king of Wessex. He learned to read from his mother. His older brothers had each been king before him. When he was four he met the Pope in Rome.) The Danish/Viking leader, Guthrum, (Led the Viking forces against Alfred. When he was defeated, Guthrum had</p>	Prior to this lesson - Home learning - Alfred the Great.

			<p>to convert to Christianity - which had become the religion of the Saxons.) The Danelaw, (the land that was given to the Vikings) The 'Burhs', (fortified towns with their own defence force) The English Navy (Alfred built a new and improved navy to fight Viking raiders) The Anglo-Saxon Chronicle (Alfred told the Christian monks to write a history of the period) Law and education (Alfred set up the Witan council and the Law Code.)</p> <p>Write about him and all of his achievements. Do you think he deserved the title - The Great? Why?</p>	
History 16	Be able to place the events, people and changes in the periods they have studied into a chronological framework.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<p>The Bayeux Tapestry</p> <p>Ask the children to explore the images and consider:</p> <p>What can we see on the tapestry?</p> <p>What type of event is the tapestry telling us about?</p> <p>Why do you think it was made?</p> <p>Who do you think is being shown on the tapestry?</p> <p>Tell the children that, in the years between Alfred's death and 1066 there was still much tension and fighting between the Saxons and the Vikings. The children are going to learn about some of the key battles in this period - and the significance of the Battle of Hastings.</p> <p>Divide the class into groups and assign an equal number of groups to research each of the following battles:</p> <p>The Battle of Brunaburh (Alfred's grandson Athelred defeats the Vikings and takes over Danelaw)</p> <p>The Battle of Maldon (A small Anglo-Saxon army defend England from a Viking raiding party)</p>	Laptops

			<p>The Battle of Stamford Bridge (The Saxon king Harold defeats the Danish King Harald Hardrada)</p> <p>The Battle of Hastings (Harold and the Saxon army are defeated by the Normans. Saxon rule ends)</p> <p>Choose one battle and find out -</p> <p>Who was involved with the event/battle - who were the key players?</p> <p>Where did the event/battle take place?</p> <p>What events led up to the battle?</p> <p>What happened afterwards as a result of the battle?</p> <p>Produce a PPT about the battle.</p>	
Music 1	Be able to consider pieces of music in terms of meaning, mood, structure, place and time.	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	<p>P87</p> <p>Produce a Greek chorus.</p>	
Music 2	Be able to compose musical pieces combining musical elements within a structure.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<p>Introduce the children to Holst's The Planets Suite. Each of its seven movements are named after a planet in our solar system. Holst was a keen astrologer and was fascinated by the possible influence of the planets (and other heavenly bodies) on our lives. He based each movement on what astrologers thought about the planets and their associated Roman God. Contrast this classical, orchestral piece of music from the early 20th Century with a modern vocal sound, such as David Bowie's recording of Space Oddity from the late 1960s rock/pop era. You might also compare to Chris Hadfield's version of Space Oddity, which was recorded from space! Your focus in this research should be in helping the children to appreciate and understand a wide range of high-quality recorded and live music, drawn</p>	<p>Holst's 'The Planets Suite</p> <p>David Bowie Space Oddity</p> <p>Musical instruments</p>

			<p>from different eras and from great composers and musicians.</p> <p>Assign a different Roman or Greek god to each group. Challenge the children to compose their own piece that will explore the character of their god. Children can use tuned and untuned instruments, or compose their piece using a music program such as Music Ace (harmonicvision.com) or Apple Garageband (apple.com/ilife/garageband).</p> <p>When creating their pieces, children should experiment and explore different musical techniques to help add interest to their music - such as pitch, tempo, repetition and harmony. If using pitched instruments, children can score their music using staff notation. Children may need to revisit the use of note durations, rests and dynamics when writing their music.</p>	
Art 1	<p>Know how artists, craftspeople and designers from a variety of traditions - including those of their home country and the host country - use materials, forms and techniques to express their emotions, observations and experiences.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>Explain to the children that they are going to be working towards producing their own piece of artwork in a Greek or Roman style. For this task, children will be researching their chosen civilisation, and collecting both visual and historical information in their sketchbooks to help them understand the purpose, techniques and materials used by Greek or Roman artists. Prompt the children to think about:</p> <p>What different examples of Greek/Roman art still exist? Pottery (beakers, cups, urns), sculptures (portraits, statues, busts), architecture (buildings, frescos, mosaics, friezes)</p> <p>What was its purpose? (Celebrating important events and people; retelling legends and myths, etc.)</p>	

			<p>What does the artwork tell us about life in Ancient Greece or Rome? What materials did Greek/Roman artists use? (e.g. clay, stone, coloured pigments) How did Greek/Roman artists use shape, space, texture and colour? What different art periods are there? (e.g. Archaic, Classical, Hellenistic) Are there any famous artists and sculptors? (e.g. Skopas, Myron, Polygnotos) What examples do we like the most/least? How might your learning influence your own piece of art? Children should use their sketchbooks to record their learning. This could comprise: Labelled sketches of Greek/Roman artwork they like Notes on materials, styles and techniques Information on famous artists from the period Their own record of experiments to replicate and explore the artwork they have studied Ultimately, their sketchbooks should communicate their journey from open investigation into a more focused study of one particular area of Greek or Roman art (such as pottery, sculpture, mosaic, jewellery, etc.).</p>	
Art 2	Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences.	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Using their research and sketches from the previous session, children can plan a design for their own piece of artwork, incorporating what they have learned. The children could choose the theme of the piece themselves or a selection of themes could be provided. For example: An important sporting event (e.g. the Olympic Games, the Coliseum, etc.) An important battle/victory (e.g. the battle of	A range of art materials Clay Paint Mosaics

			<p>Thermopylae, the battle of Salamis, etc.) Myths and legends (e.g. Romulus and Remus, the Odyssey, etc.) A famous person (e.g. a Roman emperor, Alexander the Great, Leonidas of Sparta, etc.) Create their art work. EXTENSION - Create their own Bayeux Tapestry</p>	
International 1	Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups.		<p>In pairs or small groups, ask the children to use books and the internet to find out about the movements and impact of a past civilisation/culture in relation to either their host country, their home country or another country that they haven't already studied. This could be focused on the Greeks, Romans, Vikings or another cultural group relevant to this time period, such as the Franks, Vandals or Goths.</p> <p>They should find out about:</p> <ul style="list-style-type: none"> The extent to which the civilisation/s spread throughout their chosen country The main ideas, technology or social organisation of the civilisation which were spread When and how the civilisation had an impact on their chosen country The trade of ideas, customs and goods that happened when the two cultures met Both the positive and negative impacts of the invasion/movement How aspects of the civilisation remain to influence present day society. <p>Ask the children to debate whether they think the movement of people/ideas was ultimately a positive or a negative action for the country they have studied.</p>	

			<p>Children can begin by talking through their ideas with a partner, before joining up into bigger groups to debate the pros and cons of invasion/migration by a classical culture. Prompt them to draw conclusions. For example:</p> <p>Is there a strong case for suggesting that invasion/migration was crucial for spreading ideas and culture? Does one country/culture have a right to impose their identity on another? Is it important for a country to protect its national identity?</p>	
Exit Point			<p>Children to devise a class quiz about the topic and also to use on their parents at home.</p>	
Reflection				