

## Summer 2 2020 ~ History ~ Ancient Greece home learning overview (weeks 1~3)

These links will provide you with new knowledge throughout the topic:

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<http://www.primaryhomeworkhelp.co.uk/Greece.html>

<https://www.historyforkids.net/ancient-greece.html>

<https://www.natgeokids.com/uk/discover/history/greece/10-facts-about-the-ancient-greeks/>

<https://www.dkfindout.com/uk/history/ancient-greece/>

<https://www.theschoolrun.com/homework-help/greek-life-and-culture>

<https://www.youtube.com/watch?v=IUZKq3KdtYo>

### Task 1 (three sessions)

**Focus ~ To know where and when the Ancient Greek civilisation existed and order events on a timeline, gaining knowledge of how and why empires grow.**

Resources you will need ~ Copy of the Ancient Greek timeline and text boxes to make your own timeline (red border x 4), **Week 1 ~ 'Who were the Ancient Greeks' Powerpoint (Class 4 page on the website)**, Ancient Greek map to label - conquests of Alfred the Great

What do you already know about Ancient Greece? Create a spider diagram and note down facts that you know before starting your study of this topic. As you progress and learn new knowledge, I would like you to add this to your spider diagram in a different coloured pen, so it is clear to see the development of your learning.

Click on the link below and read the following information: The early history of ancient Greece, After the Dark Age and How was Greece ruled?

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4>

Look at the '**Who were the Ancient Greeks**' Powerpoint (Class 4 page on **the website**) and use the information on here to complete the Ancient Greek Empire map as it was in 323 BC following the conquests of Alexander the Great (slide 6). Label the countries and the seas and colour in the map after producing your own key.

Look at the Ancient Greek timeline slide (slide 8) and become familiar with the defined time periods, the events that are noted, the names of famous Greek monarchs and the names and location of the famous Greek cities. Make a note of these time periods, and jot down a chronological time line with a brief explanation of what happened at that point in history to help to develop your familiarity.

### **Producing your own timeline**

This link takes you to another source of information detailing Ancient Greek timeline.

<https://www.birminghammuseums.org.uk/schools/bmag-for-kids>

Carefully cut out each of the empty text boxes you have been given (four on a sheet with a red border). Using the timeline from the Powerpoint that you have just ordered as a guide and a starting point, you will then research and note different events/milestones and/or additional information about the key events that occurred during the Greek period, drawing and colouring a small picture to illustrate this. Remember, you may use some of the events mentioned on the timeline that you were provided with, but add more information from your research to these key events. Also include other time periods that you have learnt about whilst researching in this

session. Upon completion of your timeline, lay out the textboxes chronologically and take a photograph of your work.

## Task 2 (three sessions)

**Focus ~ To acquire knowledge about significant events from the history of Ancient Greece.**

Resources you will need ~ Ancient Greek significant events fact cards booklet, text boxes to make your own fact cards of significant events (purple border x 4), access to the internet/books for research

What other ancient civilizations have you learnt about whilst at Lothersdale School? Recall your knowledge of topics you have previously studied and discuss these with an adult. How do you think Ancient Greece compares with the civilizations you have studied?

Using the links above, any books you may have at home and the fact cards provided, conduct research about a minimum of four significant events from the history of Ancient Greece, making notes as you do so. You will then produce your own fact cards in the text boxes provided with purple borders ~ the smaller text boxes within the border are for you to illustrate/draw explanatory images. Your information fact cards will be much more detailed than the examples which only give an overview and will be written in sentences which are grammatically correctly punctuated, using paragraphs where necessary. Make sure they are informative and visually appealing to the reader. I am looking forward to reading the information you gather and record!

### Task 3 (four sessions)

Resources you will need ~ **Task 3 - Empire and democracy Powerpoint (Class 4 page on the website)**, Ancient Greek democracy name cards booklet, paper for the democracy poster (red border), paper for Alexander the Great's biography (black border and an image of Alexander the Great), success criteria for the biography

**Focus ~ To gain knowledge about the Greek Empire, how it was established and maintained and its impact on the wider world.**

What does democracy mean in Britain today? Research this, and write a paragraph to explain its meaning. Where did democracy start?

Look at the Powerpoint on the Class 4 page of the website ~ **Task 3 - 'Empire and democracy'** and learn how democracy worked in Ancient Greece. Make notes as you read the Powerpoint slides. Using your knowledge of how the system worked, look at the Ancient Greek democracy name cards and decide who would have been able to join one of the three main systems of democracy and who would have been excluded.

You will then produce a poster (paper with a red border) which explains Ancient Greek democracy. Be creative in your presentation and make your poster eye-catching for the reader, including both writing and images.

Alexander the Great's conquests were referred to on the map you labelled in Task 1. Who was he, what sort of a life did he lead, and what role did he play in democracy in Ancient Greece? Your next task is to research Alexander the Great and to write his biography, clearly detailing the important information about his life. You may use the internet or look in books that you have at home. As you would do in school, make notes as you

gather your information, ensure it is ordered chronologically and then use the success criteria to write your biography ~ on the plain A4 sheet of paper with a black border and an image of Alexander the Great.

Here are some links to get you started!

<https://primaryfacts.com/1292/alexander-the-great-facts-and-information/>

[https://www.ducksters.com/biography/alexander\\_the\\_great.php](https://www.ducksters.com/biography/alexander_the_great.php)

[http://www.bbc.co.uk/history/historic\\_figures/alexander\\_the\\_great.shtml](http://www.bbc.co.uk/history/historic_figures/alexander_the_great.shtml)

<https://www.historyforkids.net/alexander.html>

## Summer 2 2020 ~ Art ~ linked to Ancient Greece home learning

This unit of art work is linked to our history topic on the Ancient Greeks. You will work through the following projects in which you will use different art techniques including designing, sketching, shading using coloured pencils, water colours and 3D modelling.

### Task 1 (two sessions)

**Focus ~ To learn about the function and the design of Greek vases, and to produce own piece, explaining choice of colour and design.**

Resources you will need ~ access to Greek vases Powerpoint on the Class 4 page of the website, access to Birmingham Museums website, blank vases/urns to decorate, BM + AG Greek urn pattern sheet, repeating patterns to use as inspiration for the urn design

Look at the Greek vases Powerpoint on the Class 4 page and think about their purpose and design. Look closely at the colours used and the shapes/sizes and discuss their significance ~ what would they have been made from? What would have been used to paint them? How would they have been fired? What would they have been used to transport?

<https://www.birminghammuseums.org.uk/schools/bmag-for-kids>

Click on the link above which will take you to the Birmingham children's museum. First click on the icon 'About Ancient Greece' and read the information on the timeline. Following this, click on the 'Design a Greek pot' on the computer and design your own pot ~ these can be printed out if you have a printer at home. As you design the pots, carefully consider their shape and size and their purpose in Ancient Greek times.

You will then use your guide lines, and working with care and precision, take time to practise the types of repeating patterns that were found on Greek earthenware. Following on, using the vase/urn outlines, you will carefully draw a pattern on the different vases/urns based on the research you have conducted ~ this will be done lightly in pencil. When you are happy with

your design, go over it in coloured pencil ~ if you have gold, silver or bronze metallic pencils, these would look great!

## **Task 2 (five sessions)**

**Focus ~ Using 3d techniques to produce a Greek vase.**

Resources you will need ~ a balloon, newspaper, strong cardboard, masking tape, white tissue paper or thin paper, poster paints, a paint brush,

### **Making glue for papier mache**

Combine half a cup of plain flour and 2 cups of cold water in a bowl. Add this mixture to a saucepan with 2 cups of boiling water and bring it to a boil. Remove from the heat and stir in 3 tablespoons of sugar. Leave it to cool ~ it will thicken as it cools. Once it does, it's ready to use.

You can store this in the fridge for 3-4 days; just add warm water before using it to get it back to the mâché consistency.

### **Design phase**

Following your research and work you have completed on Greek vase designs, your next task is to produce your own Greek vase. Firstly, either choose one of the designs you produced in Task 1, or create a new design.

### **Step 1**

Tape a cardboard base onto the balloon.



## Step 2

Cover the base and the balloon with Papier Mache.



## Step 3



Make the handles using thick cardboard (corrugated if possible) and stick them down with masking tape.



## Step 4



Completely cover the vase with white tissue paper if you have any, thin white paper if not.

## Step 5



Paint the base of the vase ~ remember to work methodically around the vase, painting from top to bottom, holding onto one of the handles. Wait until the paint is dry until you paint the handle you have been holding on to!

## Step 6



Refer to your design and paint on the geometric pattern. Again work carefully and methodically, taking care not to smudge your work.



### Task 3 (three sessions)

**Focus ~ To learn about Ancient Greek mosaics designs and purpose and create and construct your own mosaic in this style.**

Resources you will need ~ different shaped mosaic colouring sheets, coloured pencils or felt tip pens, paper to stick the mosaic onto

A mosaic is a piece of art made up of small coloured pieces. These pieces can be coloured glass, stone, paper or other materials. The small pieces combine to make one large picture or pattern. The Ancient Greeks created mosaic art, some of which we can still see today. They also used mosaics to decorate the floors and walls of their houses. The earliest decorated mosaics in the Greco-Roman world were made in Greece in the late 5th century BCE, using black and white pebbles.

Your first task is to research Ancient Greek mosaic designs. I would like you to find out the types of materials they used, what colours their materials were, the types of tools they used, what they used to secure their mosaic, the purpose of the mosaics and the designs they produced - were they religious, historical, dramatic?

I would like you to use your research as inspiration as you produce your own Greek inspired mosaic design. You have been given a selection of mosaic colouring sheets which will form the basis of your design, i.e. you will colour individual squares/rectangles/hexagons, which you will then cut out and arrange in your design on a separate piece of paper. Remember, Greek mosaic designs often had a border around the outside to clearly define them.