

Key Stage 2 Ancient Greece – The History of the Ancient Olympic Games Teacher’s Guide and Programme of Study

About this unit: overview

This unit is designed flexibly as either a chronological or thematic study. As such its editable core PowerPoint resources can be used as a depth or extended overview topic in relation to:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world - the core element of the study, but also potentially linked to or integrated with:
- The legacy of Greek culture on later periods in British history, including the present day

The Unit is predicated on the central activity of designing a ‘Museum Exhibition’ in the classroom, corridor or hall to tell the story of the Olympic in Ancient Greece - and if and as desired to integrate with other elements of study in relation to the legacy of Greek culture as reflected in comparisons and contrasts with the Modern Olympics.

In doing so pupils will:

- know and understand significant aspects of the history of the wider world and the nature of ancient civilisations and their achievements
- gain and deploy a historically grounded understanding of abstract terms such as civilisation and legacy
- understand historical concepts such as continuity and change, similarity, difference and significance, and use them to make connections, draw contrasts and create their own structured accounts and narratives
- understand the methods of historical enquiry, including how evidence is used

As a result, Pupils will develop chronologically secure knowledge and understanding, establishing a clear narrative within and across the period or periods studied. They will be able to note connections and contrasts over time and consider historically valid questions about change, similarity and difference. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of sources.

Pupils will make ‘curatorial’ decisions around the organisation of their knowledge and understanding in relation to:

- Chronology
- Themes
- Comparisons and contrasts

The key questions that pupils will consider in doing so are:

- Why and how did the Olympic Games start in Ancient Greece?
- What were the main features of the Games?
- Why were the Games so important to the people of Ancient Greece, and for so long?
- What can Games tell us about life, society and culture in Ancient Greece?
- Why and how are Ancient Games still relevant to the Modern Olympics and our society today?
- What are the similarities and differences between the Ancient and Modern Olympic Games?

How this unit links to the new national curriculum for primary history

This unit is designed to be used flexibly as either a chronological or thematic study. As such it can be used flexibly as a depth or extended overview topic in relation to:

- Ancient Greece – a study of Greek life and achievements, and their influence on the western world - the core element of the study, but also potentially linked to or integrated with
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

Learning Objectives, Key Content and Suggested Lesson Ideas/Approaches

Key Question/Learning Objective	Key Content and Suggested Lesson Ideas/Approaches
Why and how the Olympic Games started in Ancient Greece	<p>Slides 1-20 offer a flexible approach to introducing the core activity and engaging pupils in the enquiry.</p> <p>There are three suggested introductory pathways:</p> <ul style="list-style-type: none">• Using slides 2-7: simply using the stimulus/excitement of the Museum Exhibition activity. Slide 3 shows the new Qatar Museum of Sport and the Olympics in Doha and an artist's impression of a gallery. It opens in late-2021 and will be the largest sports museum in the world• Using slides 2-13: creating interest and excitement through the story of Milo of Croton, which can be read and/or introduced by the video on Slide 12• Using slides 2-7 and then 14-17: creating curiosity through the Terence to symbolism of modern day Olympic Opening Ceremonies <p>From Slide 18 onward the different introductory pathways then converge into a single structure to address each key question via the exploration of key 'exhibits' for their display to tell the story of the Games.</p> <p>This first key question is addressed through Slides 18-30.</p> <p>Pupils identify the first exhibits for their display to illustrate the origins of the Games – Slide 30</p> <p>There are related extension opportunities to explore Greek Mythology, the Greek Gods and religion using the 'Thinking Deeper' activities and links on slides 24-25</p>
What were the main features of the Games? Why the Games were so important to the people of	Slides 31-90 enable pupils to now build their exhibition by selecting 'exhibits' to address each of these 4 subsequent key questions about the

<p>Ancient Greece and for so long?</p> <p>What the Games can tell us about life, society and culture in Ancient Greece?</p> <p>How and in what ways the Ancient Games are still relevant to the Modern Olympics and society?</p>	<p>nature and wider significance of the Games as they developed over time. Sections cover:</p> <ul style="list-style-type: none"> • The chronological development of the Games • The Olympic Truce • The Spectator experience • Links to culture and society • Sports and the athletes • The decline of the Games <p>Comparisons with the Modern Games are referenced through the slides, enabling pupils to draw out similarities and differences which can be revisited and extended in the final activity.</p> <p>Slides 36-38 offer an extension opportunity in relation to the Olympic Truce and its modern application by the IOC and UN – and the potential for a wider discussion about sport and politics.</p> <p>Slide 79 offers an extension opportunity for pupils find out about more athletes through independent research. Suggestions include:</p> <p>Theagenes of Thasos</p> <p>Diagonals of Rhodes</p> <p>Polygamous of Skotoussa</p> <p>Melankomas of Caria</p>
<p>What are the similarities and differences between the Ancient and Modern Olympic Games?</p>	<p>Using Slides 91-98, pupils are able reflect on the initial purpose of the enquiry and the key questions that their Exhibition was designed to address. They should self-evaluate how effectively their display tells the story and significance of the Games, reflecting on key points of chronology, theme and comparison/contrast – with the opportunity to include a final section in their exhibition explicitly focused on similarities and differences between the Ancient and Modern Games</p>

