

REIMAGINING ANCIENT GREECE

A Guide to Teaching Ancient Greece
at Key Stage 2

A COMMUNITY
CURRICULUM
PROJECT

Sally Waite and
Ulrike Thomas



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David Leat, Professor of Curriculum Innovation, Newcastle University.

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PART 1: COMMUNITY CURRICULUM

INTRODUCTION

In this guide you will find much good practical advice for running projects on the topic of the Greeks. Much credit goes to Sally Waite, Ulrike Thomas and their collaborators for the publication. However this guide stands as a great example of something larger – the principle of Community Curriculum Making (CCM). The next two pages unpick some of the main features of CCM, but here I want to unpack the deep significance of this shift away from a monolithic National Curriculum.

Nearly all schools interact with their local community, with people from the community visiting the school and the pupils going the other way out into the community. Furthermore most schools will use the local environment as a resource, location and inspiration for some aspects of curriculum. So what is different about CCM? The difference is that CCM embodies a set of principles about the purpose of curriculum:

1. Adapting the African proverb that it takes a village to raise a child, the first principle of CCM is that it takes a community to educate a child, providing a myriad of knowledge, stories, role models, expertise, locations, relationships, perspectives and resources that school alone cannot provide – as with the Greeks.
2. Secondly CCM provides the opportunity for service to the community. Therefore some school work is done not just for the teacher to mark but because it is of value or interest to community members, be they parents, businesses, public authorities, charities, researchers or members of the public. School



work becomes authentic meaningful work. Pupils' work on the Greeks has already featured in a number of public exhibitions.



3. Thirdly CCM grounds much learning in the phenomena, resources, delights and issues in the locality and wider community encouraging students to make meaning and connections, fostering understanding of the global and abstract through the local and familiar. This has the potential to nurture stronger personal identities through work anchored in the area/region and as a global citizen.

David Leat

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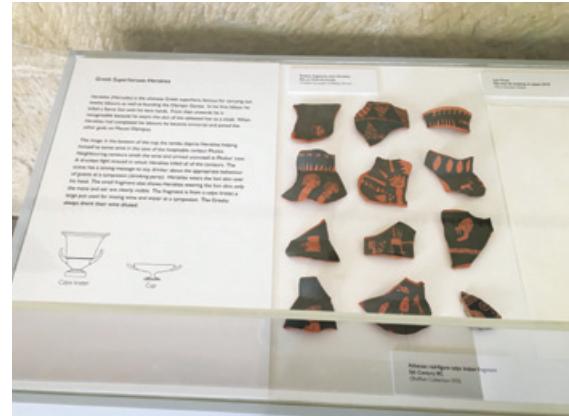
PART 1: COMMUNITY CURRICULUM

COMMUNITY CURRICULUM MAKING THROUGH ENQUIRY AND PROJECT-BASED LEARNING*

At its heart Community Curriculum Making is about 'going places, meeting people and doing things'. It is about a desire to create real-world projects that are underpinned by National Curriculum subject knowledge, but which draw on the expertise and resources in the local community to give that knowledge a meaningful context. A Community Curriculum project may involve work with or talks by local experts/parents/grandparents who have relevant skills and knowledge. It may include visits to museums, universities, community groups or local businesses. It may result in articles written for a local newspaper or films shown in the local cinema or displays in the local library. Whatever its form, after taking part in a Community Curriculum project students will not only have developed and put into practice their academic knowledge, they will also have developed their social and cultural capital – providing them with the raw materials to construct more complex identities and inform their aspirations.

Community Curriculum projects are at their most powerful when they adopt an enquiry or project-based learning approach (PBL). Whilst both have as their starting point 'big questions'

that demand higher-order thinking and research which takes place over several days, weeks or months; enquiry-based learning (EBL) is a more open,



divergent approach where the outcomes will differ for each student or group of students. Project-based learning typically has pre-determined outcomes in order to ensure specific curriculum coverage, but allows students greater flexibility in deciding how to reach these.

Take for example the big question: What is the legacy of the ancient Greeks? Although both types of project would start with subject content knowledge to introduce the subject (archaeology, timelines, geography etc.), and both could include the community in the form of visits (museums, monuments etc.) and the contribution of experts (university staff, history societies); a project following a more open, EBL approach would allow the students to follow their own interests in order to answer the question, with the teacher providing additional subject knowledge and resources as required. The result for one class could be 30 very different outcomes. In a PBL project the teacher would determine the learning activities to a greater degree e.g. a lesson on the Olympics, a lesson on coinage, but the students would be able to conduct their own research on these topics.



Two final principles of a Community Curriculum project are the need to create a product (a comic, film, pop-up museum, poster, fact-sheet etc.) and the need to establish a real audience for that product that goes beyond the school gates or at the very least, goes beyond the classroom doors (local library, community centre, presentation at an open day/parents' evening etc.). Creating a product ensures that the students have to produce something tangible to evidence their learning. The external audience gives the product a purpose and ensures its quality.

The following guide aims to provide you with ideas and resources to plan and execute a Community Curriculum project about ancient Greece that can follow either an EBL or PBL approach. The resources can be used in sequence or flexibly; they can be used for single lessons or over longer periods of time. However you choose to use them, these resources will enable you to create a bespoke and engaging project that will develop your students' knowledge of and interest in the world of the ancient Greeks.



*The Research Centre for Learning and Teaching at Newcastle University has created a useful guide on Community Curriculum Making which includes a range of planning tools and case studies and can be downloaded here:
<https://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/Community%20Curriculum%20Making%20guide.pdf>

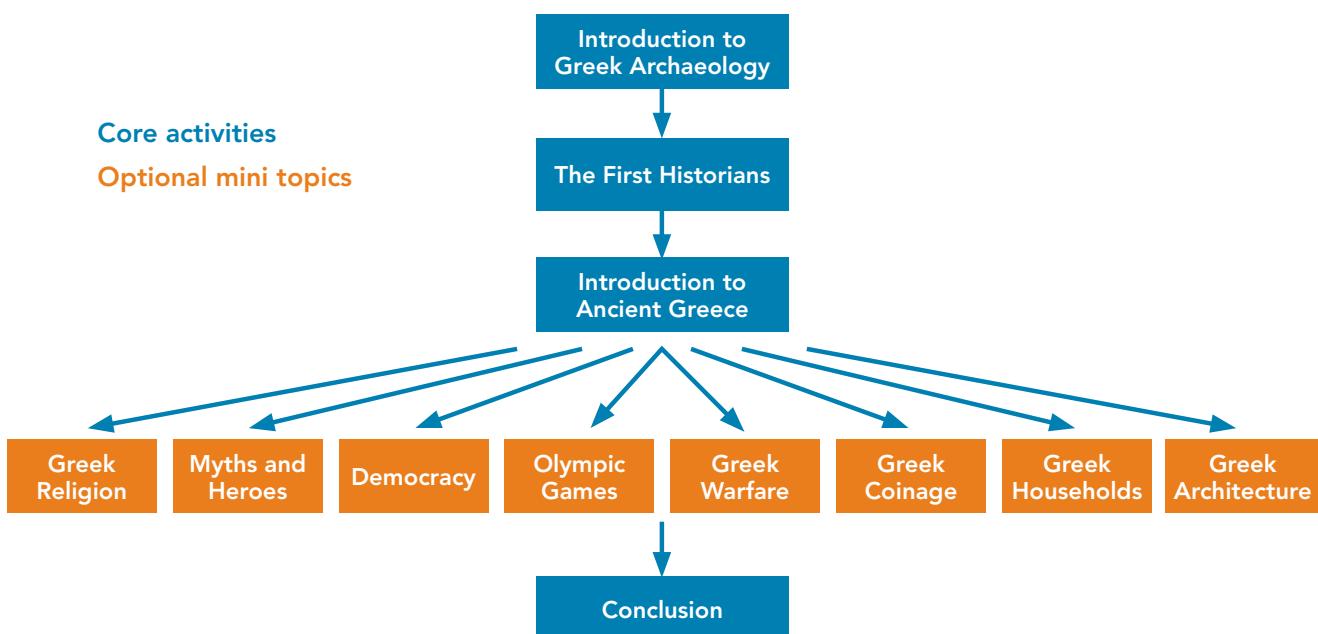
PART 2: COMMUNITY CURRICULUM: ANCIENT GREECE

HOW TO USE THIS GUIDE

This guide has been created by the School of History, Classics and Archaeology and the Research Centre for Learning and Teaching (CfLaT), Newcastle University; in collaboration with the Great North Museum. All of the resources and ideas have been trialled by staff and students at West Jesmond Primary School and Belsay School.

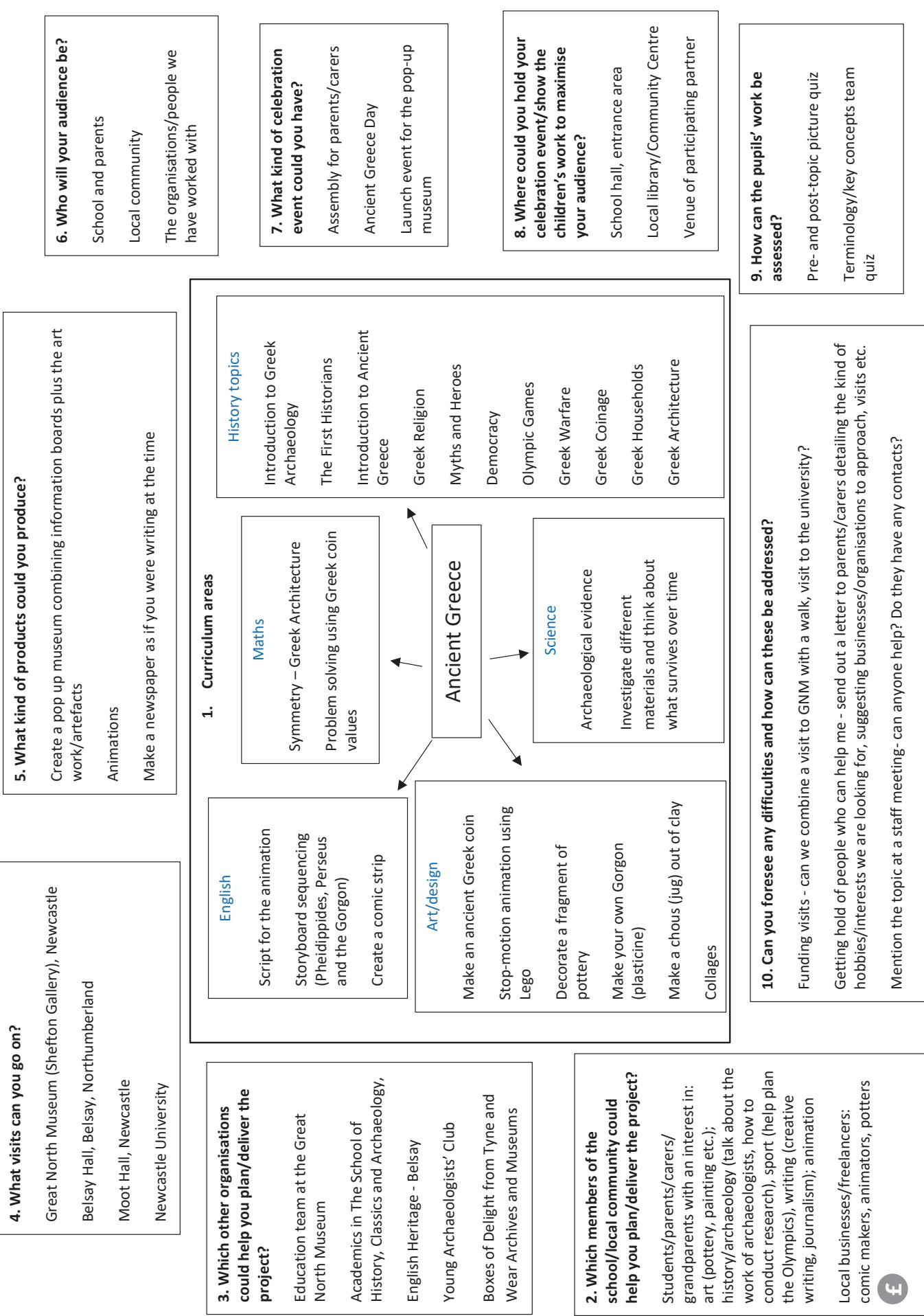
The ancient Greece project we outline is structured around objects that can be seen in the Shefton Gallery of the Great North Museum. The guide starts with planning documents that identify cross-curricular links; Community Curriculum opportunities and the skills/knowledge that will be developed.

These planning documents are followed by the **topic sheets** which focus on 4 core topics and 8 optional topics, plus some project conclusion ideas:



- Each topic sheet is divided into separate sections which identify:
 - **the learning outcomes**
 - **the free downloadable resources available – slide shows, teacher notes and worksheets** 
 - **activity ideas**
 - **investigative questions**
 - **the legacy of the ancient Greeks**
- Some resources appear in multiple topics and you can choose where you think it is appropriate to use them.
- On every topic sheet we also highlight possible Community Curriculum links. These are indicated by 
- Activities which have a cost attached are indicated by 
- Part 3 includes additional useful information, a blank planning sheet and some exemplar worksheets.

All of the downloadable resources can be found at: www.research.ncl.ac.uk/explorethepastwithus/



PART 2: COMMUNITY CURRICULUM: ANCIENT GREECE

COMMUNITY CURRICULUM IN ACTION

PLACES TO GO

- Newcastle: Great North Museum
- Newcastle: Haymarket Boer War Memorial (Nike)
- Newcastle: Moot Hall
- Penshaw Monument (National Trust) Houghton-le-Spring, Sunderland
- Belsay Hall (English Heritage) Belsay, Northumberland



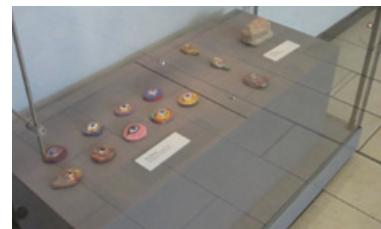
PEOPLE WHO CAN HELP YOU

- Great North Museum: Keeper of Archaeology
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- Sally Waite: Lecturer in Greek Art and Archaeology,
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THINKING ABOUT AUDIENCES

- Pop up exhibition or mini-museum in school (family/carers/teachers)
- Local library (community)
- Community centre (community)

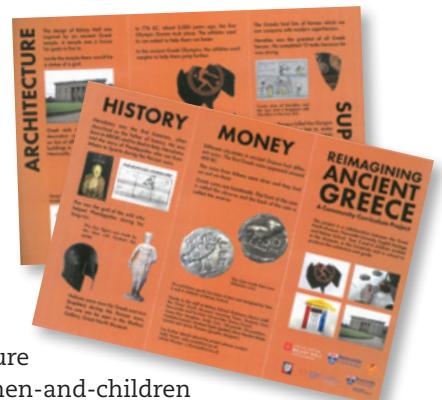


FINAL PRODUCTS

- Creative art work
- Stop-motion animation
- Short film
- Play
- Exhibition guide

HANDS-ON ACTIVITIES

- Many of the topics come with suggestions for linked creative activities
- Book a workshop at the Great North Museum
<https://greatnordmuseum.org.uk/whats-on/greek-fighting-forces>
<https://greatnordmuseum.org.uk/whats-on/ancient-greek-art-and-architecture>
<https://greatnordmuseum.org.uk/whats-on/ancient-greek-hidden-lives-women-and-children>
- Book an ancient Greece loan box from Tyne and Wear Archives and Museums
<https://twamschools.org.uk/boxes-of-delight>
- Book a session with Graham Taylor of Potted History 
http://www.pottedhistory.co.uk/Ancient_Pottery_Workshops.html
- Lesley-Anne Rose Animator/Community Artist 
<https://lesleyannerose.com/>



In the main section of the guide we will identify possible Community Curriculum links these will be indicated by 

PART 2: COMMUNITY CURRICULUM: ANCIENT GREECE

SUBJECT SPECIFIC SKILL DEVELOPMENT COVERED BY THE CURRICULUM: BEING AN HISTORIAN/ARCHAEOLOGIST

Skill	Skill in action
I understand chronology	Order events on a timeline
I can use subject specific vocabulary	Use the correct terms for ancient Greek material culture Become familiar with the terminology used by historians and archaeologists
I can look at different sources and evaluate their validity	Work with texts, pictures, objects and the archaeological record to understand the ancient Greek world and assess their value Understand the difference between primary and secondary sources
I understand how my knowledge of the past is constructed from a range of different sources	Texts Inscriptions Pictures Material culture (including coins, pottery, metalwork, buildings and archaeological sites)
I can feel a sense of empathy with people in the past	Explore the everyday life of ancient Greek people through active learning experiences and imagination
I can evaluate the similarities and differences between ancient Greece and the present	Explore points of comparison and divergence between ancient Greece and the present in the following key areas: <ul style="list-style-type: none">• Religion• Drama• Athletics• Warfare• Home-life
I understand the influence of ancient Greece and its legacy and connections between the past and the present	Looking at how ancient Greece influences the present day in the following key areas: <ul style="list-style-type: none">• Architecture• Olympic Games• Coinage• History• Democracy 
I understand what materials survive in the archaeological record and the concept of stratigraphy	Identify materials which survive and the basic principles of archaeology

General description of topic

This topic provides a brief introduction to archaeology as a way of understanding the past, looking specifically at materials which survive from ancient Greece.

Learning Outcomes

- To understand what archaeology is and how archaeologists work to understand the past from an incomplete record
- To understand what materials survive archaeologically and in what conditions
- To understand what materials survive from the Greek world and why

Teacher Resources

- Introduction to the Shefton Collection
- What is archaeology slide show and notes
- Notes for optional teacher-led visit to the Shefton Gallery in the Great North Museum
- Surviving materials slide show and notes



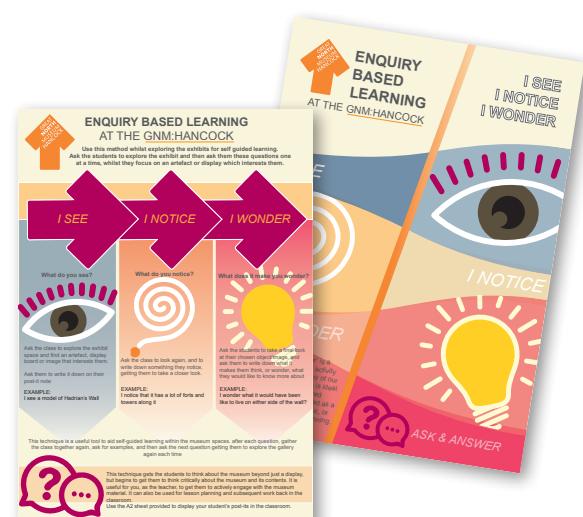
Possible Classroom Activities and Visits

 Could you contact someone with expertise or interest in archaeology (for example: parent/academic/Society of Antiquaries/Young Archaeologists' Club, Local History Society)

- Pre-topic picture quiz (individual) 
- I see, I notice, I wonder activity to use in the Great North Museum 
- Gallery trail to use in the Great North Museum 

 Could you organise a trip to the Great North Museum to see the Shefton Gallery (self-led or book a workshop)

- The body game 
- Materials activity sheet 



Investigative Questions

- Think about what survives archaeologically and how this affects our understanding of the past



General description of topic

This topic looks at the first historians, Herodotus and Thucydides, focusing on a particular episode in one of the first history books.

Learning Outcomes

- To learn about the first ancient historians
- To understand that the idea of history was first invented in ancient Greece

Teacher Resources

- Ancient historians slide show and notes
- Pheidippides stop motion film



Possible Classroom Activities and Visits

- Story to read to the class (Pheidippides) – *The Lion in the Gateway* – Mary Renault (p44-54), or Athena's Owls story 
- Blank Pheidippides storyboard and/or images to sequence plus summary sheet 



Creative activities

- Use stop-motion animation or storyboarding apps to recreate the Pheidippides story

 Are there any parents or someone in the local community with expertise in animation? Or book a school animation workshop – see resources section 

Investigative Questions

- Explore and debate the differences between ancient historians and modern historians – was Herodotus the 'Father of History' or the 'Father of Lies'?

Legacy

- Think about the role of historians today
- Explore the Pheidippides story and the origin of the Marathon



General description of topic

This topic provides a geographical and chronological introduction to ancient Greece.

Learning Outcomes

- To understand the sources for studying the Greeks
- To understand the geography of ancient Greece
- To understand colonisation and the extent of the Greek world
- To understand the basic chronology and key events in ancient Greek history
- Revise BC and AD dates

Teacher Resources

- Introduction to ancient Greece slide show and notes
- Sources for studying ancient Greece slide show and notes
- Short film: introduction to ancient Greece – see resources section



Possible Classroom Activities and Visits

 Could you contact someone with expertise in this area (for example at Newcastle University or the Great North Museum)

- Greek mainland map activity sheet 
- Greek world map activity sheet 
- Timeline activity 



Investigative Questions

- Research how the landscape and climate affected life in ancient Greece
- Research the events identified on the timeline or find extra events to include on it
- Think about how the borders of ancient and modern Greece have changed

Legacy

- Looking at the timeline think about the key events in Greek history which are still relevant today
- Explore which other disciplines have been influenced by ancient Greece (philosophy, medicine, science, mathematics and politics)



General description of topic

This topic explores the different Greek gods and goddesses looking at their responsibilities and the attributes they are associated with.

Learning Outcomes

- To understand the different roles of the Greek gods and goddesses
- To understand how we can identify Greek gods and goddesses by their attributes
- To understand how the Greek gods and goddesses were related
- To understand how Greek religion differs from contemporary religions

Teacher Resources

- Greek religion background notes
- Religion ancient and modern notes
- Greek gods and goddesses slide show and notes
- Key object photographs (Zeus, Dionysus and Nike) and notes
- Asclepius slide show and notes



Possible Classroom Activities and Visits

 Could you contact someone with expertise in this area (for example at Newcastle University or the Great North Museum)

- Gods and goddesses colouring in poster 
- Create a gods and goddesses family tree, matching gods and goddesses with their attributes 
- Create your own Greek god and goddess worksheet 

Creative Activities

- Make a painting of Nike 
- Make votive offerings 

Investigative Questions

- Using the internet and/or books research a Greek god or goddess (in small groups or individually), writing down five key facts to feedback to the class
- Debate the differences between Greek religion and contemporary religions

Legacy

- Explore how the Greek gods and goddesses influence our daily life: for example the goddess of victory Nike gives her name to the famous brand of trainers. The god Pan is the origin of the word panic because he instilled fear in the Persian troops during the Persian Wars



General description of topic

This topic introduces Greek mythology focusing specifically on the myths of Perseus and Herakles.

Learning Outcomes

- To understand what a myth is and why they were important
- To know in detail about Herakles and his labours
- To know in detail the myth of Perseus and the Gorgon

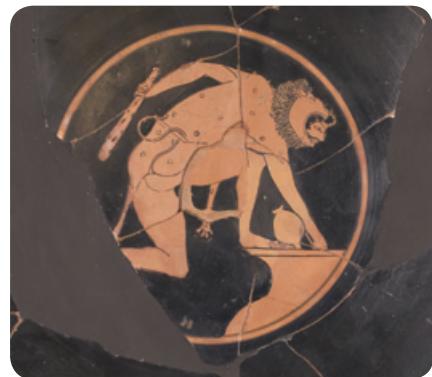
Teacher Resources

- Greek myth background notes
- Key object photographs (Gorgon and Herakles cup) and notes
- Greek drama background notes



Possible Classroom Activities and Visits

- Read the Athena's Owls story of Perseus and the Gorgon 
- Perform a Greek play 
- Retell the story of Perseus and the Gorgon using the image sheet provided; sequence the images or sequence the images and add story captions/speech bubbles 
- Create your own mythical creature worksheet 
- Read the Athena's Owls story of Herakles' labours 
- Herakles comic strip worksheet 



 Try Seven Stories DIY comics free downloadable resources
<https://www.sevenstories.org.uk/learning/books-and-resources/diy-comics>



Creative activities

- Make a Gorgon antefix 
- Make a painted pottery fragment decorated with an image from the myths of Herakles 

Investigative Questions

- Research more myths and heroes

Legacy

- Think about what ancient and modern superheroes have in common e.g. Perseus and Spiderman



General description of topic

This topic looks at the fundamentals of Athenian democracy.

Learning Outcomes

- To understand the guiding principles of Athenian democracy
- To understand the material culture associated with Athenian democracy
- To understand the differences between Greek democracy and modern democracy

Teacher Resources

- Greek Democracy slide show and notes
- Short film: introduction to ancient Greece (section on democracy) – see resources section
- Key object photograph (juror's or magistrate's ticket) and notes



Possible Classroom Activities and Visits

- Topography of democracy worksheet 
- Choose a topic for a debate, nominate two speakers and then have a vote with a show of hands
- Have a mini-trial, choose two speakers to act as the prosecution and defence and then vote with ballots

Creative activities

- Make an ostrakon 
- Make a juror's or magistrate's ticket 
- Make a ballot 



Investigative Questions

- Research how the citizens' assembly and law court worked in ancient Athens

Legacy

- Explore the similarities and differences between ancient Greek democracy and modern democracy

General description of topic

This topic introduces the site of Olympia where the ancient Olympic Games took place. It explores athletes and the Olympic Games.

Learning Outcomes

- To understand the site where the Olympic Games took place
- To understand the equipment used by athletes
- To know about the ancient Olympic events
- To understand the consequences of cheating
- To learn about Nike, the goddess of victory

Teacher Resources

- Ancient Olympia slide show and notes
- Athletes slide show and notes
- Olympic events slide show and notes
- Herakles and Olympia slide show and notes
- Cheating slide show and notes
- Key object photographs (Jumper cup and Nike) and notes



Possible Classroom Activities and Visits

- Read the Athena's Owls story of *Pelops and the Chariot Race* or *Heather, Oak and Olive (A Crown of Wild Olive)* – Rosemary Sutcliff 
- Athletes worksheet 
- Olympic events worksheet 
- Create your own mini Olympics
- Herakles comic strip worksheet 

 Consider a self-led walking tour of Newcastle that includes a stop at the Boer War Memorial (Nike) linking with the architecture topic



Creative activities

- Make a painting of Nike 
- Statue of Zeus colouring sheet 
- Make a cheating athlete collage 



Investigative Questions

- Research the ancient and modern Olympic Games and discuss their similarities and differences

Legacy

- Think about the representation of Nike and how it has been used on monuments to commemorate military victories (locally and globally)



General description of topic

This topic explores two major fifth century BC wars and looks at Greek hoplites (warriors) and hoplite warfare.

Learning Outcomes

- To learn about the Persian Wars
- To learn about the Peloponnesian War
- To understand hoplite warfare and offensive and defensive weapons and armour

Teacher Resources

- The Persian Wars slide show and notes
- The Peloponnesian War slide show and notes
- Hoplites (ancient Greek Warriors) slide show and notes
- Key object photographs (Corinthian helmet and amphora) and notes



Possible Classroom Activities and Visits

- Newspaper article activity sheet 

Are there any parents or people in the local community with knowledge or interest in journalism/writing

- Label a hoplite activity sheet 
- Dress a hoplite activity sheet 
- Warrior departure activity sheet 

Other Activities

Book a Great North Museum Workshop (Fighting Forces)



Creative activities

- Hoplite warfare colouring sheet 
- Make a shield 



Investigative Questions

- Research the weapons used by a Greek hoplite

Legacy

- How does modern warfare differ from hoplite warfare?

General description of topic

This topic looks at the development of Greek coinage with a specific focus on the coins of Athens.

Learning Outcomes

- To understand the origins of Greek coinage
- To understand the terminology of Greek coinage
- To understand how coins are made
- To understand the significance of the images on ancient coins

Teacher Resources

- Coinage slide show and notes
- Tables of the different denominations of Athenian coins and values
- Key object photograph (Athenian coin) and notes



Possible Classroom Activities and Visits

- Discuss possible designs for a coin for your school/community/city thinking about what represents them. The children can draw the coin and justify their choice of images
- Maths activities using denominations table
- Shopping game using values table 



Creative activities

- Make a Greek coin and/or coin for your school/community/city 



Investigative Questions

- Research the coinage of different city-states and why specific images were chosen

Legacy

- Compare ancient and modern coins from different countries



General description of topic

This topic looks at ancient Greek houses and the role of women and children.

Learning Outcomes

- To understand the layout of a Greek house and the functions of different spaces
- To understand the role of women in the household
- To explore the lives of children

Teacher Resources

- Ancient Greek houses slide show and notes
- Women in the household slide show and notes
- Children slide show and notes
- Toys slide show and notes
- Key object photographs (chous jug and kalathos pot) and notes
- Short film: pottery – see resources section



Possible Classroom Activities and Visits

- House activity – place the people and objects in the house plan 
- Ancient Greek toys activity sheet 

 [Book a Great North Museum Workshop](#)
(Hidden Lives)



Creative activities

- Make a painted pottery fragment decorated with an image of women using the kalathos for inspiration 
- Design a chous 



Investigative Questions

- Explore the role of women in ancient Greece and think about what is the same and what has changed

Legacy

- Compare ancient and modern toys and households



General description of topic

This topic looks at Greek temples and religion.

Learning Outcomes

- To understand the architecture of Greek temples
- To understand the influence of Greek architecture on building design over time
- To understand some of the practices of worship in ancient Greece

Teacher Resources

- Greek temples slide show and notes
- Short film: Architecture – see resources section
- Greek religion background notes
- Religion ancient and modern and notes
- Key object photographs (pelike pot and cup fragment) and notes



Possible Classroom Activities and Visits

- Walking tour 
- Moot Hall activity sheet 
- Ritual baskets activity sheet 

 [Book a Great North Museum Workshop
\(Greek Art and Architecture\)](#)

Creative activities

- Make a Greek building collage 
- Make a Gorgon antefix 

Investigative Questions

- Explore the similarities and differences between ancient Greek temples and places of worship today

Legacy

- Think about the influence of Greek architecture on more recent buildings

 [Consider a self-led walking tour of Newcastle looking at Classical style buildings or a trip to Belsay Hall or the Penshaw Monument](#)



General description of topic

This topic concludes with a summary of the legacy of ancient Greece and provides end of topic assessment resources.

Learning Outcomes

- To understand the legacy of ancient Greece
- Assessment of the knowledge and understanding the pupils have gained

Teacher Resources

- Slide show and notes on the Greek legacy



Possible Classroom Activities and Visits

- Greek architecture legacy worksheet 
- Post-topic picture quiz (individual) 
- Team quiz (slide show) 
- Design your own Greek Museum worksheet 



Creative activities

- Create your own pop-up museum using the creative and written work

 Use your contacts inside and outside of school to find a good location for the display that widens the audience. What about a local library or community centre?

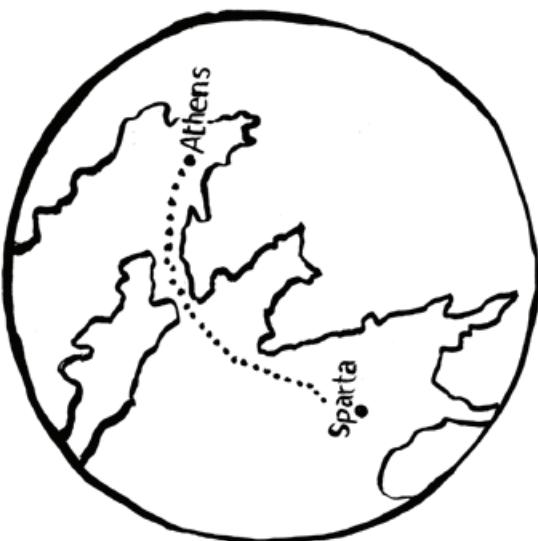
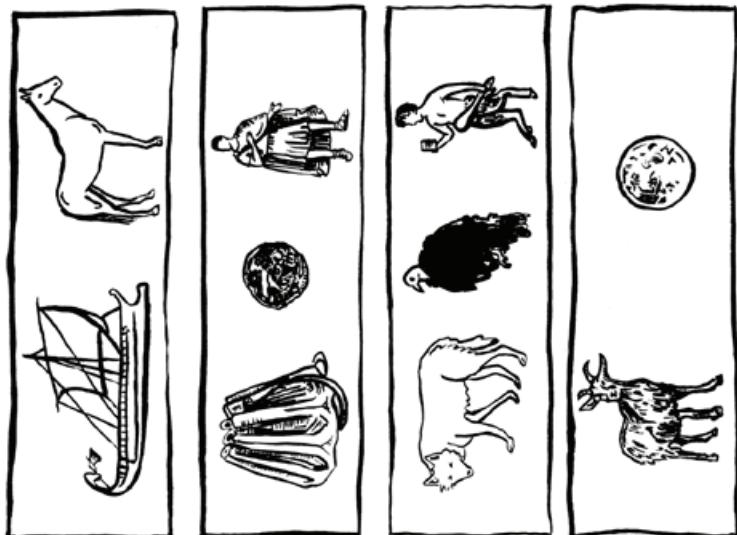
Legacy

- Explore and debate the legacy of ancient Greece



PART 3: RESOURCES **BLANK PLANNING SHEET**

<p>4. What visits can you go on?</p>	<p>5. What kind of products could you produce?</p>	<p>6. Who will your audience be?</p>	<p>7. What kind of celebration event could you have?</p>	<p>8. Where could you hold your celebration event/show the children's work to maximise your audience?</p>	<p>9. How can the pupils' work be assessed?</p>
<p>1. Curriculum areas</p> <p>Maths</p> <p>Science</p> <p>English</p> <p>Ancient Greece</p> <p>Art/design</p> <p>History topics</p>					
<p>3. Which other organisations could help you plan/deliver the project?</p>	<p>2. Which members of the school/local community could help you plan/deliver the project?</p>	<p>10. Can you foresee any difficulties and how can these be addressed?</p>			



PHEIDIPPIDES summary

The story is set during the Persian Wars.

After hearing that the Persians were invading the Athenians wanted to ask the Spartans for help. The weather was not good for sailing and the mountain road too stony for horses so it was decided that a runner would deliver the message.

A champion runner called Pheidippides was summoned from the gymnasium, where he was training for the Olympic Games, to deliver the message. Pheidippides took a bag of coins and a wool cloak and ran through the mountains and along the coast. Pheidippides kept running rarely stopping to sleep or drink.

After running for so long Pheidippides grew weary and he began to believe that he may die there on the mountain side and be eaten by vultures and wolves. Pheidippides prayed to the gods. Pheidippides became aware that someone was running alongside him keeping pace. He could hear trotting hoofs and saw a horn. Pheidippides had prayed to the god Pan and he had appeared to encourage him to carry on.

Pheidippides came down the mountain passing a goat on the way. Finally he reached the city after running 150 miles in two days. An ancient law however prevented the Spartans from performing any new business before the full moon. The full moon was another five days away and it would take the Spartans a further five days to travel. The Persians could be in Athens within a day and Pheidippides' running would have been for nothing.

The Spartans refused to change their customs, and, with heavy heart Pheidippides thought of home and his struggle to relay the message. Pheidippides now knew that he would never run at Olympia and be remembered as a victorious athlete. However the famous historian Herodotus recorded his run and his meeting with Pan in the mountains. Pheidippides ran back to fight in the battle of Marathon. He then ran back to Athens to give news of the victory. This is why a long run is called a Marathon even today.

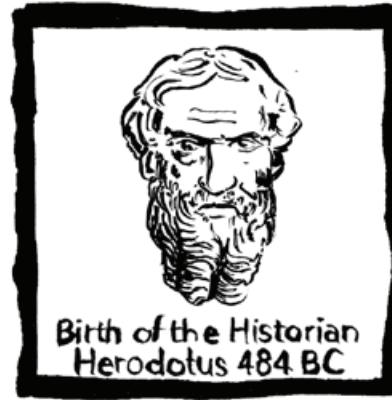
THE GREEK MAINLAND

Write the name of the city in the correct box and connect each city with a line to a dot on the map:
Athens, Knossos, Sparta, Delphi, Olympia



GREEK TIMELINE

Order these events on a timeline



ANCIENT GREEK GODS AND GODDESSES



Demeter



Apollo



Dionysus



Hestia



Aphrodite



Poseidon



Athena



Hades & Persephone



Hera



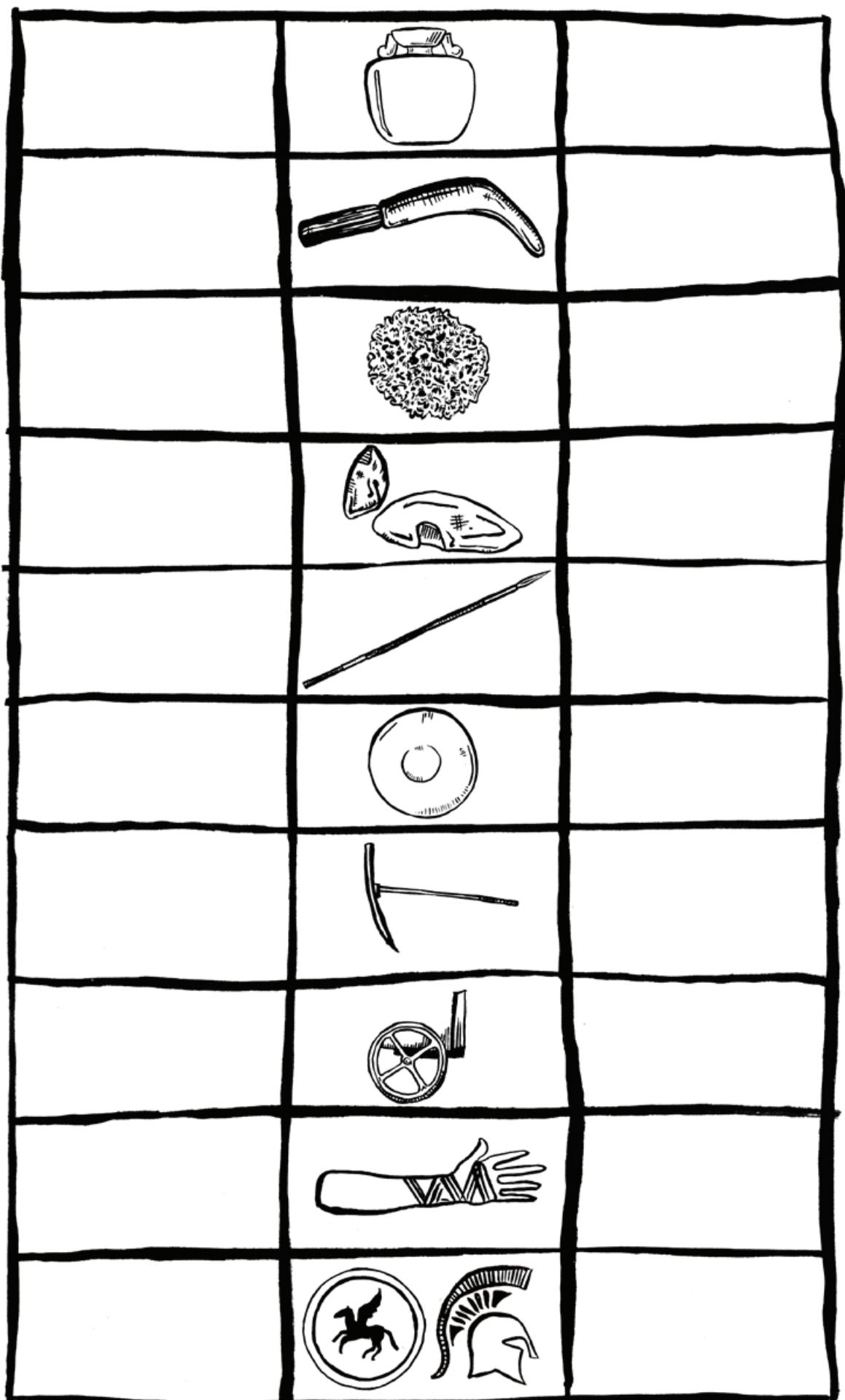
Zeus



Hermes

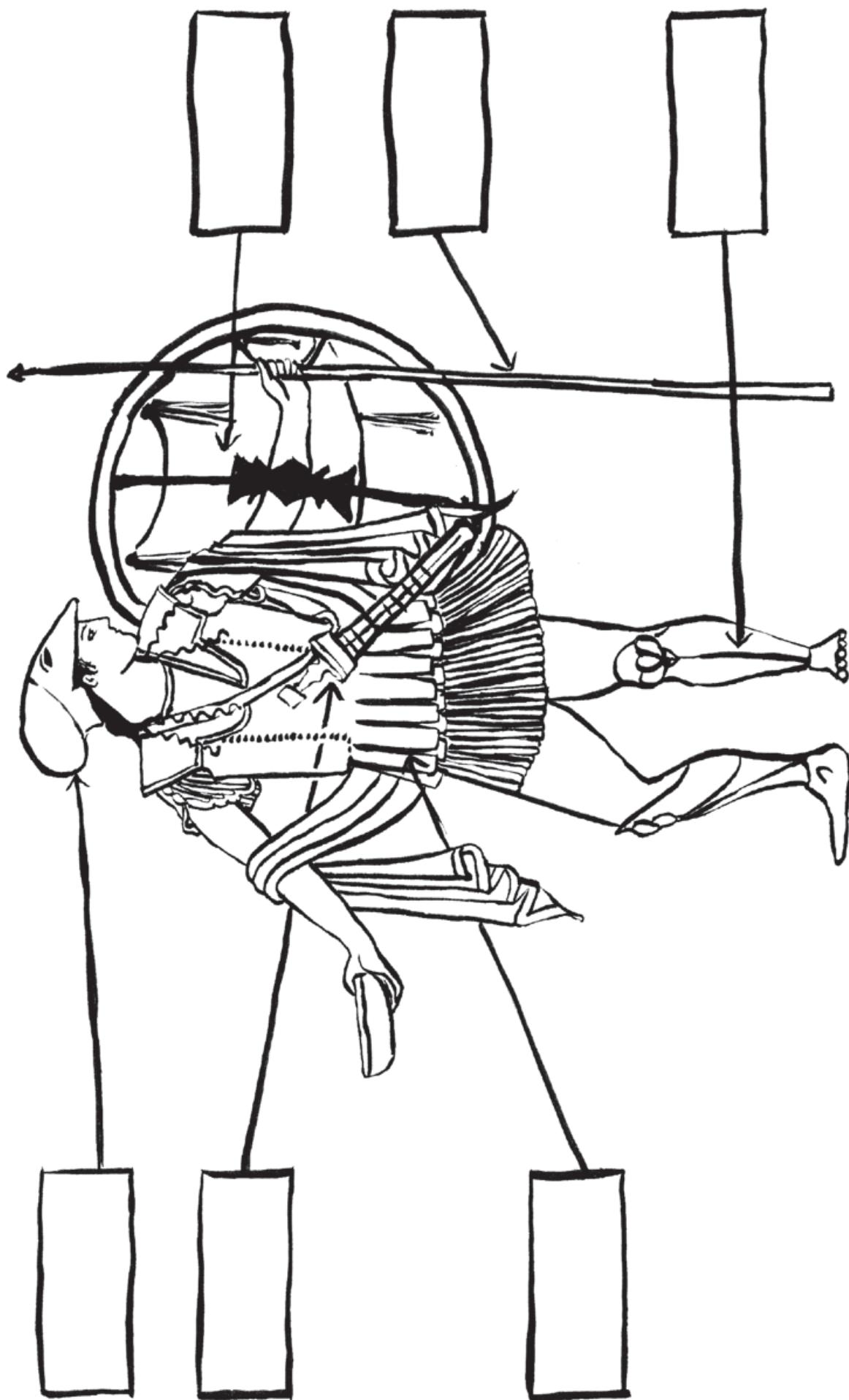


Artemis



GREEK HOPLITES

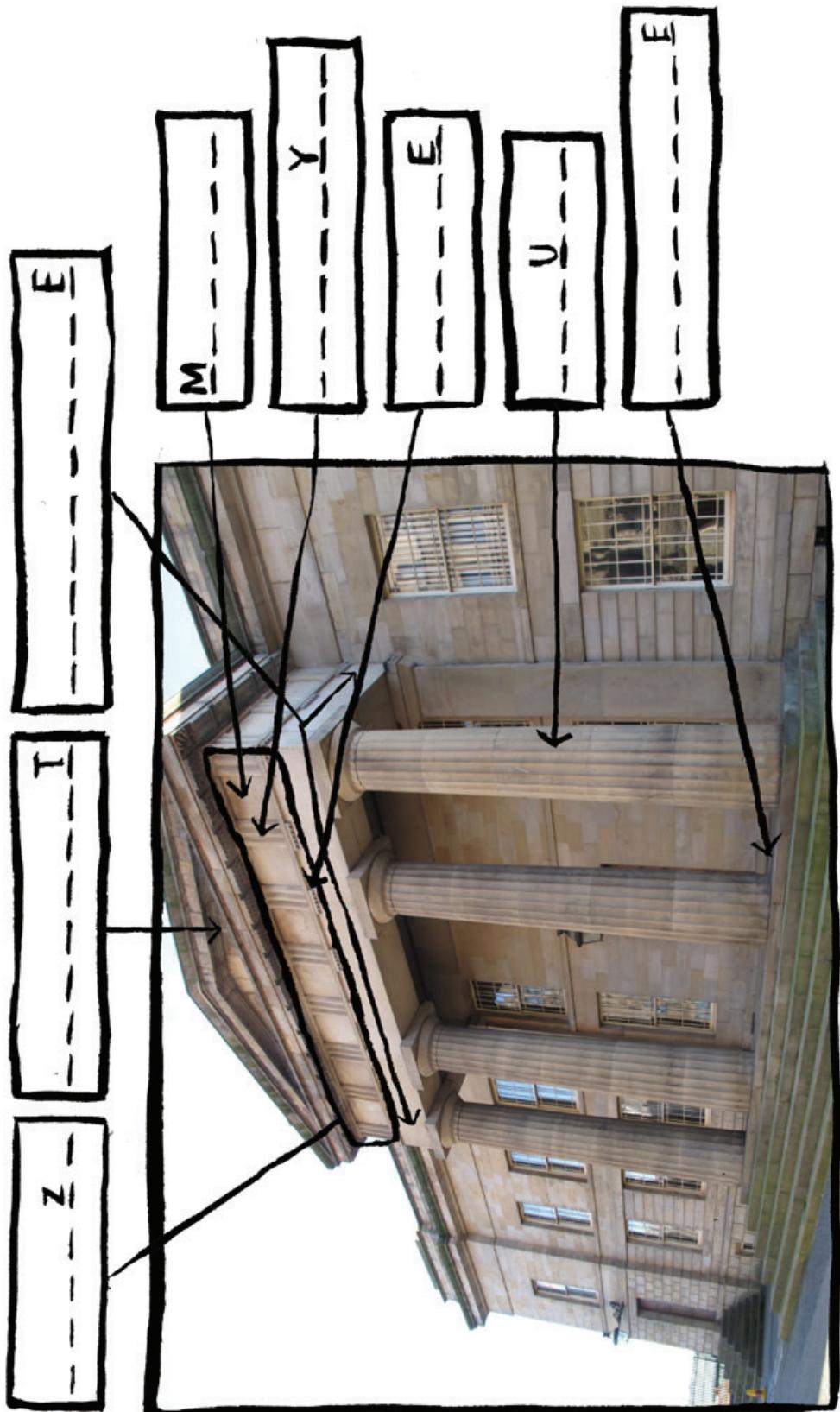
Label the hoplite.



GREEK ARCHITECTURE

The Moot Hall in Newcastle was built in the early nineteenth century in the Greek Style.
The Moot Hall is a Doric building.

Label the following elements: Pediment, Metope, Column, Frieze, Triglyph, Stylobate, Architrave and Guttae.



PART 3:

COMMUNITY CURRICULUM: ANCIENT GREECE ADDITIONAL RESOURCES

For information about Community Curriculum making and enquiry/project-based learning

- **Community Curriculum Making through Enquiry and Project Based Learning** 
<https://www.ncl.ac.uk/cflat/publications/guides/>
- **David Leat (ed.) Enquiry and Project Based Learning: Students, School and Society**
(Routledge 2017)

Resources for ancient Greece

Worksheets for exploring the Shefton Gallery in the Great North Museum
<https://greatnorthmuseum.org.uk/learning-resources/ancient-greece-resources>

Gallery explorer
<https://greatnorthmuseum.org.uk/learning-resources/ancient-greece-resources>

Bookable Greek Workshops at the GNM

<https://greatnorthmuseum.org.uk/learning/history-workshops>
<https://greatnorthmuseum.org.uk/whats-on/ancient-greece-ask-and-answer>
<https://greatnorthmuseum.org.uk/whats-on/enquiry-based-approach-i-see-i-notice-i-wonder>

Bookable Greek artefacts loans boxes from Tyne and Wear Archives and Museums
<https://twamschools.org.uk/boxes-of-delight>

Films produced by Archaeosoup for the Community Curriculum Project

Introduction to ancient Greece
<https://www.youtube.com/watch?v=KFWCoReJyCQ>

Pottery
<https://www.youtube.com/watch?v=0GJsUfXQWSU>

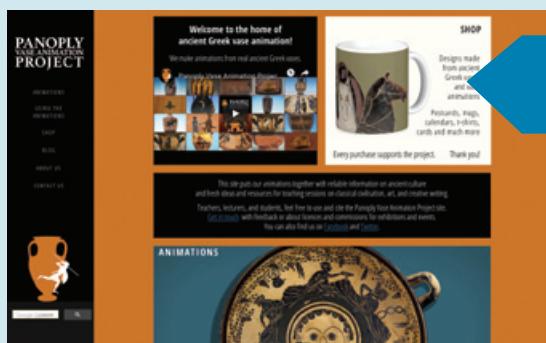
Architecture
<https://www.youtube.com/watch?v=TK-NvqOTMXk>

British Museum, London

<http://www.ancientgreece.co.uk/>
<http://teachinghistory100.org/>

Metropolitan Museum of Art, New York

<https://www.metmuseum.org/-/media/files/learn/for-educators/publications-for-educators/greek.pdf>
<https://www.metmuseum.org/toah/essays/#!theme=73>



Panoply vase animations

<http://www.panoply.org.uk/>

University of Cambridge recordings

<http://classictales.educ.cam.ac.uk/>

University of Cambridge School Classics Project

<http://www.primaryancientgreeks.com/>

BBC Bitesize

<https://www.bbc.com/bitesize/topics/z87tn39>

Greek Myth Comix

<http://greekmythcomix.com/>

Grand Designs

Resources from the University of Liverpool focusing on Greek housing with an emphasis on cross-curricular teaching

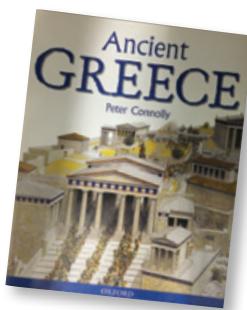
<https://www.tes.com/teaching-resource/the-archaeology-of-ancient-greece-primary-resources-11939965>



Recommended Books for Children

General Reference Books

- *The Kingfisher Atlas of the Ancient World*
– S. Adams (Kingfisher)
- *Greece in spectacular cross-section*
– S. Biesty (OUP)
- *Oxford Children's Ancient History*
– R. Burrell (OUP)
- *The Usborne Encyclopedia of Ancient Greece*
– J. Chisholm et al. (Usborne)
- *Ancient Greece*
– P. Connolly (OUP)
- *See Through History: Ancient Greece*
– R. Loverance (Heinemann)
- *Eyewitness: Ancient Greece*
– A. Pearson (Doring Kindersley)
- *Usborne Beginners Ancient Greece*
– S. Turnbull



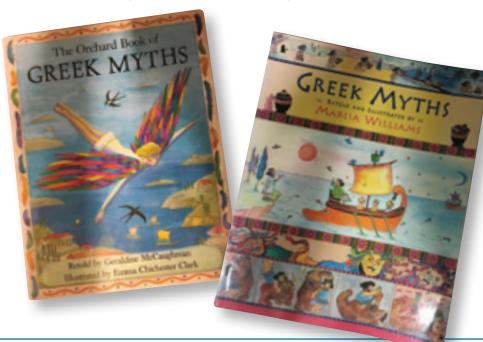
Greek Myths and Stories:

- *Atticus the Storyteller's 100 Greek Myths*
– L. Coats and A. Lewis (Orion)
- *The Orchard Book of Greek Myths*
– G. McCaughrean (Orchard Books)
- *Arion and the Dolphin* – V. Seth
- *Heather, Oak and Olive* – Rosemary Sutcliff
- *The Lion in the Gateway* – Mary Renault
- *Orchard Books Series of Greek Myths*
- *Usborne Young Reading Series*
- *Early Myth Books* – Simon Spence



Greek Myths (Comic Strips)

- *Comic Strip: Greatest Greek Myths*
– S. Kindberg and T. Turner (Bloomsbury)
- *Greek Myths* – M. Williams (Walker Books)



Topic Books

- *Gods and Goddesses* – J. Malam (Wayland)
- *An Ancient Greek Temple*
– J. Malam and M. Bergin (Book House)
- *Ancient Greece: Daily Life* – S. Ross (Wayland)

REIMAGINING ANCIENT GREECE

A COMMUNITY CURRICULUM PROJECT

