

Final Outcome: We are working towards a campaign to return the marbles to Greece using all of our knowledge from across the term.

**Component 6: Marble Campaign – How are you going to get the marbles back to Greece?**

**What we will know after this sequence:**

- How to make a compelling argument based on historical facts
- How to construct informed responses that involve thoughtful selection and organisation of relevant historical information
- What is meant by a campaign/ How to gather historical research and evidence to support their own campaign on returning the marbles to Greece/ Roles used in a debate e.g. judge etc



**Vocabulary:**

Campaign, compelling, argument, construct, evidence, research, marbles, Greece, debate, judge,

**How will this feed into my next learning:**

I will use my knowledge of Elgin and the Parthenon Marbles to explore more views towards historical events and significant individuals. In Year 6, I will explore famous speeches during WW1 and will explore what people thought of individuals that led this battle.

**SEND:**

To have sentence stems and planning frame to support campaign structure and ordering of ideas. To have pictorial representations of key facts they could use as evidence.

**Component 4: Who was Elgin?**

**What we will know after this sequence:**

- How to conduct online research about a historical topic
- That Thomas Bruce, 7<sup>th</sup> Earl of Elgin removed some of the sculptures as he alleged he had permission of the Turks of the Ottoman Empire
- Where the Ottoman Empire were located and why they took over Greece
- How to research from non-fiction and retrieve, record and present their research
- How to address and sometimes devise historically valid questions about change, cause, similarity and difference

**Vocabulary:**

Thomas Bruce, Earl of Elgin, Turks, Ottoman Empire, historically valid,

**How will this feed into my next learning:**

I will use my knowledge of Elgin and why he removed some of the marbles to explore what other people think of this moment in history and why.

**SEND:**

Pictorial representations of key facts and to learn facts alongside actions to promote long term memory. To have pre taught vocabulary.

**Component 5: Why did different people want the marbles?**

**What we will know after this sequence:**

- Various beliefs people had about the ownership of the 'Elgin Marbles'
- Where different parts of the marble is today (British Museum)
- How to compare and contrast different views and the evidence they have to support them
- How to make a compelling argument based on historical facts



**Vocabulary:**

Marble, beliefs, ownership, views, evidence, argument, historical facts,

**How will this feed into my next learning:**

I will use my knowledge on the different views of ownership of the Parthenon Marble to create a campaign, led by historical evidence to get them back to Greece.

**SEND:**

Pictorial representations of key facts and to learn facts alongside actions to promote long term memory. To have pre taught vocabulary and practise using sentence stems to make point and evidence it.

**Component 3: Historical influence on art style**

**What we will know after this sequence:**

- Similarities they see between art styles of different eras
- How to make suggestions of how one art style influenced another
- How to make accurate sketches of human and animal figures
- How Greek Life and achievements had an influence on the western world

**Vocabulary:**

Similarities, era sketches, influence,

**How will this feed into my next learning:**

I will use my knowledge of art styles and historical events that had an impact on it to explore how Elgin acquired the marbles. I will also explore the various points of view about who should own them now.

**SEND:**

Pictorial representations of key facts and to learn facts alongside actions to promote long term memory. To have pre taught vocabulary. To have visuals to and sentence stems to promote conversations about historical moments portrayed in art style.

**Component 2: Where is the Parthenon? What is meant by Parthenon marbles?**

**What we will know after this sequence:**

- Where on the Parthenon sculptures were situated
- Where Greece is located and the period of history they are looking at and how it fits onto a timeline within periods they have already studied
- How to retell part of the story on the Parthenon Frieze in the small world/ How to address and devise historically valid questions about change, cause, similarity and difference

**Vocabulary:**

Parthenon, Greek, Greeks, marble, sculpture, location, story, frieze. Reconstruction,

**How will this feed into my next learning:**

I will use my knowledge of the Parthenon marbles to look at in more detail the art and what moments in history influenced it and was influenced by.

**SEND:**

Pictorial representations of key facts and to learn facts alongside actions to promote long term memory. To have pre taught vocabulary. To have sentence stems/photos to order for retelling story of marbles.

**Component 1: What is a Greek temple? What is the Parthenon? Key timeline for Parthenon.**

**We should know:**

- that different groups invaded different places/ the names of different invasions from history prior to the Greeks, as well as key significant individuals

**What we will know after this sequence:**

- Features of a Greek temple, in particular the Parthenon
- That Parthenon is a former temple on the Athenian Acropolis, Greece/ Dedicated to the goddess Athena, who was considered their patron/ Construction began in 447 BC at peak of power/ Completes in 438 BC/ Served as the city's treasury/ Was taken over by the Ottoman Empire in 1460s

**Vocabulary:**

Parthenon, temple, Athens, Acropolis, Greece,

**How will this feed into my next learning:** I will use my knowledge of a Greek temple and what the Parthenon is to look at in more depth the art features found in the Parthenon and the historical influence on them. **SEND:** To have pictorial representations of key facts and to learn facts alongside actions to promote long term memory. To have pre taught vocabulary.

