

Primary 7 Home Learning Week Beginning 8th March

<p>Literacy 1 <i>Learning Intention: I can analyse a piece of fiction text to create a character visualiser and timeline of events.</i> King Midas and the Golden Touch</p> <ul style="list-style-type: none">• Read the story• Create two character mindmaps• Timeline	<p>Literacy 2 <i>LI: I can interpret a piece of fictional text and both infer meaning from parts of it and form an understanding of the main ideas contained in it.</i> King Midas and the Golden Touch</p> <ul style="list-style-type: none">• Re-read the story• Inference• Answer the questions	<p>Literacy 3 Paragraphs <i>Learning Intention: I am learning to understand and use paragraphs properly using non-fiction texts</i> Learn Watch the video about paragraphs</p> <p>Task Re-write the text under the subheadings</p>	<p>Literacy 4 Spelling High Frequency Words Subject 7 - Mathematics THIS DOES NOT NEED TO BE SUBMITTED</p>
<p>Numeracy 1 Skills Builder <i>Learning Intention: I understand the difference between multiples and factors and can find multiples and factors of a number.</i> Multiples and Factors</p>	<p>Numeracy 2 Equivalent Fractions <i>Learning Intention: I can identify equivalent fractions by shading parts of shapes and by counting on a number line.</i> Learn Revise equivalent fractions</p> <p>Task Complete worksheets that have been emailed out to you</p>	<p>Numeracy 3 Equivalent Fractions <i>Learning Intention: I can recognise fractions which match and am beginning to understand the relationship between the numerator and denominator in equivalent fractions.</i> Learn Watch the video about equivalent fractions</p> <p>Task Complete worksheets that have been emailed out to you</p>	<p>Numeracy 4 Equivalent Fractions <i>Learning Intention: I can use a 'fraction wall' to help me to identify equivalent fractions</i> Learn Revise equivalent fractions</p> <p>Task Complete the fraction challenge cards</p> <p>WEEKLY QUIZ</p>

<p>Topic 1 The Olympic Games <i>Learning Intention: I am learning about the origins of the Olympic Games</i> Learn Learn about the creation of the Olympic Games</p> <p>Task Host your own Olympic Games</p>	<p>Topic 2 Government <i>Learning Intention: I am learning that how we organise and govern ourselves has been shaped by the Ancient Greeks.</i> Learn Watch the video and read the text about democracy in Ancient Greece</p> <p>Task</p> <ul style="list-style-type: none"> • Match the government to the description • Answer the questions • Create your own ostraka 	<p>Topic 3 Education <i>Learning intention - I am learning about the legacy of Ancient Greek educational discoveries</i> Learn Read and watch to learn about Greek discoveries</p> <p>Task</p> <ul style="list-style-type: none"> • Write your name using the Greek alphabet • Match the word to the symbol of the Greek alphabet 	<p>Topic 4 End of topic summary challenge <i>Learning Intention: I can summarise my learning about Ancient Greece and give my reflections.</i> Learn Review your learning about Ancient Greece from the past few weeks.</p> <p>Task Summarise your learning in any way you choose. Answer the given questions.</p>
<p>PE 1 PE with Mr Stobie</p>	<p>PE 2 PE with Mr Stobie</p>	<p>Health and Wellbeing 1 Being Kind to Myself <i>Learning Intention: I am learning about the importance of being kind to myself</i> Learn Learn about Self Kindness</p> <p>Task Complete the 10 things I love about myself challenge</p>	<p>Health and Wellbeing 2 Embrace Challenge Edge <i>Learning Intention: I am learning to understand that challenges provide opportunities for growth and development.</i> Learn What does challenge mean?</p> <p>Task Create your own accomplishment jar</p>
<p><u>Inspire's 30 Days of Creativity</u></p> <p>Day 5 - https://video.link/w/z93Yb Day 6 - https://video.link/w/E93Yb Day 7 - https://video.link/w/V93Yb Day 8 - https://video.link/w/iA3Yb</p>			

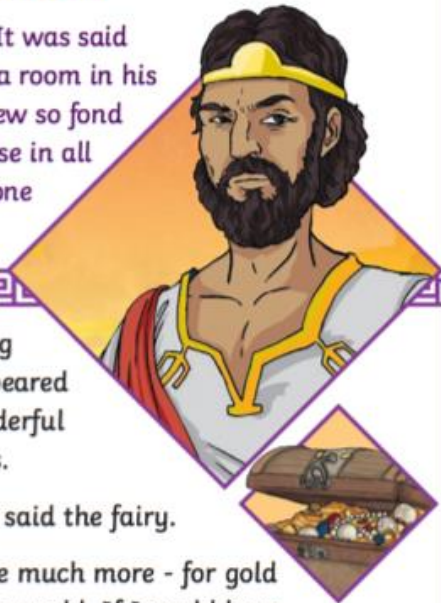
Literacy 1 - King Midas and the Golden Touch

Learning Intention: I can analyse a piece of fiction text to create a character visualiser and timeline of events.

Reading - Read the Passages below

King Midas and the Golden Touch

Many years ago, there lived a king named Midas. It was said that he was the richest king in the world. He had a room in his great castle filled with gold treasures. The King grew so fond of his gold, that he loved it more than anything else in all the world – including his daughter Marigold. His one great wish was for more and more gold.



One day, the King was in his treasury admiring his lovely gold, when a beautiful fairy boy appeared before him. The boy's face dazzled with a wonderful light and his cap, feet and wand all had wings.

"Midas, you are the richest man in the world." said the fairy.

"That may be," said the King. "but I should like much more - for gold is the best and the most wonderful thing in the world. If I could have one wish," said the King, "I would ask that everything I touch should turn to beautiful gold."



"Your wish shall be granted," said the fairy. "From sunrise tomorrow, your slightest touch will turn everything into gold. But I warn you that your gift will not make you happy."

He played his lyre to help ease the pain and the music that emanated from his instrument was so haunting that it moved men, gods and even the plants and trees to tears.

The next day, King Midas woke early as he was eager to see if the fairy's promise had been kept. As soon as he saw the rising sun, he reached out and lightly touched his bed with his finger. Instantly, it turned to smooth, shimmering gold. Delighted, the King laughed and went to eat his breakfast.

However, when he raised a glass of clear water to drink, it too became solid gold. The bread and butter turned to gold in his hand and the soft, tender meat became hard, yellow and cold. Not a thing could pass his lips. All was gold, gold, gold.



King Midas and the Golden Touch



His daughter came running in from the garden. Without thinking, he gently kissed her cheek. At once, the little girl was turned into a golden statue. Fear crept into the King's heart, sweeping all the joy out of his life. In his grief, he called upon the fairy for help.

"O fairy," he begged, "take away this horrible golden gift! Take all my gold. Take everything, only give me back my darling daughter."



In a moment, the beautiful fairy was standing before him.

"Do you still think that gold is the greatest thing in the world?" asked the fairy.

"No! No!" cried the King. "I hate the very sight of it! I have learned my lesson."



"Very well," said the fairy, "take this pitcher to the spring in the garden and fill it with water. Sprinkle the things you have touched with the water to restore them."



The King did as the fairy instructed. He first sprinkled the head of his dear little girl. Instantly, she became his darling Marigold and he gave her a kiss. The King sprinkled the golden food and, to his joy, it turned back to real bread and real butter.

Then, he and his daughter sat down to breakfast. How good the cold water tasted! How eagerly the hungry King ate the bread and butter, the meat and all of the good food! The King hated his golden touch so much that he sprinkled even the chairs and the tables and everything else that the fairy's gift had turned to gold.

Visualisation:

Create a two character visualisers for King Midas. One for him whilst he was wishing for the 'golden touch' and one for when he changed his mind. You could draw a picture of King Midas with a line down the middle with the left hand titled 'BEFORE' and the right side 'AFTER'. Remember to write information in your own words and the support your statements with evidence from the text using **quotation marks and page numbers**.

Timeline:

Make a timeline of the story with events above the line and King Midas' priorities (what he thinks is the most important things in life are) under the line.

Literacy 2 - King Midas and the Golden Touch

LI: I can interpret a piece of fictional text and both infer meaning from parts of it and form an understanding of the main ideas contained in it.

READING- re-read the story to refresh your understanding

Inference:

Note- for your evidence you will have to 'quote' text (words) rather than page numbers.

Evidence	Explanation
	This is the turning point in the story- the point when King Midas realises that things have gone too far.
'The King laughed, and went to eat his breakfast'.	
	King Midas thought that being the wealthiest person I the world wasn't enough!
'Fear crept into the King's heart, sweeping all the joy out of his life...'	

Main Ideas:

1) Answer the following comparison questions and then 2) detail (write) what you think the 'main idea' is that's contained within the story?

1)

A/ What does King Midas eventually recognise as being more important than wealth?

B/ Why do you think that King Midas originally thought that gold was the best, most 'wonderful' thing in the world?

C/ Can the list the top ten things that you think are the most important in life. Put them in order with number (1) being the most important.

D/ Given that the Ancient Greeks invented the shower- Let's think about washing in a shower! You could stand under a shower that costs £100 and is nothing much to look at or, you could stand under a shower that costs £1000 and has a stainless steel shower head and fancy marble tiles! If you closed your eyes and enjoyed the shower- the experience would be the same! You would still get washed under lovely hot water!

So, Why do you think that people often want for more than what meets their needs? It uses up lots of extra resources that take from nature and sometimes from other people- why do we do it? What do you think?

E/ Can you give another example of something (an object that we can own- like a shower) that people are tempted to make even fancier and 'better' than they really need?

2) What do you think the main idea is behind the story?

Literacy 3 - Grammar - Paragraphs

Learning Intention: I am learning to understand and use paragraphs properly using non-fiction texts

Learn

Watch the video: <https://vimeo.com/519402054>

Task

Use mark up and editing tools- or re-write the text on paper to order the sub-headings and text into proper paragraphs:




Sort it Out



I can use paragraphs correctly.

The information below is hard to follow because it has not yet been given labelled paragraphs.

- Read the information.
- Identify the main theme and write a title.
- Re-write the information using paragraphs to make it clear and easy to understand.

<p>Canines</p> <p>Humans have 4 canine teeth, one in each quarter of the mouth, on either side of the incisors.</p> 	<p>Canines are pointy.</p> <p>Molars are large and flat and used for grinding food.</p> <p>Humans have 8 molars, two in each quarter of the mouth. They are at the back of the mouth behind the premolars.</p> <p>Incisors are shovel-shaped.</p> <p>Canines are used for tearing and ripping food.</p> <p>Incisors are used for biting and cutting food.</p>	<p>Molars</p>  
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Literacy 4 - Spelling - THIS DOES NOT NEED TO BE SUBMITTED

Learning Intention: I can use active spelling strategies to help me learn common and tricky words.

Go to the class teams page and find your High Frequency Word list. Use the list Subject 7 - Mathematics. If possible, ask an adult to test you on your words before you start. Use the spelling menu to practice your words 3 times per week. (if you usually do NESSY instead of HFW, use this application instead)

Number 1 - Skills Builder

Learning Intention: I understand the difference between multiples and factors and can find multiples and factors of a number.

Take a look at the following BBC Bitesize page on Multiples and Factors. Scroll down to the 'Learn' section and read the information and watch the videos

<https://www.bbc.co.uk/bitesize/articles/zfchpg8>

Have a go at Coconut Multiples

<https://www.topmarks.co.uk/times-tables/coconut-multiples>

Now see if you can become a 'Hundredaire' and test your knowledge of factors.

https://www.math-play.com/Factors-Millionaire/factors-millionaire-game_html5.html

Number 2 - Equivalent Fractions

Learning Intention: I can identify equivalent fractions by shading parts of shapes and by counting on a number line.

Learn

The following videos revise identifying and finding equivalent fractions using bar models and number lines. You can either watch both videos all the way through before completing the follow up worksheets or you can pause the video when advised and complete the tasks along with the video.

<https://vimeo.com/504289061>

<https://vimeo.com/504316253>

Task

Complete the ORANGE worksheets on Equivalent Fractions that **have been emailed to you and added to the TEAMS folder.**

Number 3 - Equivalent Fractions

Learning Intention: I can recognise fractions which match and am beginning to understand the relationship between the numerator and denominator in equivalent fractions.

Learn

Watch the following videos. These videos revise what we looked at yesterday but also develop our knowledge and skills further. The first video looks at Equivalent Fractions on a Fraction Wall. A Fraction Wall has been included and can be used to support this work.

<https://vimeo.com/504472462>

<https://vimeo.com/504801539>

Task

Complete the GREEN worksheets on Equivalent Fractions that **have been emailed to you and added to the TEAMS folder.**

Number 4 - Equivalent Fractions

Learning Intention: I can use a 'fraction wall' to help me to identify equivalent fractions

Learn

There is no new learning for this lesson. We are going to use what we have learned in the previous 2 lessons on equivalent fractions to help us to answer some questions/challenge cards.

Task

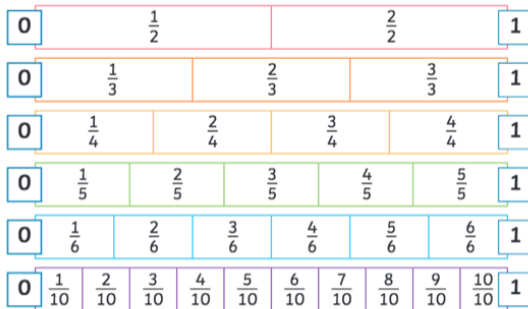
Use what you have learnt this week to help you to answer the 'Equivalent Fractions Challenge Cards'. There are 3 levels of difficulty - one star, two stars and three stars! What will you challenge yourself to? Perhaps you will try all 3 levels? You can use a fraction wall to help you, or you may prefer to draw a bar model or a number line. Answers are provided at the end of the document.

E - Remember to login in and complete the **Complete Maths 'Weekly Review' Quiz!**

Equivalent Fractions Challenge Cards



Equivalent Fractions



Equivalent Fractions

Using the fraction lines on the separate card, work out the following equivalent fractions:

1.

$$\frac{1}{2} = \frac{\quad}{6}$$

2.

$$\frac{1}{3} = \frac{\quad}{6}$$

Equivalent Fractions

Using the fraction lines on the separate card, work out the following equivalent fractions:

3.

$$\frac{3}{5} = \frac{\quad}{10}$$

4.

$$\frac{3}{6} = \frac{\quad}{10}$$

1

of 5

Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

5.

$$\frac{5}{5} = \frac{\quad}{10}$$

6.

$$\frac{1}{3} = \frac{\quad}{6}$$

Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

7.

$$\frac{4}{10} = \frac{\quad}{5}$$

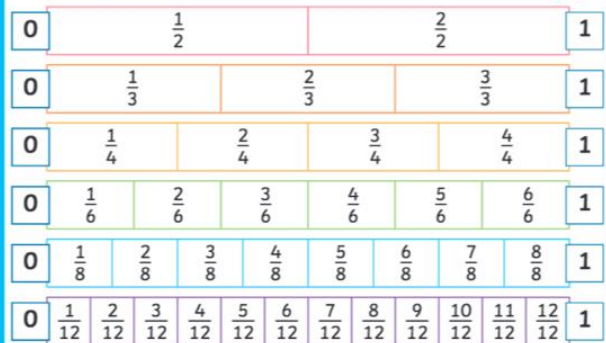
8.

$$\frac{6}{10} = \frac{\quad}{5}$$

Equivalent Fractions Challenge Cards



Equivalent Fractions



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

1. $\frac{1}{2} = \frac{\quad}{6}$

2. $\frac{1}{4} = \frac{\quad}{8}$

3. $\frac{9}{12} = \frac{\quad}{4}$

4. $\frac{4}{8} = \frac{\quad}{12}$



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

5. $\frac{1}{6} = \frac{\quad}{12}$

6. $\frac{1}{2} = \frac{\quad}{8}$

7. $\frac{3}{6} = \frac{\quad}{4}$

8. $\frac{2}{3} = \frac{\quad}{6}$



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

9. $\frac{3}{4} = \frac{\quad}{12}$

10. $\frac{1}{4} = \frac{\quad}{12}$

11. $\frac{6}{8} = \frac{\quad}{4}$

12. $\frac{6}{12} = \frac{\quad}{6}$



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

13. $\frac{2}{6} = \frac{\quad}{12}$

14. $\frac{4}{6} = \frac{\quad}{12}$

15. $\frac{3}{4} = \frac{\quad}{8}$

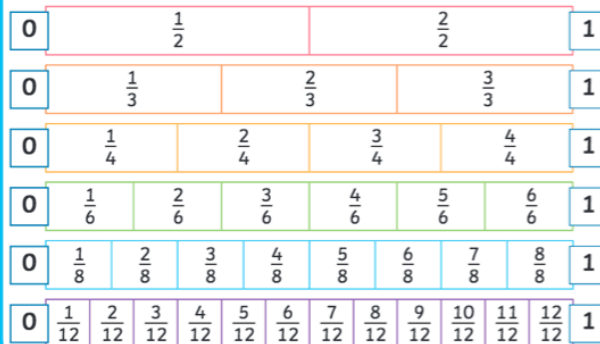
16. $\frac{10}{12} = \frac{\quad}{6}$



Equivalent Fractions Challenge Cards



Equivalent Fractions



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

1. $\frac{1}{2} = \frac{\quad}{4} = \frac{3}{\quad} = -$

2. $\frac{1}{4} = \frac{\quad}{8} = \frac{3}{\quad} = -$

3. $\frac{9}{12} = \frac{\quad}{4} = \frac{6}{\quad} = -$

4. $\frac{3}{4} = \frac{\quad}{8} = \frac{9}{\quad} = -$



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

5. $\frac{1}{6} = \frac{\quad}{12} = \frac{4}{\quad} = -$

6. $\frac{1}{2} = \frac{\quad}{8} = \frac{3}{\quad} = -$

7. $\frac{3}{6} = \frac{\quad}{4} = \frac{6}{\quad} = -$

8. $\frac{2}{3} = \frac{\quad}{6} = \frac{6}{\quad} = -$



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

9. $\frac{3}{4} = \frac{\quad}{12} = \frac{6}{\quad} = -$

10. $\frac{1}{4} = \frac{\quad}{8} = \frac{3}{\quad} = -$

11. $\frac{6}{8} = \frac{\quad}{4} = \frac{9}{\quad} = -$

12. $\frac{6}{12} = \frac{\quad}{6} = \frac{2}{\quad} = -$



Equivalent Fractions



Using the fraction lines on the separate card, work out the following equivalent fractions:

13. $\frac{2}{6} = \frac{\quad}{12} = \frac{1}{\quad} = -$

14. $\frac{4}{6} = \frac{\quad}{12} = \frac{2}{\quad} = -$

15. $\frac{2}{8} = \frac{\quad}{4} = \frac{3}{\quad} = -$

16. $\frac{8}{12} = \frac{\quad}{6} = \frac{2}{\quad} = -$



PE 1

This week's PE learning and challenge from Mr Stobie can be found here www.edensidelearners.wordpress.com Just follow the link and find the lesson for P5, P6 & P7

PE 2

This week's PE learning and challenge from Mr Stobie can be found here www.edensidelearners.wordpress.com Just follow the link and find the lesson for P5, P6 & P7

Health and Wellbeing 1 - Being Kind to Myself

Learning Intention: I am learning about the importance of being kind to myself

Learn

Over the last few weeks, we have been learning about kindness. More specifically, we have been focusing on how we can be kind to other people. We have discovered that our actions can have a lasting impact on a person's life, so it is essential that we treat those around us with compassion and respect.

However, it is also important for us to care for ourselves in the same way.

Often, we are our own worst critics and can find it hard to recognise and appreciate our positive attributes. Nevertheless, it is just as important for us to show compassion towards ourselves as it is to respect other people.

'*Self-kindness*' generates feelings of care and comfort, so instead of being self-critical we learn to accept our flaws and imperfections. We also begin to appreciate that it is completely acceptable to fail and make mistakes.

To be compassionate towards ourselves we must remember to:

- Do something we love and enjoy every day.
- Stop being so critical of ourselves and what we are capable of.
- Remind ourselves of what we are good at.
- Turn negative experiences into positive opportunities.
- See failures as opportunities for growth.
- Remember that it is never too late to learn and make changes.
- Be your own best friend. ***There is no-one else in this world like you!***

To understand what self-kindness looks like, watch this video: <https://video.link/w/YRXXb>

Watch this video to discover 'How to Feel Awesome About Being

You: <https://video.link/w/jQXXb>

Task

Ten Things I Love About Me

Often, we are extremely critical of ourselves and our abilities. We rarely take the time to appreciate our unique qualities. What makes you, YOU? What do you admire about yourself? Reflect on what you have learned about self-kindness and compassion. You are going to recognise your strengths by listing 'ten things you love about you.'



You could complete this task in one of three ways:

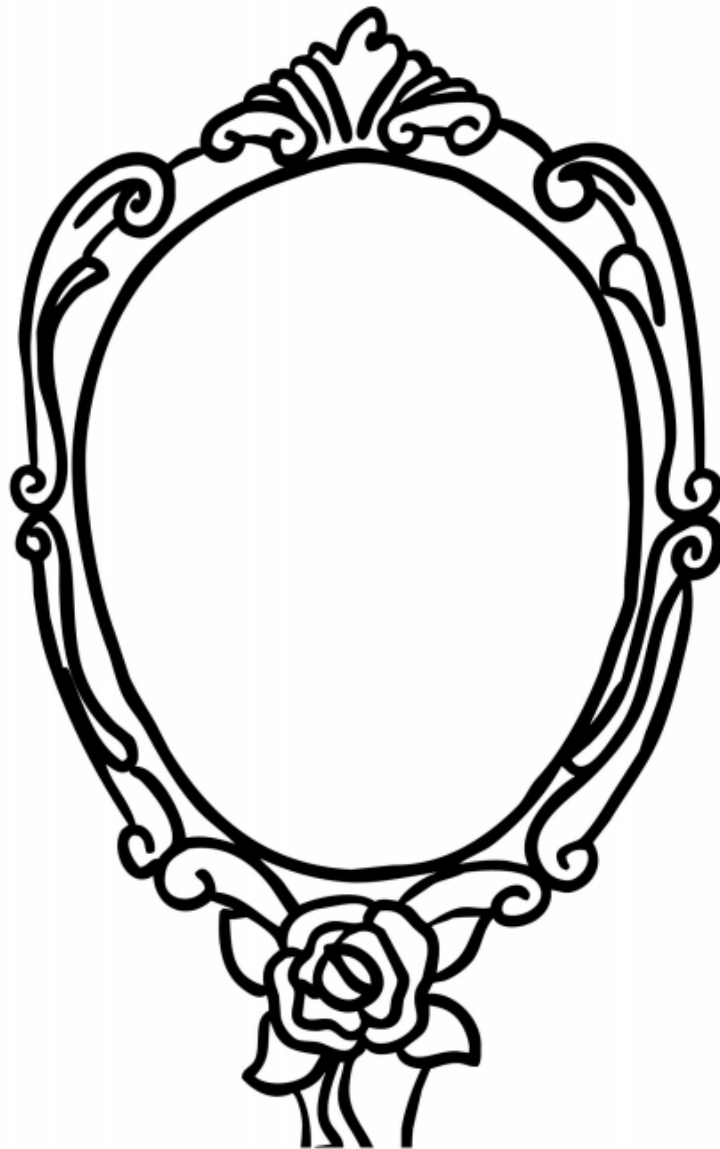
- Draw a picture of yourself and list ten of your admirable qualities.
- Attach a selfie to the template provided and use the space surrounding the image to record ten things you love about yourself.
- Use the Clips app on your iPad to make a poster showing why you are so amazing!

Once you have finished the task, take a photo of your work and attach it to the end of this document.

Things I Like About Me

Mirror, mirror on the wall, who's the nicest child of all?

Can you write or draw as many things as you can that you like about yourself. For example, you might write: I like my hair; or I like my brown eyes; or I am funny.

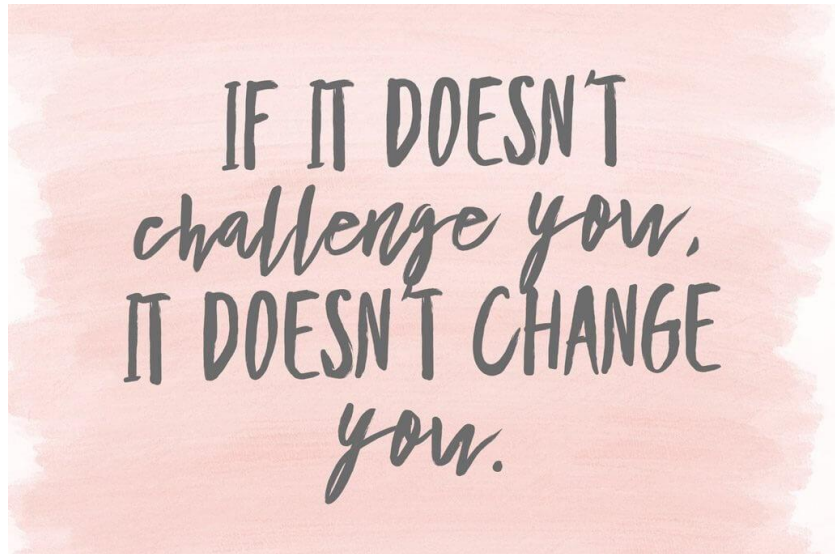


Health and Wellbeing 2 - Embrace Challenge Edge

Learning Intention: I am learning to understand that challenges provide opportunities for growth and development.

Learn

Over the last few weeks, we have been learning about the importance of having a positive mindset. We now know that perseverance is the determination to accomplish a goal and the ability to achieve success despite difficulties or mistakes.



Adopting a growth mindset is essential when you are faced with problems. It gives you the belief that you can do anything and it allows you to see failure as an opportunity for developing new capabilities. It is only natural for us to have 'good days' and 'bad days' and situations often seem complicated when we encounter challenges. It can be hard to persist and overcome obstacles, especially when there are a lot of them.

When this happens, it is important for us to realise that **every problem has a solution** when we **persevere**. **Remember, it's not what you are born with that's important; it's your mindset that matters!**

Let's think about the word '**challenge**' and what it really means. A challenge can be defined as being a task, issue or problem that may present difficulties and provoke thought. You may see a situation as being challenging when:

- You have a problem with a close friend.
- You encounter difficulties on social media.
- You experience a lack of motivation to complete a task.
- You are feeling stressed, worried or anxious.
- You lack self-confidence.
- You start a new school or class and need to make new friends.
- You find it intimidating speaking in front of others.

We all encounter challenges in our lives, but how we choose to respond to them is what truly matters. For some, challenging situations can evoke feelings of hurt, confusion, worry or even anger. For others, however, they provide an opportunity for learning, expansion and development.

Use the following link to watch a video about boosting confidence and embracing challenges: <https://video.link/w/LoVXb>

To watch a video about an inspirational girl called Adalia Rose, please use the following link: <https://video.link/w/suVXb>

Task

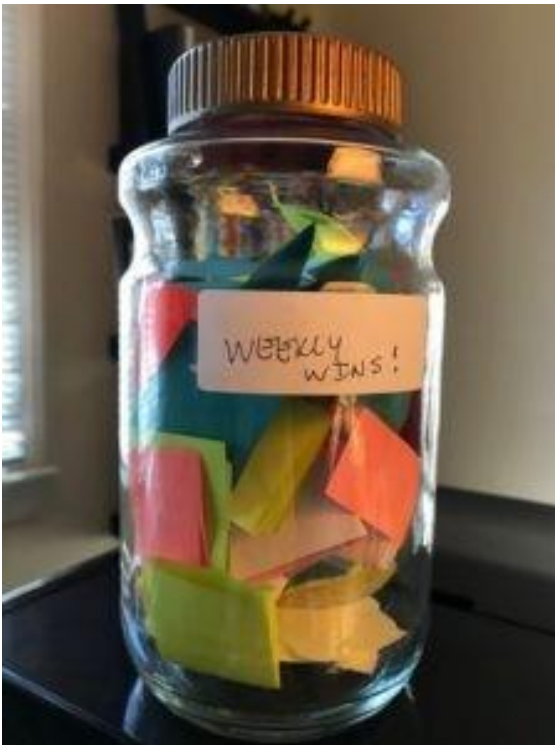
Achieving goals and accomplishing your objectives can help you grow and develop. Often, you will succeed despite the challenges that you are faced with. Home learning has been a very difficult situation for everyone, for various reasons. Think about what you saw in the videos and reflect on your own experience of the last two months. What difficulties did you face? How did you overcome them?

There are lots of ways for you to share your achievements and celebrate them with others. One easy and enjoyable way to do this is by creating an 'accomplishment jar.'

Accomplishment Jar

Find an empty jar or container and some scrap pieces of paper. Every time you realise a goal or finish a task, make a note of it and place it in your 'jar of success.' Keep adding to it over the course of the week. On Friday, reflect on all your accomplishments and remind yourself of what you achieved, despite the challenges you faced. Take a picture of your 'weekly wins' and share your image on your class Teams page.

Here are some examples of an accomplishment jar:



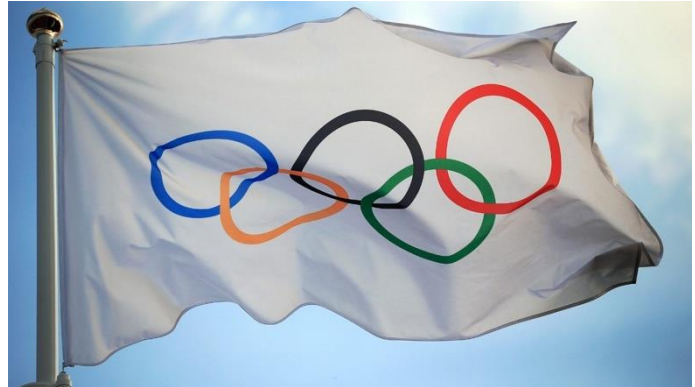
Topic 1 - The Olympic Games

Learning Intention: I am learning about the origins of the Olympic Games

Learn

The first Olympic games started in the year 776 BCE and were held every four years until 393AD. The Greeks loved competitions of all varieties, especially sporting ones. **The Olympics were not the only contests** held in ancient Greece, but they were the most popular.

The competitions were hosted in the city state of Olympia and they were created to honour the mighty god, Zeus. Women were not allowed to enter the contests, so the only participants were young, athletic, Greek men.



The Greeks took the games quite seriously. Nearly all the cities sent teams to participate in the ancient Olympics. If two or more city-states were at war with each other when they began, the conflict was halted for the duration of the competition.

The winners of the games were considered heroes, so everyone wanted their city-state to be victorious. Successful competitors were given olive branches to wear on their heads and often received large sums of money for their hometowns.

At first, the games were made up of foot races. However, other sports were gradually added.

The competitions included:

- Foot races
- Horse races
- Chariot races
- Boxing
- Wrestling
- Running
- Long Jump
- Discus
- Javelin

Use the following link to watch a video about the origins of the Olympic Games: <https://video.link/w/7oeYb>

Use the following link to learn more about the sporting events at the ancient games. Simply click on the athletes to read information about the different competitions.

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty>

To learn more about the Olympic Games in Ancient Greece, use the following websites:

https://www.ducksters.com/history/ancient_greek_olympics.php

<https://greece.mrdonn.org/olympics.html>

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

<https://kids.nationalgeographic.com/history/article/first-olympics>

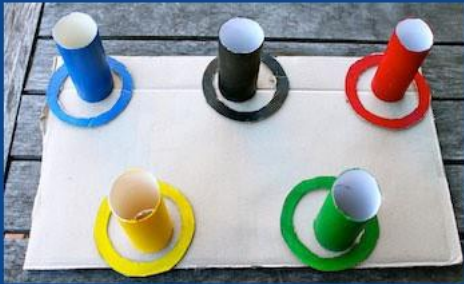
Task

Host your own Olympic Games! Use resources you have at home to create competitions for all the family. You could include:

- Obstacle courses
- Discus contests (using paper plates)
- Running races
- High jump contests
- Long jump contests
- Foot races

You could also think about having a mascot, opening and closing ceremonies, a medal presentation and even food! Please try to take photos of your day and share them to your class Teams page. *Remember to ask permission to share images if someone else has been included in these.*

Make your own Olympics hoop game



Access this website for hints and tips about opening ceremonies and medal presentations: <https://www.activityvillage.co.uk/holding-your-own-olympic-games>

Topic 2 - Government

Learning Intention: I am learning that how we organise and govern ourselves has been shaped by the Ancient Greeks.

Learn:

Watch the lesson by following the link: <https://vimeo.com/518937338>

Now read the text below:

Democracy in Ancient Greece served as one of the first forms of self-rule government in the ancient world. The system and ideas used by the ancient Greeks has had a big impact on how our democracy developed.

The Ancient Greeks were the first to create a democracy. The word "democracy" comes from two Greek words that mean people (*demos*) and rule (*kratos*). Democracy is the idea that the citizens of a country should take an active role in the government of their country and manage it directly or through elected representatives.

The first known democracy in the world was in Athens. Athenian democracy developed around the fifth century B.C. The Greek idea of democracy was different from present-day democracy because, in Athens, all adult men were required to take an active part in the government. If they did not fulfil their duty, they would be fined and sometimes marked with red paint. NOTE: Women, children, and slaves were not considered citizens and therefore could not vote.

Each year 500 names were chosen from all the citizens (men) of ancient Athens. Those 500 citizens had to actively serve in the government for one year. During that year, they were responsible for making new laws and controlled all parts of the political process. When a new law was proposed, all the citizens of Athens had the opportunity to vote on it. To vote, citizens had to attend the assembly on the day the vote took place. This form of government is called **direct democracy**.

The United Kingdom has a representative democracy. **Representative democracy** is a government in which citizens vote for representatives who create and change laws that govern the people rather than getting to vote directly on the laws themselves.

<p>Then: The place where anyone could stand up and talk to people who were going to vote in Athens (Note it's outdoors- but the weather is often dry!) DIRECT DEMOCRACY</p>	<p>Now: The place where a few people that have been elected talk about and then vote on things like our laws. REPRESENTATIVE DEMOCRACY</p>
	

Tasks:

Match up the correct form of government to correct description:

Use 'mark up' to draw a line between them.

Name of government	Description
Oligarchy/ Aristocracy	All adults get to vote on the laws and how people live.
Direct Democracy	A child is born into a family and eventually becomes a King or Queen and gets to rule over everyone else.
Representative Democracy	A small group of rich and powerful people get to make all the rules and decide what happens.
Monarchy	All the adults vote for a few people who then take the time to discuss and decide on how things should be run on behalf of everyone.

Answer the following questions:

Green for a hot challenge.

Green and Orange for a Spicy challenge.

Green, Orange and Red for a 'blow your head off' Chilli challenge.

1. What Ancient country gave the world the example of democracy?
2. In Ancient Greece could everybody vote?
3. What groups of people were required to vote in Ancient Greece?
4. What groups of people were not allowed to have a say in Ancient Greece?
5. Name the form of democracy in Ancient Greece and the form of democracy we have now in the U.K.?
6. Which form of democracy do you think is best- Direct or Representative?
7. Why do you think we tend not use Direct democracy in the U.K.?
8. If you were to make up a new law for how things were run at Edenside primary: What would the law be? List three positive things you would tell others about it so that they would vote for it.

MAKE AN OSTRAKA! (a quick art task)

Have a look at the video: <https://vimeo.com/518953756>

WAGOLL:



Insert your example of an Ostraka here:

Topic Lesson 3 - Education

Learning intention - I am learning about the legacy of Ancient Greek educational discoveries

Learn

Watch the video about Ancient Greek mathematical discoveries <https://video.link/w/O9KXb>

Read the information about Ancient Greek science and technology discoveries on the ducksters website.

https://www.ducksters.com/history/ancient_greece/science_and_technology.php

Once you've read the information try the quiz to see how much you can remember.

https://www.ducksters.com/history/ancient_greece/science_and_technology_questions.php

Task



1. The Ancient Greeks also had their own alphabet system. Use the poster to write your name using the Ancient Greek alphabet. Remember the Greek alphabet doesn't translate exactly to English so you might have a few letters missing, try and select sounds that make your name to get as close as possible to the Greek version.

2. Write the symbol for the Greek Letter name in the box next to the word on the table below. Use the alphabet song to help you. <https://video.link/w/CjeYb>

Share your Ancient Greek name here

The Greek Alphabet					
Alpha		Iota		Rho	
Beta		Kappa		Sigma	
Gamma		Lambda		Tau	
Delta		Mu		Upsilon	
Epsilon		Nu		Phi	
Zeta		Xi		Chi	
Eta		Omicron		Psi	
Theta		Pi		Omega	

Topic 4 - Summary Challenge

Learning Intention: I can summarise my learning about Ancient Greece and give my reflections.

Learn

Over the last few weeks we have been learning about Ancient Greece. We have travelled back in time to learn where Greece is in the world, its city states, Alexander the Great and how the Greeks won the Trojan War.

We have also learned about life in Ancient Greece including the entertainment, fashion, food and temples. Last week we thought about Greek Gods and the Myths and Legends of Ancient Greece.

Look back on your learning from the last few weeks. You may also want to look back at some videos the teachers have created.

Geography of Greece: <https://video.link/w/x9MWb>

What did the Greeks do for us? <https://vimeo.com/164710802>

City States of Greece: <https://vimeo.com/508763884>

Alexander the Great: <https://video.link/w/fFMWb>

The Trojan War: <https://www.bbc.co.uk/teach/school-radio/history-ks2-ancient-greece-the-trojan-war-troy/zhbdd6f>

Ancient Greek's philosophers: <https://vimeo.com//507996393>

Housing in Ancient Greece: <https://vimeo.com/510424443>

Ancient Greek theatre: <https://vimeo.com/164710800>

The Diet of Ancient Greece: <https://video.link/w/3JMWb>

Greek fashion: <https://vimeo.com/511084712/ce4282a30e>

Greek Gods: <https://vimeo.com/515934474>

Mount Olympus: <https://video.link/w/eXdVb>

Hercules: <https://video.link/w/Fi1Vb>

WHAT HAVE YOU LEARNED ABOUT ANCIENT GREECE?

Task

You are challenged to summarise your learning from the past few weeks. We want you to get your creative juices flowing and present your learning in any way you choose. Some suggestions include:

- Using Book Creator to make a book about Ancient Greece
- Use iMovie to create a movie/trailer about your learning
- Use Keynote to create an interactive/animated presentation
- Create a Clips movie using posters/text/post-its/images etc
- Create a poster using Sketches/Whiteboard app
- Use Flipgrid to create an interactive summary video

What should be included?

In your summary try to answer all of the following questions:

3 Things I learned about
Ancient Greece:

- 1.
- 2.
- 3.

3 things I enjoyed about
this topic

- 1.
- 2.
- 3.

3 things I didn't
know before this
topic:

- 1.
- 2.
- 3.

3 more things I would
like to know about
Ancient Greece:

- 1.
- 2.
- 3.