

Morpeth First School Knowledge Organiser

History	Year group	Spring 1
Ancient Greeks	3	6 sessions

Background knowledge

About **2,500 years ago**, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.

There was never one country called 'ancient Greece'. Instead, Greece was divided up into small **City-states**, like Athens, Sparta, Corinth and Olympia. Each city-state ruled itself. They had their own governments, laws and army. So, ancient Greeks living in Sparta considered themselves Spartan first, and Greek second.

Famously, the city-states didn't get on very well and often fought each other. However, sometimes they joined together to fight against a bigger enemy, like the **Persian Empire**.

Resources

Twinkle - Ancient Greece, PlanBee 'Who were the Ancient Greeks?'

History Rocks (songs)- Zeus, Savage Spartans,

What should I already know?

I can begin to describe similarities and differences in artefacts. I can find answers to simple questions about the past from sources of information and begin to discuss the effectiveness of a source.

I can sequence events and objects into chronological order.

I can begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.

I can place time studied on a timeline

I am beginning to identify and give reasons for different ways that the past is represented.

National Curriculum Objectives / Key Skills	The Journey
<p>The children should develop their skills of historical enquiry, looking at how evidence is used to make historical claims, and on developing their understanding of historical concepts such as continuity and change, similarity and difference. and significance.</p> <p>Range and depth of historical understanding Compare life in Ancient Greece with our life today Identify reasons for and results of people's actions. Understand why people may have had to do something.</p> <p>Chronology Develop a chronologically secure knowledge and understanding of British, local and world history Sequence artefacts Use dates relating to the passage of time</p> <p>Historical enquiry and sources Make inferences from sources. Observe small detail in pictures and artefacts</p> <p>Interpretations of history Identify and give reasons for ways in which the past is represented.</p>	<ol style="list-style-type: none"> 1. Know where and when the Ancient Greek civilization existed and to order events on a timeline. 2. Know some significant events from the history of Ancient Greece. 3. Learn about the Greek Empire and how it was established and maintained and the impact it had on the wider world 4. Understand the religious beliefs of the Ancient Greek people and know some of the gods that they worshipped. 5. Learn about the Greek writing system and some well known Ancient Greek writers and stories. 6. Research and describe Greek vases and discuss their use as a source of information.

Cultural Capital

Use of a good range of resources such as photos, powerpoints, maps and images to help children to investigate and interpret the past.

Cross curricular approach - linked to Myths and Legends in writing, designing and making Greek vases

Forest School offers a fabulous approach to supporting the classroom learning through many interesting and challenging activities.

All of the above help to ensure that children have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Outcomes

An overview of what children will know / can do

Developing:

- with support, compare life in Ancient Greece with life today and identify some similarities and differences
- draw a timeline and begin to place areas of study on it
- develop an understanding as to how Ancient Greece was ruled, learn about the Gods and Goddesses
- ask and answer simple questions related to Ancient Greece and sometimes justify their answers using stories or sources
- begin to identify how we know about past events, be able to identify different representations of history e.g. books, letters, artefacts

Secure:

- develop their knowledge of chronology and with some accuracy place periods of history that they study onto a timeline
- remember and use names and words relevant to Ancient Greece and words related to history in general as well as periods of time e.g. empire, civilisation, centuries
- * identify at least one way that we gather information
- ask and answer questions to develop their understanding and begin to ask more in depth questions and generally use sources to justify their answers

Mastery:

- accurately place periods of time that they have studied on a timeline and confidently make links between areas of history that they have studied
- * use more specific words and phrases to indicate time
- * ask more in depth questions for their age to develop their understanding and use sources to justify their answers
- * use at least one type of source of information confidently

Key Vocabulary

Timeline / Diagrams

Empire - an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

Athens - the largest and most powerful Greek city state.

Mount Olympus - the highest mountain in Greece, said to be the home of the Ancient Greek gods. The birthplace of the Olympics.

city state - In ancient times the Greeks lived in city states. Each state had its own laws, government and money but they shared the same language and religion.

Expected vocabulary for this unit of work;
democracy, parliament, government, invaders, conflict, conquest, empire, emperor, enemy, religions, gods, goddesses, ruler, law, war, peace,



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Key people / places

Athens
Mount Olympus
Zeus

Assessment questions / outcomes

1. Where and when did Ancient Greece exist?
2. How was the Greek empire organised?
3. What was the influence of Ancient Greece on modern day education, language, literature, government and the Olympic games?
4. What evidence do we have about Ancient Greece? Is it always reliable? Is it always true?

5. Tell me about an aspect of *Ancient Greek* life such as religion, the olympics or myths.