

Caroline Haslett Primary School - History Knowledge Organiser

Topic: Ancient Greeks

Summer Year: 5

Civilisation

Knowledge

New Vocabulary

Prior Knowledge:

Greece is a country in the continent of Europe. The climate of Greece is different to that of the UK. An understanding of British history including knowledge of the Roman invasion.

New Knowledge:

Greece was divided into city-states (polis) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta.

In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shape our modern society along with science, language and maths. Athens had a democratic government - this means that the people who lived there made decisions by voting, like we do in Britain. In Sparta, life was very different; all that was important was being able to defend Sparta in battle. The first Olympic games were held in 776 in the city-state Olympia.

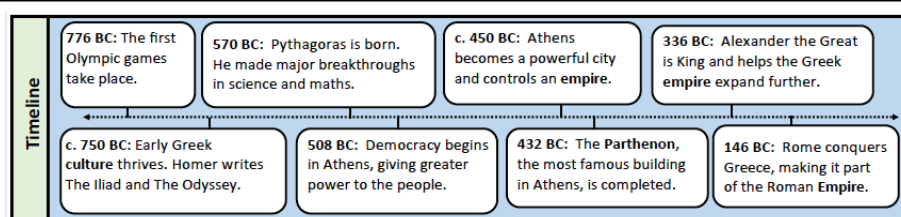
Religion was very important in ancient Greece. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. Temples were built in their honour and they featured heavily in the stories of Greek mythology. A polis consisted of an urban centre, often fortified and with a sacred centre built on a natural acropolis (citadel) or harbour. Greece is a warm country, but winds from the Mediterranean and rains from the north kept temperatures liveable and created fertile farming conditions.

- Acropolis** - the citadel of an ancient Greek city
- Citadel** - a strong building in or near a city, where people could shelter for safety
- Deity** - a god or goddess
- Fertile** - rich in nutrients to support the growth of many plants
- Merchant** - a person who buys or sells goods in large quantities
- Mythology** - a group of myths, especially all the myths from a particular country, religion or culture
- Philosophy** - the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live
- Polis** - an ancient Greek city - state
- Seafaring** - working as a sailor or travelling regularly on the sea

Possible Activities

- Examine Greek artefacts (such as vases) and use these to make inferences about the past.
- Describe how Greek artefacts and ruins tell us about their culture, military, and religious beliefs.
- Describe how Greek society has had an impact on modern society.
- Compare the democratic process of ancient Greece with that of modern Britain.
- Examine the timeline of the Greek civilisation and consider where there was rapid change and where there was very little change. Explain why this may be the case.
- Compare what was happening in the Greek civilisation with what was happening in Britain on a timeline.
- Describe the ideas, beliefs and attitudes of all groups of people in the Greek civilisation.
- Compare the expansion of the Greek empire with that of the British Empire under Queen Victoria.

Key Resources / Images



Historical Skills	
Chronological understanding	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Compare some of the times studied with those of the other areas of interest around the world. • Use dates and terms accurately in describing events.
Historical knowledge and understanding	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
Historical interpretation	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Understand that no single source of evidence gives the full answer to questions about the past.
Historical enquiry	<ul style="list-style-type: none"> • Confidently use a range of sources to collect evidence about the past. • Refine lines of enquiry as appropriate. • Choose reliable sources of evidence to help answer questions. • Realise that there is often not a single answer to historical questions.
Historical organisation and communication	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, and legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.