



Knowledge Organiser

Subject: History

Topic: Ancient Greece
Summer Term One

Year: 5

Key Knowledge/Prior Knowledge

This unit will allow for the following aims from the National Curriculum: How Britain has been influenced by the wider world; to know the nature of ancient civilisations, the expansion and dissolution of empires; to gain a greater understanding of Ancient Greek life; to be able to understand cause and effect; to have a chronological concept of this era in relation to all the previous history taught.

Greece's position next to the sea meant the Ancient Greeks were a 'seafaring' people. Trade between the islands led to the creation of 'city-states' (polis). Each city-state was ruled by a powerful city, led by a ruler or government. Because of its location in the Mediterranean, Greece is a warm country with lots of vegetation.

Significant People: (Lots more to choose from!)

Socrates Born around 470 BC, he was a famous philosopher who taught people to question things. This led to his downfall as he questioned the Gods and was arrested for influencing the young. **Plato** Born around 428 BC, he was a philosopher and student of Socrates. After Socrates' death, Plato founded the first ever university, called the 'Academy'. Plato believed it was a philosopher's job to seek truth. **Aristotle** Born around 384 BC, he was a philosopher and a scientist. At age 17 he travelled to Athens to study at Plato's university, where he began to dissect animals to learn more about their anatomy. **Alexander the Great** Born sometime between 356-323 BC, he gained a strong and united Greece when he became king. He used his military genius to win lots of battles, conquering Eastern Europe and Egypt.

Being an Historian/Key Skills Developed

- use a range of evidence to interpret events, linking this to factual understanding about the past;
- evaluate the usefulness and reliability of primary and secondary sources;(Anglo-Saxon Chronicles, Sutton Hoo artefacts, Viking sagas).
- pose and address questions about change, cause, similarity and difference, and significance; the quest for the throne, ultimately led to the end of the Anglo-Saxon era and the beginning of the Norman period.
- develop a chronologically secure knowledge and understanding of British and world history; (Know why different peoples invaded Britain, how the invasions ultimately led to the arrival of the Normans).
- identify connections, contrasts and trends over time.

Multi-Disciplinary Skills

Pupils should have a good understanding of primary and secondary sources and begin to deduce facts from the evidence and question the reliability of the source. The pupils by Year 5, will have studied a key events in British and world history – they should have a clear understanding of the importance of history, the meaning of chronology and understand how primary and secondary sources can be beneficial but also open to interpretation.

The Big Question

Key Concepts

Time,Change.Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as progress?

Reasons and Results:

explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems using sources?

How are the Ancient Greeks still with us today?

Key Vocabulary	
Acropolis	Fortified citadel within a larger city, usually located on the top of a hill and at the centre of the city.
Democracy	A form of government where citizens have a say in how they are ruled, including choosing their leaders
Oligarchy	A type of government where the power is held by only a few people.
Monarchy	A form of government with a monarch (king or queen) at the head.
Titans	The first of the Greek Gods. Overthrown by their children, the Olympians.
Philosopher	A person who searches for wisdom or enlightenment.
Myth	A traditional story that helps to explain a culture's beliefs.
Civilisation	The society, culture, and way of life of a particular area.



Linking Thinking Across Our Learning Journey						
Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences.	Homes in the past – Comparing homes in our local area, then and now – consider living conditions, the developing area.	The Great Fire of London. In this unit, Year 2 would have begun to look at primary sources, as well as understanding significant events.	Roman Britain Understand the life of Romans in Britain, their practices and their lasting impact on the World today. Begin to understand sources in history.	Settlements Unit. Anglo-Saxons, Picts and Scots -Understand life in Britain for these differing groups, how they interacted, similarities and differences.	Ancient Greece: Understand the historical significance on Britain due to the Greeks, culture, language, democracy, education etc etc.	PSHE – Rule of Law unit, rights and responsibilities. Citizenship.