

Year 5: Summer 1- History Knowledge Organiser

Ancient Greeks

ANCIENT GREECE

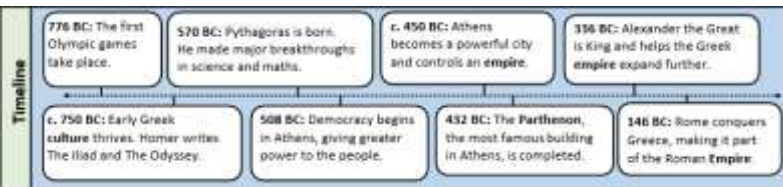


MODERN DAY GREECE



Vocabulary

acropolis	the citadel of an ancient Greek city
archaeologist	someone who studies the past by exploring old remains
architecture	the art of planning, designing and constructing buildings
chronology	the order of events in time
circa	Latin meaning 'around'. c. 800 BC means around 800 BC.
citadel	a strong building in or near a city, where people could shelter for safety
civilisation	a human society with its own social organisation and culture.
climate	the general weather conditions that are typical of a place
continent	a very large area of land that consists of many countries. Europe is a continent.
culture	activities such as the arts and philosophy, which are considered to be important for the development of civilisation
deity	a god or goddess
democracy	a fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country.
empire	a number of individual nations that are all controlled by the government or ruler of one particular country
fertile	rich in nutrients to support the growth of many plants
invasion	to try and take over a place by force
merchant	a person who buys or sells goods in large quantities
military	relating to or belonging to the army
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
polytheists	the worship of or belief in more than one god
seafaring	working as a sailor or travelling regularly on the sea
society	people in general, thought of as a large organized group
trade	the activity of buying, selling, or exchanging goods or services
urban	belonging to, or relating to, a town or city
warfare	the activity of fighting a war



What I already know:

Year 1 & Year 2

In Year 1 and 2 you used words and phrases such as **old, new, before** (I was born), **after** (I was born), **past, present, then, now**, a long time ago. Placed toys on a timeline in the **chronology** in which they were played with.

Year 3&4

In Year 3 you identified the period of Ancient Egypt on a timeline. Investigated artefacts to do with Ancient Egyptian life. Established a chronological understanding of the Roman Invasion of Britain Used maps of Great Britain and Europe and annotate where the Anglo-Saxons and Scots invaders came from/to.

What I will learn now:

Year 5

- To examine Greek artefacts (such as vases) and use these to make inferences about the past.
- To describe how Greek artefacts and ruins tell us about their **culture, military, and religious beliefs**.
- To describe how the Greek **society** has had an impact on modern society.
- To discuss the notion of **democracy** - compare the **democratic** process of ancient Greece with that of modern Britain.
- To 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.
- To compare what was happening in the Greek **civilisation** with what was happening in Britain at the same time.
- To place the **chronology** of key events of the Greek **civilisation** on a time line with a **chronology** of the history of Britain.

Key Facts

The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. Most people lived in villages in the countryside. Many Greeks were poor, and life was hard. Ancient Greek homes were built around a courtyard or garden. The Greeks believed that gods and goddesses watched over them. They were like humans but lived forever and were more powerful. The most famous temple in Greece is the Parthenon in Athens, dedicated to the goddess Athena. Greece was made up of lots of smaller states and they often went to war with one another or with foreign enemies. Soldiers would lock their shields together with their spears pointing out of the top, this was called a phalanx.

What I will learn next:

Year 6

To research about the Mayan civilisation using artefacts. Use maps to locate Ancient Mayan cities and to discover facts about the Mayan civilisation. Describe what happened during some key events from World War II and order events on a timeline.