



# Holly Park Learning Organiser

## Y5 Ancient Greece (Groundbreaking Greeks)

Ancient Greece – a study of Greek life and achievements and their influence on the western world

### How Did The Ancient Greeks Influence The Western World? How do we know?

#### Vocabulary

<b>acropolis</b>	the citadel of an ancient Greek city
<b>archaeologist</b>	someone who studies the past by exploring old remains
<b>architecture</b>	the art of planning, designing and constructing buildings
<b>circa</b>	Latin meaning 'around'. c. 800 BC means around 800 BC.
<b>citadel</b>	a strong building in or near a city, where people could shelter for safety
<b>civilisation</b>	a human society with its own social organisation and culture.
<b>culture</b>	activities such as the arts and philosophy, which are considered to be important for the development of civilisation
<b>deity</b>	a god or goddess
<b>democracy</b>	a fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country.
<b>empire</b>	a number of individual nations that are all controlled by the government or ruler of one particular country
<b>mythology</b>	a group of myths, especially all the myths from a particular country, religion, or culture
<b>philosophy</b>	the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live
<b>polis</b>	an ancient Greek city-state
<b>polytheists</b>	the worship of or belief in more than one god

### What will I know at the end of this unit? (Substantive Knowledge)

#### Legacy

The sculptures, architecture, philosophy, arts, politics and the scientific & mathematical ideas of ancient Greece had a significant impact on culture today.

#### City States & Battles

Greece was divided into city states (polis) that each had their own laws and way of life. 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. 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 Olympics

The first Olympic games were held in 776 in Olympia. The event was part of a festival to honour the Greek god, Zeus. Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms. Events included boxing, wrestling, running and chariot racing. Some of the evidence about the Games comes from paintings discovered on pottery.

#### Religion

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, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology. Festivals were held to celebrate the gods and goddesses. Animal sacrifice was an important part of ancient Greek worship. It is believed that the 12 most powerful gods lived on Mount Olympus. Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus

#### Myths

The Trojan War is a very famous ancient Greek myth. The odyssey is an epic poem in 24 books by the Greek poet Homer. The poem is the story of Odysseus, king of Ithaca, who wanders for 10 years trying to get home after the Trojan War.

#### Famous Ancient Greeks

Homer, Aesop, Pythagoras, Plato, Socrates, Aristotle, Alexander the great

#### Agnodice Of Athens - First ever female midwife

#### Buildings & Places

The Acropolis, The Parthenon, Mount Olympus, Knossos palace

#### Food

The Ancient Greeks mostly ate bread dipped in wine, cheeses, fish, olives, and vegetables. Meat was eaten on rare occasions, such as festivals. Watered down wine was the main drink. Many food festivals were for men only!

#### Homes

Ancient Greek homes were built around a courtyard, which was the centre of activity. Around the courtyard were the rooms of the house, including work rooms and bedrooms.

#### Clothes

The Ancient Greeks wore a tunic called a 'chiton' – worn by both men and women. These were fastened together at different places, and a belt was also normally worn at the waist. Chitons came in many sizes and colours. The rich could afford linen and silk chitons. The rich could afford linen and silk chitons.

<b>776 BC</b> The first Olympic games take place.	<b>750 BC</b> Early Greek culture thrives. Homer writes The Iliad and The Odyssey	<b>600 BC</b> The first Greek coins are used to buy and sell goods	<b>570 BC</b> Pythagoras is born. He made major breakthroughs in science and maths	<b>508 BC</b> Democracy begins in Athens, giving greater power to the people.	<b>450 BC</b> Athens becomes a powerful city and controls an empire.	<b>432 BC</b> The Parthenon, in Athens, is completed.	<b>336 BC</b> Alexander the Great is King and helps the Greek empire expand further.	<b>146 BC</b> Rome conquers Greece, making it part of the Roman Empire.
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Odysseus



The Acropolis

Greek pot



Olympics



Agnodice of Athens



#### How do we know?

From objects which have survived for thousands of years. Archaeologists have dug up Ancient Greek artifacts and buildings and marine archaeologists have found wrecks of Ancient Greek ships and their cargoes.

#### What should I already know?

Greece is a country in the continent of Europe. Information about the Egyptian civilisation. The Romans invaded Britain.

## History Skill Progression Year 5 (Disciplinary Knowledge)

Chronological understanding	Can use relevant terms and period labels e.g: <i>social, religious, political, technological, cultural</i> Can make comparisons between different times in the past Can sequence key events in the time studied Can place the current study on a time line in relation to other studies done
<b>Range and depth of historical knowledge</b> An overview of world history	Study different aspects of different people - differences between men and women Can examine causes and results of great events and the impact on people Compare an aspect of life with the same aspect in another period Know key dates, characters and events of time studied
Investigation and Interpretations of history	Can compare accounts of events from different sources – fact or fiction Can offer some reasons for different versions of events
Historical enquiry	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use books and internet for research with increasing confidence
Organisation and communication	Select and organise information to produce structured work, making appropriate use of dates and terms. I can communicate my knowledge and understanding using: Discussion, Drawing pictures Drama/role play, Making models Writing ICT I can use appropriate historical vocabulary to communicate: <i>dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy</i>

### SEND core skills

## Being a Historian

Historians are people who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- 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.
- Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.
  - Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

### Possible Adapted learning for SEND & EAL

Democracy - Make up a vote... the best football team, the best colour... Ask the children in your class but make sure you ask everyone. Record their answers in a chart, in a table or in a tally

Ancient Greeks played a version of Jacks. Watch the video to find out the rules. [https://www.youtube.com/watch?v=x4REErxiNdQ&t=83swwq=simple+examples+of+playing+jacks&rlz=IC1WPZC\\_enGB819G](https://www.youtube.com/watch?v=x4REErxiNdQ&t=83swwq=simple+examples+of+playing+jacks&rlz=IC1WPZC_enGB819G)

Here is a recipe for Greek Easter Biscuits for you to try. [https:// www.wandercooks.com/ koulourakiarecipe/](https://www.wandercooks.com/koulourakiarecipe/)

Ancient Greek Buildings Look at the buildings from Ancient Greece. What is the same? What is different? Can you make a model in the same style? Can you make it stay up using columns? What material will you use to make it? (can use paper, Lego, junk modelling etc)

Ancient Greeks ate a lot of fruit. Get some fruit from the Infants and cut it up to make a fruit salad. To make it especially Greek, you could add some yogurt and some honey.

Olympics. Watch a video about the Olympics. [https:// www.twinkl.co.uk/teaching-wiki/olympics](https://www.twinkl.co.uk/teaching-wiki/olympics) Use a chart to see if you can improve in your Olympic skills. DO the same activity every day for the week and measure how well you do. Can you improve your score over the week?

Cut out the mythical creatures and create a background for them. You can use collage, paint, pastels,, anything you like. Stick the creatures onto your scene. Decide where they are going to go

### End Points and Assessment Of Core Learning

<b>Question 1:</b> Ancient Greeks believed in many gods. They were...	Start of unit	End of unit
Christians		
polytheists		
atheists		
agnostics		

<b>Question 2:</b> The Greeks were considered influential to modern society. They contributed ideas about....(tick all that apply)	Start of unit	End of unit
philosophy		
theatre		
language		
art		
science		
maths		

<b>Question 3:</b> The Olympic Games in Greece started c. 800 BC. This was around the start of the ___ in Britain	Start of unit	End of unit
Stone Age		

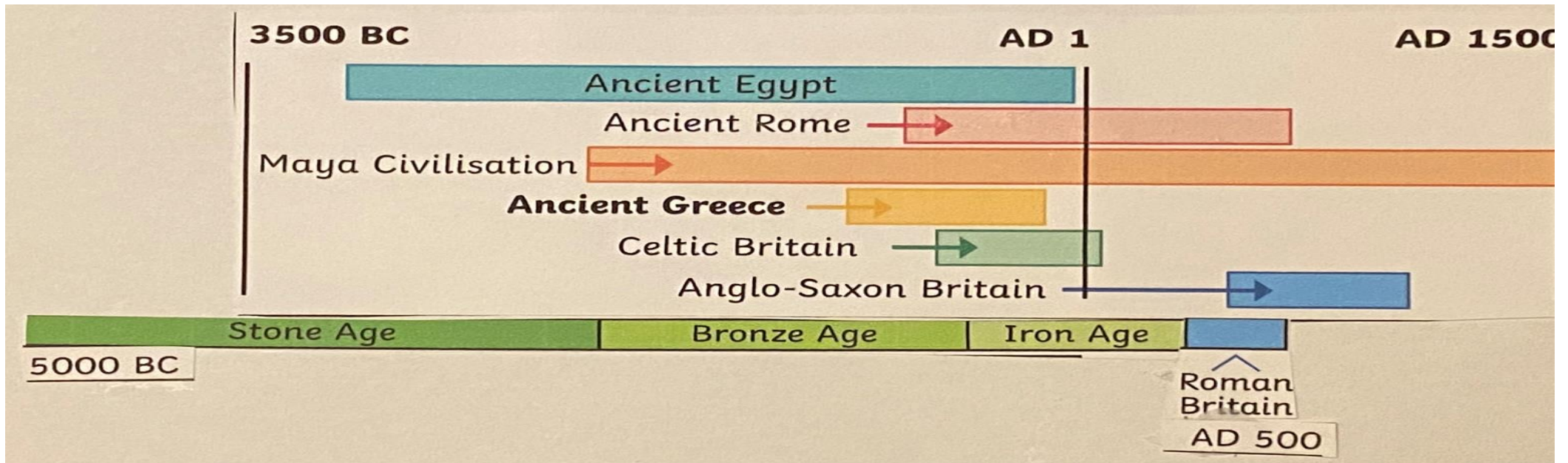
Iron Age		
Roman Invasion		
Anglo-Saxon Invasion		

<b>Question 4:</b> We know how the ancient Greeks lived because of... (tick all that apply)	Start of unit	End of unit
ruins		
written accounts from historians		
artefacts		

<b>Question 5:</b> The Greeks invented democracy. This is when...	Start of unit	End of unit	<b>Question 6:</b> Greece is made up of many islands and is located by the sea. This meant that the Greeks were....	Start of unit	End of unit
everybody is allowed to vote on the decisions made by the government			pirates		
the ruler dictates what should happen in a society			tourists		
priests were in charge			seafaring		
			sunbathers		

<b>Question 7:</b> Greek vases are important to us today because they:	Start of unit	End of unit	<b>Question 8:</b> The Olympics were invented by the Greeks as a...	Start of unit	End of unit
can inspire artists			contest for land		
keep flowers alive for longer			religious festival		
tell us about ancient Greek life because of the pictures drawn on them			ritual for sacrifice		
tell us how we can make our own vases			method to see who could win the most gold medals		

Question 9: The Greek empire expanded further under the rule of:	Start of unit	End of unit	Question 10: The Greeks were good at warfare. They used this to...(tick two)	Start of unit	End of unit
Homer			invade other places not under their control		
Socrates			defend their land		
Alexander the Great			trade		
Plato			take part in philosophical discussions		



# Holly Park Key Stage 2 Chronology of events

**The Ancient Egyptians**  
Year 4

**The Ancient Greeks**  
Year 5

**The Anglo Saxons**  
Year 3

**The Tudors**  
Year 4

**Local Study**  
Year 6



**Stone Age to Iron Age**  
Year 3

**The Ancient Mayans**  
Year 6

**The Romans**  
Year 3

**The Vikings**  
Year 4

**The Victorians**  
Year 5

**WW2**  
Year 6