**Ellison Primary Academy**

**Medium Term Plan/ Knowledge Organiser – Ancient Greece (Year 6)**

| I. Unit Title: |
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| The Ancient Greeks: How have they impacted our lives today? |

| Intent (II. Unit Overview): |
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| Did you know that the Ancient Greeks lived from approximately 800BC to 31BC? Their influence has impacted the way in which we live in the modern world today.<br><br>In this unit we will learn about how the Ancient Greeks lived, learned and thought. We will find out about the advances that they made in, sport, democracy We will find out about the events of this period and how it had a significant impact on our lives today. We will discover how sources of evidence can give us an understanding of the past through primary and secondary sources of evidence. It will help us to make connections between the Romans, comparing similarities and differences and commenting on the way the affected us today. |

## 2. Conceptual Lens

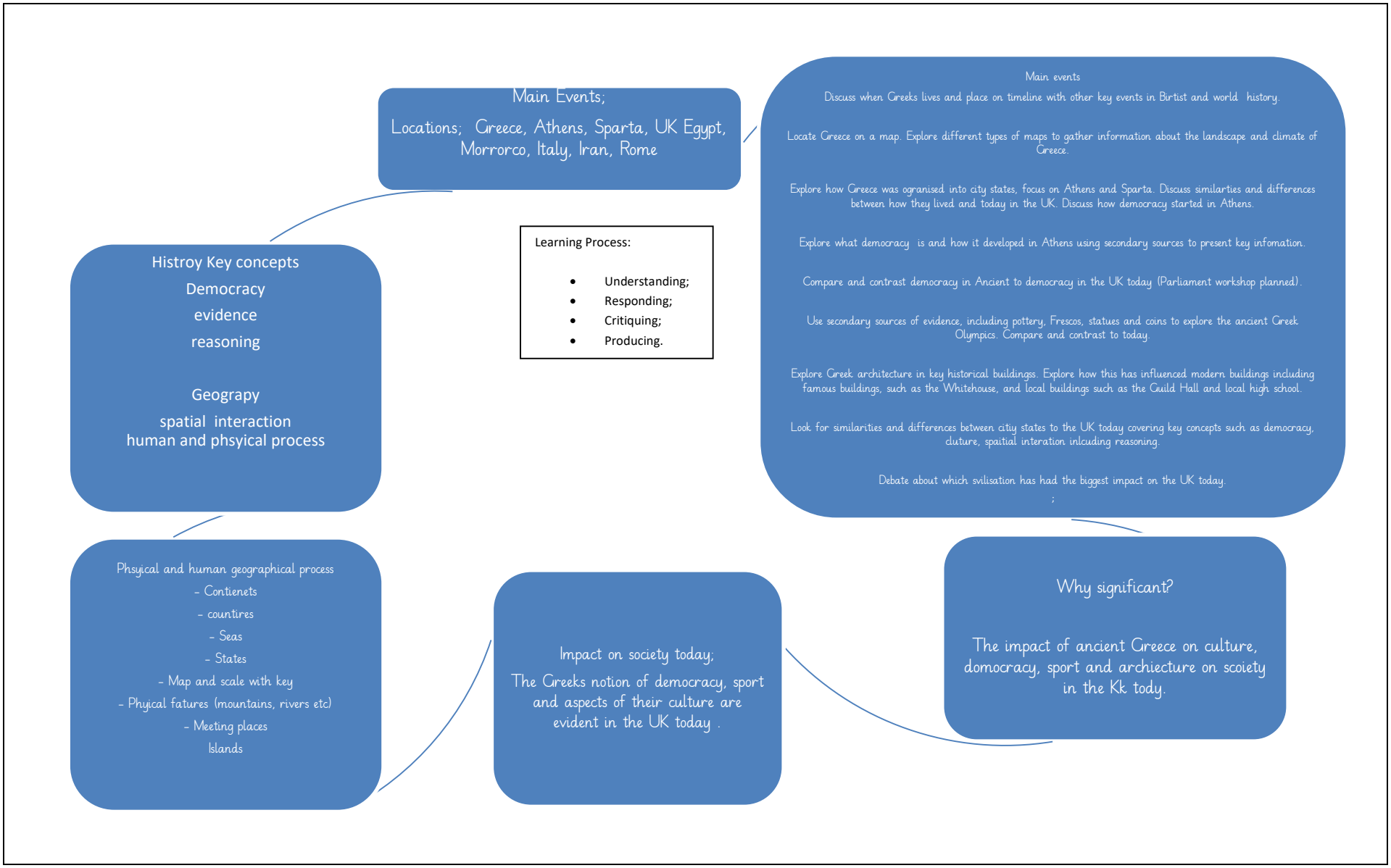
| Main Concepts: | Secondary Concepts: |
| --- | --- |
| • Evidence (H)<br>• Reasoning (H)<br>• Democracy (H)<br><br>• Spatial Interaction (G)<br>• Human and Physical processes (G)<br><br>• Space (A)<br>• Purpose (A) | • Culture (H)<br>• Chronology (H)<br>• Similarity and difference (H)<br>•<br>• Communication (A)<br>• Evidence (A)<br>• Culture (A) |

## 3. Web Strands

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| History<br>Geography | Art<br>P4C |

## 4. Unit Web

Include major headings in a learning sequence.


Main Events;
Locations; Greece, Athens, Sparta, UK Egypt, Morrorco, Italy, Iran, Rome
Main events
Discuss when Greeks lives and place on timeline with other key events in Birtist and world history.
Locate Greece on a map. Explore different types of maps to gather information about the landscape and climate of Greece.
Explore how Greece was ogranised into city states, focus on Athens and Sparta. Discuss similarties and differences between how they lived and today in the UK. Discuss how democracy started in Athens.
Explore what democracy is and how it developed in Athens using secondary sources to present key infomation.
Compare and contrast democracy in Ancient to democracy in the UK today (Parliament workshop planned).
Use secondary sources of evidence, including pottery, Frescos, statues and coins to explore the ancient Greek Olympics. Compare and contrast to today.
Explore Greek architecture in key historical buildingss. Explore how this has influenced modern buildings including famous buildings, such as the Whitehouse, and local buildings such as the Guild Hall and local high school.
Look for similarities and differences between citiy states to the UK today covering key concepts such as democracy, cluture, spaitial interation inlcuding reasoning.
Debate about which svilisation has had the biggest impact on the UK today.
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Learning Process:
Understanding;
Responding;
Critiquing;
Producing.
Histroy Key concepts
Democracy
evidence
reasoning
Geograpy
spatial interaction
human and phsyical process
Phsyical and human geographical process
- Contienets
- countires
- Seas
- States
- Map and scale with key
- Phyical fatures (mountains, rivers etc)
- Meeting places
Islands
Impact on society today;
The Greeks notion of democracy, sport and aspects of their culture are evident in the UK today .
Why significant?
The impact of ancient Greece on culture, domocracy, sport and archiecture on scoiety in the Kk tody.

| Key Learning | | |
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| **7. What we would like children to know**<br>**Elements to include:**<br><br>**Children will know:** | **5. What we would like children to understand**<br><br>**Children understand:** | **8. What we would like children to be able to do**<br><br>**Children will be able to:** |
| <u>Sources of Evidence</u><br><br>Overtime, knowledge of Ancient Greece has been gained by archaeologists' excavations of ancient cities to provide us with primary sources of evidence. Historians have collated this evidence and further research to provide secondary sources of information. | <u>Sources of Evidence</u><br><br>• that evidence allows historians to hypothesise and piece together the past.<br>• that evidence can be separated into two categories, primary evidence and secondary evidence.<br><u>Prior Learning</u><br>• that by asking questions and investigating the answers can help you find out about the past<br>• that no single source of evidence gives the full answers to the past<br>• that evidence can be categorised into primary and secondary sources | <u>Sources of Evidence</u><br><br>• use sources of evidence to deduce information about the past.<br>• use sources of evidence to form testable hypotheses about the past.<br>• seek out and analyse a wide range of evidence in order to justify claims about the past<br><u>Prior Learning</u><br>• use evidence to ask questions and find answers to questions about the past.<br>• suggest suitable sources of evidence for historical enquiries.<br>• use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br>• describe different accounts of an historical event and explain why some of the accounts may differ. |
| <u>Reasoning</u><br><br>Many aspects of historical enquiry are required to make sense of and understand past events | <u>Reasoning</u><br><br>• that by using logic and justification the past can be made sense of; by establishing facts; verifying validity and taking account of new information. | <u>Reasoning</u><br><br>• select suitable sources of evidence, giving reasons for choices. |

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| | • that by organising materials (evidence) about the past they can describe, compare, and/or explain historical people places or events.<br><br>Prior Learning<br>• that facts can be used to make sense of why people acted as they did in the past. | • that sources of information can be used to form testable hypotheses about the past.<br><br>• seek out and analyse a wide range of evidence in order to justify claims about the past.<br>• note connections, contrasts and trends over time<br><br>• answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br><br>Prior Learning<br>• give reasons why people in the past acted as they did and recognise these reasons. |
| Democracy<br><br>Democracy originated in Athens in Ancient Greece. Their democratic system has many significant similarities to our modern UK democratic process which have developed overtime to become more inclusive. | Democracy<br>• that democracy is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the "people".<br><br>Prior Learning<br>In Key stage 1:<br>• that people have a say in the way they live their lives and can vote for the people who create the laws. | Democracy<br>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.<br><br>Prior Learning<br>• describe ways in which our nation and its history is important.<br>• show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. |
| Culture<br><br>Many aspects of modern culture have their origins in Ancient Greece: sport (Olympic Games and marathons); architecture which has been replicated globally; theatre which still enjoyed worldwide and philosophy which is still practised to this day. | Culture<br>• that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past<br>• that communities have been influenced by people or events in the past. | Culture<br>• describe the social, ethnic, cultural or religious diversity of past society. |

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| | Prior Learning<br>• that examining the concept of culture will open up inquiries into how people deal with the past. | • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children<br>• answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br><br>Prior Learning<br>• describe the social, ethnic, cultural or religious diversity of past society.<br>• describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| Chronology<br><br>The Ancient Greek civilisation was developed over 2000 years ago. This time period overlapped with the Roman Empire which resulted in similarities between civilisations but also many differences. The impact of both civilisations can be seen around the world today. | Chronology<br>• how chronology contributes to a person's sense of identity and helps them create a context for understanding the present.<br>• that change over time can be represented, along with evidence, on a time line<br><br>Prior Learning<br>• that change over time can be represented, along with evidence, on a time line. | Chronology<br>• understand that the order in which things happened can help them to make connections between events in the past and future events.<br>• use dates and terms accurately in describing events.<br>• use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.<br>• establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.<br><br>Prior Learning |

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| | | • place events, artefacts and historical figures on a time line using dates.<br>• use dates and terms to describe events. |
| Similarity and differences<br><br>Within the Ancient Greek civilisation there were differences between how people in the different city states lived their lives. Furthermore, comparisons can between the city states (Sparta) and the motivations to conquer new lands similar to the Roman Empire. | Similarity and differences<br>• that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.<br>Prior Learning<br>• that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space | Similarity and differences<br>• note connections, contrasts and trends over time<br>• answer and sometimes devise historically valid questions about similarity and difference<br><br>Prior Learning<br>• compare some of the times studied with those of other areas of interest around the world.<br>• answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |
| Spatial interaction<br><br>The position of Greece in Southern Europe meant that countries in close proximity became interdependent upon each other as the Ancient Greeks relied on trade from other regions around the Mediterranean. This led to shifts in power, cultural exchanges and migration. In particular, the Greek influence in Iran and Egypt and the eventual invasion by Rome. | Spatial interaction<br>• that interactions like migration can lead to two places becoming interdependent upon each other.<br>• that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions.<br><br>Prior Learning<br>• that spatial interactions studies the flows, movements or exchanges that link places together.<br>• that an incident in one area can have an effect on a different area and become interconnected. | Spatial interaction<br>• describe how locations around the world are changing and explain some of the reasons for change.<br><br>Prior Learning<br>• ask and answer geographical questions about the physical and human characteristics of a location. |
| Human and physical processes<br>Physical Geography had an enormous impact on the Ancient Greek civilisation. Due to the many islands and mountainous landscape, many separate communities were developed rather than one country. The climate meant that rivers were not able to be | Human and physical processes<br>• that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world.<br><br>Prior Learning | Human and physical processes<br>• use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. |

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| used for transport and mountains made it difficult to build roads so people adapted to live in other ways. | • that human processes can be defined in terms of how human involvement has affected the world. | • describe and understand key aspects of:<br>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.<br><br><u>Prior Learning</u><br>• ask and answer geographical questions about the physical and human characteristics of a location.<br>• use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.<br>• use a range of resources to identify the key physical and human features of a location.<br>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.<br>• name and locate the countries of Europe and identify their main physical and human characteristics.<br>• describe key aspects of:<br>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.<br>• describe key aspects of: human geography, including: settlements and land use. |

| 6. Guiding Questions | |
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| Generalisations | Guiding Questions: F = Factual(approx. 4); C = Conceptual (approx. 3); D = Debatable (approx. 1 or 2) |
| Sources of Evidence<br>• that evidence allows historians to hypothesise and piece together the past.<br>• that evidence can be separated into two categories, primary evidence and secondary evidence. | • How reliable is the evidence that has been presented to inform your opinions? (D)<br>• What's a primary source of evidence? (F)<br>• What's a secondary sources of evidence? (F)<br>• How do the pieces of evidence affect our knowledge of the past? (C) |
| Reasoning<br>• that by using logic and justification the past can be made sense of; by establishing facts; verifying validity and taking account of new information.<br>• that by organising materials (evidence) about the past they can describe, compare, and/or explain historical people places or events. | • Which City State was more appealing: Athens or Sparta? Why? (D)<br>• How have they impacted our lives today? (F)<br>• Why did the city states operate the way they did? (D) |
| Democracy<br>• that democracy is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the "people". | • What does democracy mean? (C)<br>• How did the Ancient Greek model of democracy develop? (F)<br>• How much did Greek democracy influence our model of democracy today? (D) |
| Culture<br>• that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past<br>• that communities have been influenced by people or events in the past. | • How has our society been affected by Ancient Greece? (F)<br>• What were the attitudes, beliefs and values of the Ancient Greeks? (F)<br>• Has our society benefited from the culture of the Ancient Greeks? (D) |
| Chronology | • Can you order the events on the timeline?(F) |

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| • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present.<br>• that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change) | |
| <u>Similarities and differences</u><br>• that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. | • Which city state (Athens and Sparta) had a better lifestyle? (D)<br>• What were the similarities and differences between the Ancient Greeks and Britain? (F)<br>• How did the Olympic games differ to the modern Olympic games? (F)<br>• |
| <u>Spacial interaction</u><br>• that interactions like migration can lead to two places becoming interdependent upon each other.<br>• that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions. | • How important are the rivers and seas in maintaining a country's independence? (C)<br>• Why did the Ancient Greeks travel to Africa? (F) |
| <u>Human and physical processes</u><br>• that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. | • How did the changes in physical features impact societies? (C)<br>• What impact did the coast and mountains have on the different city states? (F) |

**9. Assessment – Exit Task:**

**Pupil essay: To what extent did Ancient Greece impact and influence our lives today?**

<u>Expected evidence:</u>

Children can apply their knowledge;

- Knowledge is explicit and connected;
- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;

- New information is linked to prior knowledge. Schemas are strong;
- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

**Tier 2 Vocabulary**

History

BC Abbreviation... The time period before Christ.
AD Abbreviation... Stands for 'anno domini' – the year Jesus was born.
CE Abbreviation... Stands for Christian Era.
Time period Noun... A length of time in history before/after a new century.
Ancient Adjective... A period of time that happened a long time ago.
Source Noun... Where something or someone came from.
Enquiry Noun... Asking a question or finding out information.
Perspective Noun... The way a person looks at something and their point of view.
Evaluate Noun... To review something in depth and come to a conclusion
Period Noun... Is a length of time between two events.
Change Verb... A term used to describe the changing of events over time.
Continuity Noun... Things staying the same or unchanged over time.
Legacy Noun... Something that is handed down through periods of time (from one member of the family to another).
Political Adjective... Something that relates to the government, politics or how something is run.

Social Noun... History that concentrates on the social, cultural and economic aspects of peoples lives.
Cultural Adjective... The way people or a group of people chose to live their lives.
Philosophy Noun... A set of ideas, standards and beliefs that helps to describe someone's thought and feelings.
Scholars Noun... An educated person in a particular subject such as History.
Democracy Noun... A system where the public decide who their leader are.

<u>Geography</u>

Conclusion The end or finish of an event, process or text.
Location A location is the place where a particular point or object exist. Geographic location is defined by two coordinates, longitude and latitude.
Interrelated Having mutual connections and interactions between people or group of people.
Latitude The measurement of distance north or south of the Equator.
Longitude The angular distance of a place east or west of the Greenwich meridian.
Land-use pattern The layout or arrangement of the uses of the lands. The land may be used for agriculture, forest, pasture etc.
Economic activity The activity of making, providing, purchasing or selling goods or services at all levels within a society.
Trade links The act or an instance of buying and selling goods and services either on the domestic market or on the international markets.
Distribution of natural resources How and where the natural resources are located on earth. Natural resources are not evenly located around the Earth.
Energy The ability and strength to do active physical activities. The natural environment provides us with a wide range of energy resources.
Food Any nutritious substance that people or animals eat and drink or plant absorb in order to maintain life and growth.
Minerals The naturally formed solid, inorganic substances with a definite chemical formula and a general structure.
Water supplies Providing water via pipelines and canals to where it is needed.
Reasons The cause of an event or situation or something that provides an excuse or explanation.
Describe To give details about something to someone; give an account of.
Geographical diversity Having significant climate variations within the same zone, region or country. Different parts of the world have different physical features like dry deserts, evergreen forests etc.
Height of land A local high point on a trail, road or along a ridge where you stop going up and start going down.
Observe To watch carefully the way something happens or the way someone does something, especially in order to learn more about it.
Interdependent Mutual dependence between thing, actually rely on each other, without one the other would not be able to survive.
Interconnected How people are connected to places, things; both animate and inanimate, and all processes; both natural and human throughout the world in a variety of ways.
Current The movement of liquid or gas in a defined direction. Currents are basically of two types in geography; ocean currents and air currents.
Contemporary Happening, existing, occurring or living at the same time; belong to the same time.
Environment The surrounding or condition in which a person, animal or plant live or operates.
Society A group of people involved in persistent social interaction, or a large social group sharing the same social, political and cultural expectations.

Four-figure grid reference The map readers can use to locate a place. The vertical lines are called eastings. They are numbered. These are the numbers you would look for at the bottom of the map. The horizontal lines are called northings and they are numbered. These are the numbers on the side of the map.
Densities How tightly or loosely packed a substance is; the degree to which something is filled, crowded or occupied.
Maps A map is a symbolic representation of selected characteristics of a place, usually drawn on a flat surface. Maps present information about the world in a simple, visual way.
Europe The second smallest continent in the world. It is located entirely in the Northern Hemisphere and mostly in the Eastern Hemisphere.
Urban Belonging to, or relating to, a town or city.
Kingdom A state or government having a king or queen as its head.
Macedonia A country in southeastern Europe, formerly known as the Republic of Macedonia.
Turkey A country that occupies a unique geographic position, lying partly in Asia and partly in Europe. Its capital city is Ankara. The largest city is Istanbul.
Mediterranean The largest inland sea, located between southern Europe, Western Asia and North Africa.

**Tier 3 Vocabulary –**
Olympic Games Plural Noun... The biggest competition in the sporting world held every four years, originally from ancient Greece. e.g.
Athens The capital and largest city of Greece; situated in the southern part of the country. A leading city of ancient Greece, famous for its learning, culture and democratic institution.
Sparta City State within Ancient Greece

Map:







Timeline:

Key dates:

Greek Archaic Period (800 BC - 480 BC)

- 776 BC - The first Olympic Games takes place. The games would take place every 4 years in honour of the Greek god Zeus..
- 508 BC - Democracy is introduced in Athens by Cleisthenes. He establishes a constitution and is often called the "Father of Athenian Democracy". This is one of the great accomplishments of the Greek culture.

Greek Classical Period (480 BC - 323 BC)

- 332 BC - Alexander conquers Egypt. He establishes the new capital of Egypt at Alexandria. Over the next several years Alexander would greatly expand his empire, conquering much of Persia on the way to India.

**Greek Hellenistic Period (323 BC - 31 BC)**

- 323 BC - The Hellenistic period begins when Alexander the Great dies. The Ancient Greek civilization begins its decline and the Ancient Romans start to gain power.