

THE LEGACY OF ANCIENT GREECE

Knowledge Organiser	Year: 6 Term: Summer	<u>Theme and Concept:</u> Community and Culture/Society
<u>How did Ancient Greece Impact Western Civilisation?</u>		

Prior Knowledge: Children will understand that early civilisations and Ancient Egypt have a profound and fundamental culture that has impacted on the modern world through their contribution of science and art. Children will know that civilisations are invaded over time and adopt new cultural norms under new rulership. The concept of Empire will now be embedded as the children will have visited it throughout KS2, focusing on the Romans, Ancient Egyptians and Benin. Children will understand that historical events have huge impacts on the modern world and can even determine special days within which we hold ritual and/or celebration. From their exploration of Monarchy, children will understand that rulers can struggle to keep their rulership intact and so change inevitably happens, whilst some things stay the same.

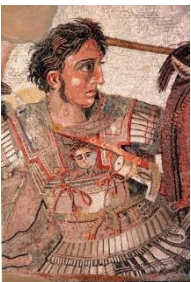
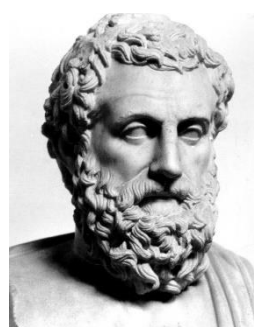
1. What is civilisation?	The level of development at which people live together in communities.
2. What is a ritual?	A ceremony or action done in a special way.
3. What is an emperor?	A ruler of an empire.
4. What is the meaning of, "a period in time"?	A "period" is the specific length of time in the life of a person, civilisation or thing.
5. Can you define the word "age"?	An era of history with a distinct feature.
6. Name three primary sources.	Newspaper, diaries, posters, images, photographs etc.
7. How do we find out about pre-history?	Archaeology

<u>Second Order (disciplinary) Concepts</u>	Key Historical Knowledge	Key Historical Skill
Chronology	<p>What is the chronology of Ancient Greece? A timeline of the Greek Empire, including key dates. Include the four periods of time: The Greek Dark Ages (Up to 1000BC), The Archaic Period (800BC – 500BC), The Classical Period (500BC-300BC) and the Hellenistic Period (300BC-30BC).</p>	<ul style="list-style-type: none"> ✓ I can use dates and terms accurately in describing events. ✓ I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <p><i>Briefly explain the changes within these periods including rulership, invasion, culture and belief.</i></p>
Cause and consequence	<p>How did Greek soldiers compare to the rest of the ancient world? Fighting wars was what the Spartans did best. Greeks said that in battle one Spartan was worth several other men. The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers. Boys left their families at seven to begin their 23-year-long training to become a soldier. Only those who went through</p>	<ul style="list-style-type: none"> ✓ I can describe the social, ethnic, cultural diversity of past society. ✓ I can seek out and analyse a wide range of evidence in order to justify claims about the past. <p><i>Explore Spartan culture and how war was embedded into their culture.</i></p>

	<p>this gruelling training system were considered true Spartan citizens. It was a hard life. A boy was only allowed one tunic and had to walk everywhere barefoot, even in cold weather. They weren't given much food either, so often had to steal. Girls were expected to be physically fit too. They weren't allowed to be soldiers, but they did compete against the boys at sport. Spartan women also had more freedom than other Greek women. A wife ran the family farm and gave orders to the enslaved people (known as 'helots'). Spartan mothers told their sons before they left for battle, "Come back with your shield, or on it." Dead Spartans were carried home on their shields - only a coward would drop his shield and run away. Greek warships had oars as well as sails. The largest warships had three banks of oars and were called 'triremes. A trireme needed 170 men to row it - one man to each oar. It was steered by long oars at the stern or back of the ship. Fixed to the front of the trireme was a sharp metal ram. In battle, the triremes tried to get close to the enemy ships, and if possible, crash into them. When the trireme struck the side of an enemy ship, the ram smashed a hole in the wooden planks. Water flooded in and the damaged ship either sank or had to be beached on the nearest shore. The trireme's soldiers sometimes jumped onto a damaged ship to capture it.</p>	<p><i>Children to explore what it was like to be a child in Sparta. Explore the battle of Thermopylae, which the Spartans won in 480 BC.</i></p> <p><i>Label a Greek war ship and explore the how they sunk their enemy ships.</i></p>
<p>Evidence and Interpretation</p>	<p>Who was Alexander the Great?</p> <p>Alexander was the son of a Greek king called Philip II. Philip had started to build up an empire by uniting some of the separate city-states to the north of Greece. This empire was called Macedonia, and when Alexander grew up, he inherited control of it. It was still separate from the other Greek city-states. Although the city-states in Greece shared the same language, they had their own laws and cultures. Uniting the city-states into one empire made them stronger. Alexander took control as king of Macedonia at the age of 19, when his father Philip II died in 336 BC. Historians think that Alexander had the kind of personality to make a powerful leader. It seems that he was decisive (good at making decisions), ambitious (good at making big plans) and ruthless (willing to do whatever it takes to make his plans work). Very soon after he became king, Alexander conquered the rest of the Greek city-states too. Now he had united Macedonia with the rest of Greece. He had a powerful army and he dealt harshly with any city-states that tried to rebel against his rule. By 323BC, Alexander was head of a large empire spanning across much of the known world. During Alexander's attempts to conquer all of India, Alexander's soldiers grew weary, and the army decided to retreat to Persia for a rest. Historians think that he had plans to conquer more places but was never able to see them through because he died in mysterious circumstances aged only 33. In his 13-year reign, Alexander</p>	<ul style="list-style-type: none"> ✓ I can seek out and analyse a wide range of evidence in order to justify claims about the past. ✓ I can understand that no single source of evidence gives the full answer to questions about the past. ✓ I can refine lines of enquiry as appropriate. <p><i>Use primary sources to find out about Alexander the Great. Who was he and what did he do? Who wrote these sources, and can they be trusted? Begin to explore the concept of reliability of sources. Children to independently answer the question by using a range of resources, e.g. internet, books, articles etc. Children present their answer to the question using evidence to back up their historical statements.</i></p>

	<p>had created the largest empire in human history! After his sudden death, the Greek Empire broke up into different kingdoms, but the influence of the Greek culture that he had spread still remained strong in many of the places.</p>	
<p>Change and continuity</p>	<p>Was Alexander really so “great”? Wherever Alexander went, he took Greek ideas. This is why Ancient Greece has had such an impact on the modern world today. The alphabet we use is based on the Greek alphabet and the justice system and democracy we use is all based on the culture of the Ancient Greeks. We can connect this to the study of Romans in year 3, who loved the Greeks that much, they adopted their gods, democracy and philosophy and ethics, which meant when the Roman empire invaded, more Greek culture was spread. Aristotle was Alexander's teacher and so wherever Alexander went, the teachings of Aristotle were spread amongst the educated class. This meant that Greek culture was mixing with the educated class of other cultures. Alexander was not a nationalist but was incredibly clever at using his empire to work together. He did this by honouring the different kings he defeated and delegating rulership across his lands. This meant he could share his Greek culture freely and weave it into the fabric of the culture he had just conquered. This resulted in a Greek-speaking network of trade across the empire that lasted for nearly three centuries. This was also the basis with which the Roman empire based their strategy</p>	<ul style="list-style-type: none"> ✓ I can identify periods of rapid change in history and contrast them with times of relatively little change. ✓ I can understand the concepts of continuity and change over time. ✓ I can use appropriate historical vocabulary to communicate change and continuity. <p><i>Did Alexander change Greek culture and society? Explore the vast network of trade he created. Look at maps and the spread of his Empire. Begin to evaluate the impact of invasion compared to the impact of cultural diversity. What changed in different societies and what stayed the same? Did some countries adopt a fundamental Greek culture? (This links back to Year 3 with the invasion of Rome in Britain).</i></p>
<p>Historical significance</p>	<p>Who were the Greek Gods? The Greeks believed that gods and goddesses watched over them. These gods were a bit like humans, but they lived forever and were much more powerful. They felt human emotions, like love, anger and jealousy, and they did not always behave themselves. The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds. From here, they kept an eye on life below. From time to time, they would interfere in what was going on. They could send storms if they were angry and decide who was victorious in wars. Sometimes they even played tricks on humans too. The Greeks built temples to their gods and goddesses. Some temples were small, while others were very grand and beautiful with amazing decorations. Every city in Greece had a 'patron' God or Goddess. People believed patron gods protected them from harm. When people needed help from the gods, they went to the temple to pray. They might go if they were feeling sick, going on a journey or worried about the harvest on the farm. To please the gods, people brought gifts of money, flowers, food and drink. They offered these gifts as sacrifices. Animals, like cattle, were sometimes killed as sacrifices. Then people feasted on the roasted meat.</p>	<ul style="list-style-type: none"> ✓ I can describe the social, ethnic, cultural or religious diversity of past society. ✓ I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><i>Explore the Greek Gods and Goddesses and some aspects of philosophical thought through the ages. The temples were not unified, therefore there was not a standardised set of rituals or practices. It was inherently community based with a focus on a deity from the Olympian Pantheon. Explore the significance of the Greek myths and the features of Ancient Greek temples and their impact on architecture within western civilisation.</i></p>
<p>Similarity and difference</p>	<p>Why were the Olympics created and what was its legacy?</p>	<ul style="list-style-type: none"> ✓ I can use appropriate historical vocabulary to communicate legacy.

	<p>The Greeks loved sport and the Olympic Games were the biggest sporting event in the ancient calendar. The Olympic Games began over 2,700 years ago in Olympia, in southwest Greece. Every four years, around 50,000 people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of Zeus, the king of the gods. There were no gold, silver and bronze medals. Winners were given a wreath of leaves and a hero's welcome back home. Athletes competed for the glory of their city and winners were seen as being touched by the gods. Before the games began, messengers were sent out to announce a 'sacred truce' or a peace. This meant that any wars should be called off so that people could travel safely to Olympia. The entire games were dedicated to Zeus. Visitors flocked to see the Temple of Zeus. Inside stood a huge gold and ivory statue of the king of the gods himself. The main event at the Olympics was not a sporting event, but a sacrifice. On the third day of the games, 100 oxen were sacrificed and burnt on the Altar of Zeus. This altar was not made from stone. Instead, it was made from the leftover ash of all the sacrificed oxen. By around 200AD, the mound of ash stood six meters high.</p>	<ul style="list-style-type: none"> ✓ I can compare some of the times studied with those of the other areas of interest around the world. ✓ I can compare the main changes in a period of history with Modern-day. <p><i>Explore the beginnings of the Olympics and why they were created. Explore how the Olympics were created to honour Zeus and how they were a religious event. Compare with the modern-day Olympics, focusing on the similarities and differences.</i></p>
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Key Vocabulary	Significant People		
architecture: The art and science of designing and creating buildings.		<p>Alexander the Great: Alexander the Great was king of Macedon. He led his army to victory, defeating Persian territories, Asia Minor, Syria and Egypt without suffering a single defeat. He created an Empire that was linked with a vast network of trade and commerce. The young king was educated by the philosopher, Aristotle. Alexander the Great died at the age of 32 in June 323BC.</p>	
Athens: The capital city of Greece. It was the heart of Ancient Greece.			<p>Aristotle: Aristotle was a Greek philosopher in Ancient Greece that lived during the classical period. He is known as the Father of Logic, and has contributed to mathematics, physics, ethics and biology, influencing the very basis of thought within western civilisation.</p>
culture: The beliefs, customs and arts of a particular society, group, place or time.	democracy: A type of government where decisions are made by the majority.		government: The system used to keep charge over a country.
Hellenistic Period: A period that lasted from 323BC, when Alexander the Great ruled, to the invasion of Rome in 146BC.	legacy: Things or ideas passed down from one generation to the another.		literature: Written works, especially those considered of superior or lasting artistic merit.
Olympic Games: A series of Athletic challenges that take place every four years.			

<p>Parthenon: A former temple on the Athenian Acropolis, Greece, dedicated to the goddess Athena.</p>		
<p>philosophy: The study of the basic ideas about knowledge, morals, reasoning and the value of things.</p>		
<p>Sparta: A power-city state and enemy to Athens.</p>	<h2>Resources</h2>	
<p>titans: The first Greek Gods that were over-thrown by their children, the Olympians.</p>	<p>BBC - History - Alexander the Great Ancient Greeks Primary Resources National Geographic Kids (natgeokids.com)</p>	
<p>tyrant: The ruler of a Greek City-state.</p>	<p>Ancient Greece Sources - History Skills < A resource bank of Primary Sources from all around the world. Both texts, artefacts and images. Aristotle - Kids Britannica Kids Homework Help Aristotle Facts, Quotes, Politics, Philosopher, Theory, Ethics, Science Information (sciencekids.co.nz) Primary History KS2: Ancient Greece - BBC Teach < Radio recordings of the Greek Myths for children to listen to. Who were the ancient Greek gods and heroes? - BBC Bitesize < Video of Perseus and Medusa. How did the Olympic Games begin? - BBC Bitesize</p>	

Timeline

