

Prior learning:

In Year 3, the children learnt about the Bronze Age and Iron Age. The Ancient Greeks civilisation existed at the same time and gives a broader understanding of world history.



Knowledge Map:

Ancient Greeks

Spring 1- Year 6

Enquiry Question:

What did the Greeks do for us?

Next steps in learning:

In Year 7 the children will study a significant society or issue in world history and its interconnections with other world developments

Key vocabulary:

Athenian – people from the Greek city of Athens

citizen – a person who lives in a particular place

culture– the beliefs, customs, arts etc

city state – a small area the ancient Greece was divided into which had its own government, laws and army

civilisation – the people, culture and way of life of a certain area

democracy – a political system where adults vote for an elected government who then make decisions on how to run the country

empire – a group of countries that is ruled by one ruler or country

Olympics – sporting event and sacrifice held every four years in honour of Zeus.

philosopher – someone who studies the idea of right and wrong, the value of things and knowledge

Virtues:

Compassionate conscientious

co-operative creative

curious courageous

Key knowledge:

- I can explain who the ancient Greeks were, and place their civilisation in time
- I understand the different types of government in ancient Greece
- I can compare and contrast the two city states of Athens and Sparta
- I can use sources to find out about daily life in ancient Greece
- I can explain about religion in ancient Greece
- I can describe how modern-day life has been influenced by the ancient Greeks



Year 6 Key Skills:

Chronological understanding

I can order significant events, movements and dates on a timeline

I can describe the main changes in a period of history

I can use relevant terms and period labels

Historical interpretation

I can evaluate evidence to choose the most reliable forms

I know that people in the past have a point of view and give clear reasons why there may be different accounts of history

Historical enquiry

I can use a range of sources to answer questions

I can talk about the reliability of primary and secondary sources