

Ancient Greeks


Knowledge Organiser

Year 4





# Ancient Greeks – Year 4

# Vocabulary





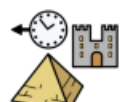
## My Dictionary

 empire	A group of states or countries ruled over by a single monarch.
 marathon	A long-lasting or difficult task, or activity.
 Olympics	A sports competition held once every four years.
 democracy	A system of government where citizens can vote for representatives.
 architecture	Designing or constructing buildings.

## My Dictionary

 government	The group of people with the authority to govern a country or state.
 philosophy	The study of knowledge, reality and existence.
 sculpture	The art of making 3D form by carving, casting or other shaping.
 hoplite	A heavily armed foot soldier of ancient Greece.
 Mt. Olympus	A mountain in northern Greece.

## My Dictionary

 amphitheatre	An open, circular building with a central space surrounded by tiers of seats.
 conquered	Gaining or acquiring by force.
 military	The armed forces of a country.
 Europe	A continent in the northern hemisphere.
 ancient	Belonging to the very distant past.

# Ancient Greeks – Year 4

## I Now Know...



1

- 800BCE – 323 BCE
- Greece is located in the continent of Europe



2

- Olympics is a sporting event held every 4 years
- It was a religious festival
- Brings people from all over the world together
- Promotes good sportsmanship



3

- Democracy means 'rule by the people'
- Ancient Greeks were the first to allow citizens to vote



4

- As young children, they spent time playing with toys
- Boys went to school, aged 7
- Girls learned how to look after the home and were married off young




5



- Homes built around a courtyard
- Made from sun-dried mud bricks
- Designed to keep inside cool




776 BC	508 BC	500 BC	472 BC	460 BC	432 BC	338 BC	338 BC	146 BC
The first Olympic games are held.	Male citizens of Athens are given the change to vote.	The 'Classical Period' begins.	Greek theatres become popular in Athens.	Hippocrates (known as the father of modern medicine) is born in Kos.	The Parthenon is finished in Athens.	King Philip II of Macedonia takes control of Greece.	Alexander the Great takes over the rule of Greece.	Greece falls under the rule of the Roman Empire.




MAKING LINKS TO PREVIOUS LEARNING GOLDEN VOCABULARY	
Romans	Both countries <b>conquered</b> other areas.
Romans	The <b>military</b> of each country is responsible for their conquests.
Romans	Both countries are located in <b>Europe</b> .
Egyptians	Both civilisations are <b>ancient</b> .




# Ancient Greeks – Year 4

<b>Lesson 1</b>	
<u>LO: I am learning when and where the Ancient Greeks lived.</u>	Chronology
I can place the Ancient Greek period on a timeline	
I can locate Greece on a map	
I can compare Ancient Greece with modern-day Greece on a map	
<b>I can compare where the Ancient Greeks fits on a timeline compared to other time periods studied</b>	

<b>Lesson 2</b>		
<u>LO: I am learning about the origins of the Olympics and how it has influenced us.</u>	Interpretation of history	Historical inquiry
I can understand the historical significance of the Olympic Games		
I can recognise how the Olympics have influenced various aspects of modern society, including sportsmanship, global unity and cultural exchange		
I can discuss and analyse the values promoted by the Olympics and their relevance today		
<b>Why do you think the Olympics were so important in ancient Greece? Does this still apply today?</b>		

<b>Lesson 3</b>			
<u>LO: I am learning about the origins of democracy.</u>	Organisation and communication	Historical inquiry	Interpretation of history
I can define democracy			
I can discuss the significance of Athenian democracy and its components			
I can compare the democratic process of Ancient Athens to modern-day democracy			
<b>I can consider what life would be like without democracy</b>			

<b>Lesson 4</b>			
<u>LO: I am learning what life was like for children in Ancient Greece.</u>	Organisation and communication	Interpretation of history	Historical inquiry
I can describe key aspects of daily life for children: Education Family roles Play			
I can compare my life to that of a child in Ancient Greece			
<b>How do you think education shaped a child's future in Ancient Greece?</b>			

<b>Lesson 5</b>			
<u>LO: I am learning about houses in Ancient Greece.</u>	Organisation and communication	Interpretation of history	Historical inquiry
I can identify key features of an Ancient Greece home			
I can explain how the climate played a role in Ancient Greek homes			
I understand the social and cultural influences that shaped these architectural styles			
<b>I can compare and contrast Ancient Greek homes with homes from a different time period studied</b>			

## Post-assessment

When did the Ancient Greek time period begin and end?

Where is Greece located? How has it changed?

What do you know about the Olympics? How is the same, or different, today?

What is democracy? Why is it important?

What was life like for a child in Ancient Greece? What did they do? Was it the same for all children?

What did home look like? Was it the same for everyone? Did they face any challenges?