



CONONLEY PRIMARY SCHOOL  
Inspiring and Challenging Our Children

# Ancient Greece

## Key Stage 2

**Key:**

For this each History topic, the key knowledge to be taught to both Lower Key Stage 2 (Years 3 & 4) and Upper Key Stage 2 (Years 5 & 6) is written in **black** type.

Additional key knowledge taught to Upper Key Stage 2 (Years 5 & 6) is written in **red** type.

## History: Key Knowledge—Curriculum Intent

### Background

About **2,500 years ago**, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. The Greeks called themselves **Hellenes** and their land was **Hellas**. The name 'Greeks' was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France. They sailed the sea to trade and find new lands. The Greeks took their ideas with them and they started a way of life that is similar to the one we have today.

#### Early history of Ancient Greece

- 2200 BC – 1450 BC** – The Minoan Civilisation – lived on the island of Crete; named after King Minos. Legend of Theseus and the Minotaur comes from this period.
- 1450BC – 1100BC**- The Mycenaean Civilisation – lived on mainland Greece.
- 1100BC to 800BC** - period known as the Dark Age because none knows much about it. There is no evidence of written language or art.

#### Greek Archaic Period (800 BC - 480 BC)

- 776 BC** - The first Olympic Games takes place. The games would take place every 4 years in honor of the Greek god Zeus.
- 750 BC** - Homer begins to write the Iliad and Odyssey. These epic poems become two of the most famous literary works in Greek literature..
- 570 BC** - Pythagoras is born. He will make major advances in science, math, and philosophy. We still use the Pythagorean Theorem today to help with geometry.
- 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.
- 590BC** – the Battle of Marathon

#### Greek Classical Period (480 BC - 323 BC)

- 432 BC** - The temple to Athena, the Parthenon, is completed in Athens on the Acropolis. Today this is the most famous surviving building of Ancient Greece.
- 431 BC** - The wars between Sparta and Athens begin. They are called the Peloponnesian Wars. The wars will last 27 years with Sparta eventually conquering Athens in 404 BC.
- 386 BC** - Greek philosopher and student of Socrates, Plato, founds the first institution of higher learning in the western world. It was called the Academy.
- 342 BC** - The great philosopher, scientist, and mathematician, Aristotle, begins to tutor Alexander (later to be called Alexander the Great).
- 336 BC** - Alexander the Great becomes king when his father, Philip of Macedon is assassinated.
- 333 BC** - Alexander begins his conquests and defeats the Persians.
- 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 - 146 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.
- 300 BC** - Euclid, a Greek mathematician, writes Elements. This famous writing will have an impact on mathematics for years to come.
- 146 BC** - Rome conquers Greece making it part of the Roman Empire.

#### Key People

**Philosophers:** Plato, Socrates, Aristotle.  
**Scientists/mathematicians:** Pythagorus, Euclid, Archimedes, *Aspasia the Physician*  
**Writers:** Homer, playwrights (Aeschylus, Euripides, Sophocles. Aristophanes) poets (*Sappho*) historians (Thucydides, Herodutus) Alexander the Great

#### Key Themes and Terms which run through our History Curriculum

**Archeology / archeologist** – the study of history by digging in different historic sites and studying what is found/ someone who digs up the remains of old societies

**Battle** – a fight between two or more armed forces. A war is usually made up of several separate battles

**City State** – a city which has its own laws, like a very small independent country.

**Civilisation** – a human society with its own social organisation and culture.

**Culture** – shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society.

**Conquer** – to gain something by force, often used to describe an army overpowering another country.

**Decline** – a decrease in power, wealth, size and importance

**Democracy** – a system of government where citizens have the power to affect decisions about issues by voting.

**Hierarchy**- the different ranks, or power structures, in a society or organisation.

**Slavery, slaves**- a system where people are owned by other people, with no rights, and are made to work very hard for no pay

**Society** – people living together in organised communities

**Trade** - is the activity of buying, selling, or exchanging goods or services between people, businesses, or countries.

**War** – the act of waging armed conflict against an enemy

#### Key Places

**Knossos** –the oldest city in Greece and the centre of the Minoan civilisation.

**Athens** – the most important city in Ancient Greece between 500 and 400 BC. World's first democracy.

**Olympia** –home of the ancient Olympic Games.



**Sparta** – city state with a full time army. Spartan men were well known for being brave and fierce and spent their whole lives training and fighting. Ruled by two kings.

**Marathon** –the town in Ancient Greece where the battle of Marathon took place.

## Key Lines of Enquiry: Curriculum Intent

Key Line of Enquiry 1:	Key Line of Enquiry 2:	Key Line of Enquiry 3:
<b>Who were the Ancient Greeks?</b>	<b>What was everyday life like for the Ancient Greeks?</b>	<b>The Ancient Greeks at War</b>
<p>We will learn about:</p> <ul style="list-style-type: none"> <li>• How we know about the Ancient Greek Civilisation – sources / archeology etc</li> <li>• Where the Ancient Greeks lived, including geographical features such as climate and terrain.</li> <li>• How this affected society in Ancient Greece: boat building, trading, city states</li> <li>• <b>Year 5 &amp; 6 to study above in greater depth by referring to the Progress in History document.</b></li> </ul>	<p>We will learn about:</p> <ul style="list-style-type: none"> <li>• Family roles, homes, clothes jobs and diet</li> <li>• How life was different for people in Ancient Greece (men, women, children, <b>rich, poor, slaves, hierarchy</b>).</li> <li>• <b>Comparisons with other societies eg Anglo Saxons, Vikings etc</b></li> <li>• What games were played by the Ancient Greek children</li> <li>• A tale of two cities – Sparta and Athens- describe the events.</li> <li>• <b>A tale of two cities – Sparta and Athens – compare similarities and differences in greater detail.</b></li> </ul>	<p>We will learn about:</p> <ul style="list-style-type: none"> <li>• Why the Persian army wanted to invade Athens</li> <li>• <b>Reasons for importance of Athens: sea port- trade; mining of silver and important metals; democracy; clever men (why not women?)</b></li> <li>• Greek soldiers – clothes, weapons, <b>tactics in relation to Battle of Marathon</b></li> <li>• The Battle of Marathon – Athens and Sparta v the Persian Army.</li> <li>• <b>Different view-points of Spartans and Athenians about Battle of Marathon</b></li> <li>• Reason why the athletic event is called a marathon.</li> <li>• <b>The Peloponnesian Wars: Athens v Sparta.</b></li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key vocabulary</b>
<p><b>Archeologist</b> – someone who digs up the remains of old societies  <b>Civilisation</b> – a human society with its own social organisation and culture.  <b>Society</b> – people living together in organised communities  <b>Trade</b> - is the activity of buying, selling, or exchanging goods or services between people, businesses, or countries</p>	<p><b>Culture</b> –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society  <b>Society</b> – people living together in organised communities  <b>Hierarchy- the different ranks, or power structures, in a society or organisation.</b>  <b>Trade</b> - is the activity of buying, selling, or exchanging goods or services between people, businesses, or countries.</p>	<p><b>Hierarchy-</b> (see above)  <b>Slaves, slavery</b> (see above)  <b>Trade</b> (see above)  <b>War</b> (see above)  <b>Hoplite</b> – most common type of Greek foot soldier. Citizens of City States were expected to equip make themselves available to fight if they were needed.</p>

## Key Lines of Enquiry: Curriculum Intent

Key line of enquiry 4:	Key line of Enquiry 5:	Links to other History topics:
<b>What did the Ancient Greeks believe?</b>	<b>What have the Ancient Greeks ever done for us? – Ancient Greek Legacy</b>	<b>History</b>
<p>We will learn about:</p> <ul style="list-style-type: none"> <li>• Different gods - Zeus, Hera etc Temples – <b>study of the Parthenon</b></li> <li>• <b>Discussion about the Elgin Marbles – should they be returned to Greece?</b></li> <li>• What Greeks believed about death. <b>Compare with and contrast to Ancient Egyptian beliefs.</b></li> <li>• Gods and Heroes: how the gods became part of Greek myth and legend. Find out about the story of Heracles, Jason and the Argonauts, Perseus and Medusa. (Year 3 &amp; 4, to study one story; <b>Y5 &amp; 6 to study more than one.</b>)</li> <li>• The Olympic Games <b>and its origins as a religious festival.</b></li> </ul>	<p>We will learn about:</p> <ul style="list-style-type: none"> <li>• <b>Theatre</b></li> <li>• <b>Democracy (Y5 &amp; 6 to study in greater detail)</b></li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Greek language (including the word 'history'!)</li> <li>• The Olympic Games</li> <li>• <b>Art and Architecture</b></li> </ul> <p>We will find out what they tell us about the Ancient Greeks and find out how they have affected / influenced our lives today.</p>	<p>Compare and contrast with other Ancient Civilisations such as Ancient, Rome, Greece and the Maya Civilisation as well as modern day.</p>
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Links to other subjects:</b>
<p><b>Mount Olympus</b> – place where the Ancient Greeks believed their gods lived.</p> <p><b>Underworld</b> – the place where Ancient Greeks believed the dead went to.</p> <p><b>River Styx</b> – the dead had to cross the River Styx to reach the Underworld.</p>	<p><b>Democracy</b> – a system of government where citizens have the power to affect decisions about issues by voting</p> <p><b>Culture</b> –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society</p> <p><b>Tragedy</b> – a play about the downfall of the hero. A serious story with a sad ending.</p> <p><b>Comedy</b> – a funny story with a happy ending</p> <p><b>Satyr</b> – rude kind of play involving naughty half-men, half goat characters.</p> <p><b>Prefix</b> –letter or word added to the beginning of another word to make a new word.</p> <p><b>Suffix</b> -letter or word added to the end of another word to make a new word.</p> <p style="text-align: center;">-</p>	<ul style="list-style-type: none"> <li>• Art – sculpture, ceramics, architecture</li> <li>• Maths – Pythagorus, Archimedes</li> <li>• English – Myths and legends, Aesop’s fables, Greek prefixes and suffixes</li> <li>• Music – ancient Greek instruments</li> <li>• Science –Archimedes screw</li> <li>• Geography – countries, continents, oceans, rivers, geographical features, maps</li> <li>• <b>British Values:</b></li> </ul> <div style="text-align: center;">  </div>