Crofton Junior School

History Knowledge Organiser – Ancient Greece (Year 6)

2022 AD

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| **Unit of Work** | It’s all Greek to me! |
| **Text Driver the Unit of Work Links to** | Who Let the Gods out? By Maz EvansGreek Myths by Jean Menzies |
| **Key Strand** | Beliefs and CulturesInventions and Legacy |
| **Timeline** | Stone Age 1000BCBronze Age Maya Civilisation 7000BCAncient EgyptVikingsRomans Iron Age 1AD3000BC2000BC800000BC |
| **Overview of the Unit of Work** | Greek Myths by Jean Menzies - Penguin Books AustraliaThrough reading for pleasure opportunities, pupils will be introduced to a wide range of Greek gods and goddesses with a particular focus on the Titans and Olympians. Pupils will learn about the origins of the Greek gods and goddesses by reading the following myths: The Creation, The Fall of Ouranos, The Birth of Zeus and The War of the Titans. Pupils will learn about how the gods and goddesses were viewed in Ancient Greece and they will explore the relationship between the gods and goddesses by creating and interpreting a family tree. Pupils will summarise significant Greek myths (King Midas’s Golden Touch, Perseus and Medusa and the Trojan War) focusing on the key themes, moral of the myths and their significance in Ancient Greece. They will reason if the Trojan War was a myth or a historical event. **Cross Curriculum Writing Unit of Work** Pupils will learn about the legacy of the ancient Olympic Games. They will compare and contrast the ancient and the modern Olympic Games to explore changes over time. This knowledge will be applied to draft a non-chronological report in English sessions about the Olympic Games.  |
| **Prior Learning**  | Beliefs and Cultures – Draw upon the children’s knowledge of Beowulf studied in Year 5 to compare the similarities and differences of this Anglo-Saxon epic poem to the epic poem The Iliad (Trojan War).  |
| **Sticky Knowledge** | **Beliefs and Cultures**The children will learn:1. When the Ancient Greece period took place in relation to other periods studied throughout KS2: Romans, Vikings, Maya Civilisation, Ancient Egypt, Stone Age, Bronze Age and Iron Age.
2. The Ancient Greeks believed in three generations of gods and goddesses including the Titans and the Olympians who took on the appearance of men and women.
3. The Ancient Greeks held their gods in high-esteem and told many stories about them, using theatres to share their messages with as many people as possible. They worshipped their gods in a range of ways: they built temples for them where they would leave gifts, they had shrines in their homes and they created sporting events to honour them.
4. Greek myths and legends told people how to behave and what to believe in everyday life, inspiring them to act in a particular way.
5. Greek myths and beliefs can be found on many authentic artefacts including pottery.
6. The key themes and messages in the following myths: King Midas’s Golden Touch, Perseus and Medusa and the Trojan War.
7. The Trojan War tells the story of the conflict in Troy and many historians often debate if this is a myth or historical event.

**Inventions and Legacy (Cross Curriculum Writing Unit of Work)**The children will learn:1. The Greeks admired physical perfection in their art but also in daily life; physical education and competitive sports were a significant part of their culture.
2. The religious festival (to honour Zeus) held every four years, called the Olympics, was founded in 776 BC in Olympia and demonstrated the Ancient Greeks’ enthusiasm for physical fitness.
3. The key changes over time from the ancient to the modern Olympics: the first Olympics, the fall of the Olympics due to the invasion of the Romans, the formation of the IOC, the first modern Olympic Games, the inclusion of women, the introduction of medals and rings, the cancellation of the games due to WW2 and the introduction of the Paralympics. This information will be expressed on a timeline.
4. When the Olympics began, it consisted of only one running race where competitors ran from one side of the stadium to the other. Overtime, additional sports were added: long jump, shot put, wrestling and hoplite race.
5. During the Olympic Games, ‘a sacred truce’ would occur – this prevented fighting whilst the competition took place.
6. The modern Olympic Games consists of over 20 different sports and in 1960, the Paralympics were created to allow athletes with disabilities to compete.
7. The ancient Olympic Games have impacted the way we view sports today as they demonstrated peace, unity and fairness.
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| **End of Unit Outcome** | By the end of the unit of work, the children will apply their knowledge of the key themes and morals in different Greek myths (King Midas’s Golden Touch, Perseus and Medusa and the Trojan War) and the characteristic traits of key Titan and Olympian gods and goddesses to create their own myth with a clear moral. The children will have the opportunity to express their myth in their chosen way. They will reason how influential their myth would have been in Ancient Greek society.  |
| **New Vocabulary** | **Tier 2:****theme –** a particular topic or idea**summarise –** give a brief statement of the main points**similarities -** a similar feature or aspect **differences -** ways in which people or things are dissimilar **contrast -** difference**Tier 3:****worship** – the feeling or expression of love / adoration **generation -**the people born and living at the same time **mythology -** the study of myths, a set of fictitious stories or beliefs about a particular person, place or object**legend –** a traditional story sometimes regarded as historical **moral –** a lesson that can be learnt from a story or experience **shrine –** a place regarded as holy because of its association with a sacred person or thing**Trojan War –** a war against the city of Troy after Paris of Troy took Helen away from her husband Menelaus **Pankration –** an ancient Greek sporting event with very minimal rules **Paralympics -** series of international [multi-sport events](https://en.wikipedia.org/wiki/Multi-sport_event) involving athletes with a range of physical [disabilities](https://en.wikipedia.org/wiki/Disability) |
| **Post Learning** | Within the Key Stage 3 History curriculum, children will learn about state and society in Britain 1509-1745 by exploring society and culture: daily life, theatre, art, music and literature.  |