



# Enquiry Question: How did the ancient Greeks affect the world?

## Year 3 Knowledge Organiser



### Key Vocabulary:

Alexander the Great, Sparta, Athens, war, empire, trade, religion, democracy, ancient, modern, Olympic games

### Discussion Points:

What Ancient Greek practices still are in evidence today?  
 How was life similar / different across areas of Greece during this period?  
 How was power / control determined during this period?  
 How did ancient Greek ideas spread?

### End of Unit End Points

To know where the ancient Greeks fit in a historical timeline.

To know that ancient Greece was a collection of self-governed city states across the Mediterranean.

To know that Sparta and Athens were governed differently and this impacted the everyday lives of their citizens,

To know that, through trade, the ancient Greeks spread their ideas, goods and religion across the world.

To know who Alexander the Great was and understand how he created an empire which stretched across three continents.

Previous Learning to support this unit:  
**Y2 End Point:** To know that Queen Victoria ruled over Great Britain and many other countries too - the British Empire.

### Historical Concepts and Definitions

Hierarchy and power	Migration	Religion	Life of a child
In a hierarchy people and systems at the top control those below them. The people at the top have the power.	The movement of people, either temporarily or permanently, from one place to another.	What people believe about their relationship to a higher power (such as God)	What everyday life is like for children living there / then.
✓	✓	✓	✓

### Historical Knowledge

### Historical Enquiry

What?		Why?			How (do we know)?	
Constructing and sequencing the past	Historical vocab	Change and development	Cause and effect	Significance and interpretations	Plan questions and produce answers	Use sources as evidence
<ul style="list-style-type: none"> <li>Identify details demonstrating overall awareness/understanding of unit studied. (theme/ event/ people)</li> <li>Place time studied on a timeline.</li> <li>Sequence most significant events in chronological order.</li> <li>Understand the difference between BC and AD</li> </ul>	Specific dates / period labels e.g.: stone age/ prehistoric/ BC55 AD43	<ul style="list-style-type: none"> <li>Describe and compare similarities/ differences and changes occurring in a topic - e.g. categorise changes into different periods of the stone Age.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare valid causes and effects of key events/development - e.g. early man from nomadic to settlers</li> </ul>	<ul style="list-style-type: none"> <li>Describe most significant features of unit studied. (theme/ event/ people)</li> <li>Identify and give reasons for different ways in which the past is represented - i.e. explain possible reasons for differences in accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Devise own historical questions and answer these.</li> </ul>	Recognise possible uses of range of sources <ul style="list-style-type: none"> <li>- What could this help explain?</li> <li>- What does it not tell us?</li> </ul>