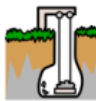




Geography Knowledge Organiser		Year 4	Ancient Greece
Key question:			
What were the greatest achievements of the Ancient Greeks?			
Summary			
In this unit, we will explore the ancient world of Greece, focusing on its early civilisations, achievements, and lasting influence. We will begin by learning about the Minoans, their trade networks, and how they contributed to the development of early Greek culture. Children will also investigate how we know about the Ancient Greeks; exploring excavation evidence. As we move forward, we will look at daily life in Athens and Sparta, examine the impact of the Persian invasions, and explore the leadership of King Philip II and Alexander the Great. By the end of the unit, children will reflect on the greatest achievements of Ancient Greece and their influence on the modern world.			
Key Vocabulary		Key Questions	
 civilisation  empire  ceramics  invasion  excavate  revolt  trade  city-state  export  import		- What can excavations tell us about early Greece? - How did the Minoans trade in early Greece? - What was life like in Athens and Sparta? - How did the city states overcome the Persian invasion? - What was life like in the city-states after the Persians retreated? - How did King Phillip II grow the Macedon Empire? - Who was Alexander the Great and what made him a significant leader?	
		Previous Knowledge	
		Y1/2 - Children understand that there is a past within their living memory and beyond that, and substantive concepts such as trade, industry and settlement.	
		Y3 - The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and the importance of trade.	
In history we...			
- place events, people, and changes into correct periods of time. - know and understand the history of these islands as a chronological narrative, from the earliest times to the present day. - understand how our knowledge of the past is constructed from a range of sources. - ask and answer questions about the past, considering how and why changes happened. - understand that different versions of past events may exist, giving students the opportunity to examine different sources.			