

A nighttime photograph of the Parthenon on the Acropolis in Athens, Greece. The temple is brightly lit with warm, golden-yellow lights, making it stand out against the dark night sky. The surrounding city and other structures on the Acropolis are dimly lit, creating a dramatic contrast. The overall scene is a classic representation of ancient Greek architecture at night.

# TimeScape Ancient Greece

## Content Knowledge

Topic	Knowledge
Agora	The agora is a large open area for meetings, government, and markets.
Alexander the Great	Alexander was a military genius.
	He conquered everything from Greece all the way to India, including Egypt and Persia.
	Alexander's conquests spread Greek culture.
Athens	Athens is the heart of Greek civilization.
	It is the centre of science, art, culture, power, and philosophy.
Barracks	Barracks are where soldiers live and train.
City states	Ancient Greece is not one country.
	It is a collection of city states. City states are like a whole country in one city, with some of the surrounding farmland as well.
	Every city state has its own type of government, like oligarchy, monarchy, or democracy.
	The most famous city states are Athens and Sparta; some other important ones are Thebes and Corinth.
	All Greeks have the same language and religion, but each city state had its own rules, laws, and type of government.
Clothing	People often wear white tunics and leather sandals.
Daily life	Most women were homemakers and stayed at home raising children and doing housework and cooking.
	Boys went to school at 7, learning maths reading and writing.
	Girls didn't go to school.
	Children were considered adults when they turned 13.
Death	After you die, you journey to the Underworld, ruled by Hades.
Fall of Greece	It was divided into city states who were often at war with each other.
	Rome became much more powerful than any single city state and conquered all of Greece in 146 BCE.
	Rome borrowed a lot of culture from Greece.
Farming	Farms grow crops like wheat, olives, grapes, fruits and vegetables.
Food and drink	Greeks ate simple food like bread, cheese, fish, olives, figs, vegetables.
	Men and women ate separately.

Topic	Knowledge
Geography	There are Greek settlements in modern-day Italy, France, Spain, Turkey, and North Africa. This spread Greek culture.
	The seas provide lots of fish to eat.
	The geography of Greece shapes Greek life and culture.
	Greece is surrounded by sea, so Greeks have become great sailors and traded a lot from port to port.
	Lots of Greek city states were formed along the coast.
	Mountains make it hard to travel between city states by land, so sea travel is more common.
	The tallest mountain in Greece is Mount Olympus.
	The Greek word for Greece is "Hellas" and the spread of Greek culture is called Hellenism.
Government	Greek democracy is different to modern democracy though. Ancient Greeks practised participatory democracy, where citizens voted directly on laws. Modern countries practise representative democracy, where citizens vote for representatives who make laws for them.
	Oligarchy is when a small group of people, usually the rich, are in control
Heritage	Some of the most important philosophers of all time were ancient Greeks: Socrates, Plato, and Aristotle.
	The ancient Greeks also invented theatre.
	Pythagoras's theory about triangles comes to us from ancient Greece.
	Greek art has been very influential as well: Greeks were especially good at realistic sculptures.
	Athens introduced the idea of democracy to the world.
Housing	They are built from stone, wood and clay bricks.
Laws	Each city-state had its own laws.
Literature	The Iliad tells the story of the Trojan War fought between the city of Troy and the Greeks. The Greeks finally won the war by sneaking a wooden horse full of soldiers into Troy.
	The Odyssey is the story of the many adventures of Odysseus a hero from the Trojan War who takes ten years to get back home from it.
Lyceum	Here we learn to observe, do research, philosophise and write history.
	The lyceum was a school started by the philosopher Aristotle.
	They had a strong navy and traded a lot around the Mediterranean Sea.

Topic	Knowledge
Minoan civilisation	The myth of the minotaur comes to us from Minoan civilization. It was believed that the King had a large maze under his Palace where a monster, the Minotaur, half bull and half man, lived at the centre.
	We think they died out due to an earthquake.
Mycenaean civilisation	They conquered the Minoans and copied some of their culture.
	They are known for conquering many other peoples.
	Their warriors loved music, sport, and dancing.
	Historians think the Mycenaean civilisation collapsed because of a natural disaster like an earthquake or a volcano.
Pericles	Pericles ruled Athens during its 'Golden Age' (480-430 BCE). He built lots of impressive buildings. He was a popular ruler who promoted education and culture.
Philosophy	Philosophers tried to understand the world by thinking about rather than relying on Religion.
	Socrates explored ethics – asking what is the right or wrong way to live.
	Plato was Socrates' student, and he had many ideas, including about politics where he thought philosophers should be in charge.
	Aristotle, a student of Plato, had many thoughts about the natural world, and he believed that we should lead a life of moderation – not too much or too little of anything.
Ports	Ports are the window to the world for towns and cities.
	Traders, fishers and navy come in and out of the port on their boats.
Religion	The Religion of ancient Greece was built around the mythology of gods, goddesses, and heroes.
	Lots of temples were built to honour these gods.
	They thought they lived atop Mount Olympus.
	Famous heroes include Hercules, Zeus' son and Achilles who was invincible except for his heel.
	Zeus was the leader of the gods, and he was God of the sky and lightning.
	Aphrodite was the goddess of love.
	Apollo was the god of light.
	Artemis was the goddess of hunting.
	Athena was the goddess of wisdom and war.
	Demeter was the goddess of agriculture.
	Hades was the God of the underworld.
	Hera was the queen of the gods, married to Zeus, and was the goddess of marriage and the family.
Poseidon was the god of the ocean.	



Topic	Knowledge
Seafaring	Greeks were great shipbuilders, fishers, sailors, and sea traders.
	They made small trading boats and large battleships called triremes powered by both oars and sails.
Slavery	Slavery was common in ancient times.
	In ancient Greece, about 30 to 40% of people were slaves.
	Most slaves were foreigners captured in war or bought at a slave market.
Sparta	Sparta is a powerful city state.
	Spartans are famous for having the strongest army of any city state.
	Every Spartan man was trained as a warrior.
	Spartan men train from 7 until age 30.
	Sparta was the only city state with a permanent army.
Stadium	Spartans feared a slave uprising, one reason they had such a strong army.
	Stadia are built for running and chariot races.
Temple	There is artwork etched into the walls and a big statue of a god or goddess inside.
The Olympics	In the ancient Olympics, only free men who spoke Greek could compete.
	The Olympics were held to honour the gods.
	The ancient Olympic events were mostly athletics.
	No war were allowed in the month before the Olympics so people could travel to the games and athletes could prepare.
The Peloponnesian Wars	These were a series of wars between Athens and Sparta.
	Sparta had a more powerful army, but Athens had a more powerful navy.
	Sparta formed an alliance against the Athenians and eventually won the war.
The Persian wars	The Persian Empire was the most powerful in the world at the time, controlling land from Egypt to India.
	Greek city-states often each other, but they united to fight against Persia.
	The Greeks eventually defeated the invading Persians.
	One famous battle in the Persian wars was the battle of Thermopylae, when just 300 Spartans soldiers defended against a much bigger Persian army.
	A marathon is a 42km long running race. It gets its name from how far a soldier ran back from a battle in a place called Marathon back to Athens to announce a victory against the Persians.

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Topic	Knowledge
Theatre	Plays are performed in open air theatres.
	Only men are allowed to be actors.
Timeline	1600 BCE Peak of Minoan civilisation
	1350 BCE Peak of Mycenaean civilisation
	1100 BCE to 800 BCE, Greece experienced famine and population loss.
	776 BCE First Olympic Games
	750 BCE Homer writes Iliad and Odyssey
	507 BCE Start of democracy in Athens
	499-449 BCE Greek/Persian Wars
	480-430 BCE Golden Age of Greece
	431-404 BCE Peloponnesian Wars between Sparta and Athens
	400 BCE Peak of Greek civilisation
	336-323 BCE Alexander the Great rules Greece
	146 BCE Rome conquers Greece
	Towns
Bigger cities often had an acropolis, a theatre and a stadium.	
Vocabulary	The Parthenon is a temple to Athena in the middle of Athens
	Agriculture is farming
	Continuity and change is the idea that in history, some things stay the same, but others change
	Evidence is information that helps figure out if something is true or not
	Heritage is valuable ideas that come to us from the past
	Ancient history is the period from the start of civilisation until the end of the Roman Empire
	BCE stands for Before Common Era (like BC)
	Biased means being one-sided or unfair
	An artefact is an object made by humans
	Cause and effect is the idea that everything in history is caused and also makes something else happen
	Chronology is the record of events from the past, in order
	A hypothesis is a theory about what happened
	A perspective is someone's point of view
	A primary source is a source created at the time
A secondary source is a source created after the time being studied	

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Topic	Knowledge
	Significance means importance
	Philosophy is the study of meaning and thinking
	Democracy is a form of government where the people rule in some way
	A monarchy is rule by a king or queen
	A polis is a city-state
	The Peloponnese is a peninsula in Greece
	A trireme is a large warship
	An agoge is a military training camp
	A helot is a slave in Sparta
	A metic is a foreigner
	Perioikoi are villagers living in Spartan lands but weren't citizens
Warfare	Soldiers use a shield (aspis), a spear (dory) and a short sword (xiphos).
	Soldiers had to provide their own armour and weapons.
	Armour included a shield, breastplate, helmet, and greaves protecting the shins.
	All men were expected to fight, but most weren't full time soldiers, except in Sparta.
	Spartan soldiers fight in a formation called a phalanx, where soldiers stand in a rectangle shape, lock their shields together and attack the enemy with long spears.
	Foot soldiers were called hoplites.
Women	Women usually stayed at home and looked after the house.
	In Sparta, women are treated better: they go to school, walk around freely and own land.
	Girls get their entire education at home from their mother.
	Girls get married at about 13-14

## History Skills

↑	Explains significance	Uses history concepts	Explains different perspectives	Explains sources	Describes timeline patterns
	Identifies continuity and change	Writes clearly	Uses historical context to empathise	Links knowledge to sources	Creates timelines
	Recognises cause and effect	Uses history keywords	Empathises	Describes sources	Reads timelines
	<b>Historical thinking</b>	<b>Communication</b>	<b>Perspectives</b>	<b>Sources</b>	<b>Chronology</b>

### Historical thinking

#### Recognises cause and effect

Watch this video about cause and effect: <https://youtu.be/jR1d27kovPw>

When you learn about things that happened in the past, you'll see that they don't just happen for no reason.

Stuff that happened before causes these events.

Plus, when something big happens in history, it can make changes that matter for a long time after it's over.

Cause and effect is like a connection in history between something that happens (the cause) and what comes after it (the effects).

Knowing about cause and effect is really important for figuring out how and why things happened in the past.

#### Causes

Every event in history happened because of things that happened before it. Things that make another event happen are called "Causes." Some causes happened right before the event, and some were around for a long time before they made the event happen.

Causes that happened just a little bit before the event, like a few hours, days, or weeks, are called "Short Term Causes."

Causes that were around for a long time, like years, decades, or even centuries, are called "Long Term Causes."

Just because something happened before an event doesn't mean it caused it. A cause is directly related to the event. Think of it like this: the later event wouldn't have happened if the earlier one didn't happen.



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Not all causes that lead to an event in history have the same importance. Some causes are more important than others.

Here are some questions to help you think about causes:

- Why did this event happen?
- What events from before were important for this event to happen?
- What made the people involved in this event do what they did?
- Were there reasons like money, politics, the military, or people's lives that led to this event?

## Effects

Every event in history makes things happen after it. Things that happen because of an event are called "Effects."

Effects can affect people, how they live together, what they believe, and other parts of history.

Effects that happened just a little bit after the event, like a few hours, days, or weeks, are called "Short Term Effects."

Effects that happened a long time after, like years, decades, or even centuries, are called "Long Term Effects."

When you learn more about history, you'll see that effects can also be causes for other things to happen.

Here are some questions to help you think about effects:

- What things happened later because of this event?
- What did people or the way they live together change because of what happened before?
- Were there changes in money, politics, the military, or people's lives that happened because of this event?

## Identifies continuity and change

Watch this video about continuity and change: <https://youtu.be/zVEWZ9jMYY8>

History is about learning how things change over time.

Many things change, like countries, languages, ideas, technology, and how people think. But some things stay the same, too.

Change and things staying the same are important when learning history because they help us understand how people and their lives have changed and also how some things haven't changed.

To study history, people look at different events and group them by topics or themes. This helps us see how things change and affect people's lives.

Some categories of events are:

Political: About war, power, governments, and rights

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Economic: How people make and spend money

Social: How people live and work every day

Technology: New inventions and medical discoveries

## Change

"Change" means something is different from before. It can happen because of new technology, natural disasters, wars, people coming together for a cause, or changes in money. Change can be good or bad and affect people in different ways.

Usually, change happens slowly, and it's hard to know when it started. To study change, we can compare two different times in history, like the 2nd century CE with the 4th century CE, or the year 1600 with 1900. If a big change happens suddenly because of one event, we call it a "Turning Point."

## Continuity

Some things don't change and stay the same for a long time. "Continuity" means things that don't change much. This can be traditions, values, or systems that last even when other things change. Continuity helps us feel connected to the past and shapes how people live and grow.

To learn about change and continuity, historians ask questions like:

- What kind of history are you looking at (like religious, political, or cultural)?
- What was it like before the change?
- What was different after the change?
- What caused the changes?
- Why did some things stay the same?

## Explains significance

Watch this video about historical significance: [www.youtube.com/watch?v=6EWIZzuQ-3Y](http://www.youtube.com/watch?v=6EWIZzuQ-3Y)

Since there's so much history and so many people, we can't study everything.

So, when we learn about the past, we have to pick just a few people and events to focus on. We choose the ones we think are the most important.

When we say that a person, event, or idea is important, we're saying it's significant.

What is "historical significance"?

Historical significance is a choice we make about what's important from our past. We can decide that certain events, people, places, or ideas are really important to us.

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Since it's a choice we make, different people might think different things are important, or they might disagree about why something is important. Significance isn't the same for everyone or for all of history. What we think is important can change. So, some events that were important a long time ago might not matter to us now. Or, we might think something is important today that nobody cared about a hundred years ago.

## Communication

### Uses history key words

Using historical keywords is like using special words that help you learn about the past. These words can help you find information, ask good questions, and better understand what you're learning. Some examples of historical keywords are "cause," "effect," "change," and "continuity." When you use these words, it's easier to talk about history and make sense of what happened a long time ago.

To use historical keywords, start by thinking about the main ideas in what you're learning. Then, try to connect these ideas with the special words. For example, if you're learning about a war, you can think about the "causes" of the war, the "effects" it had on people, and the "changes" it made in the world. By using historical keywords, you'll become a better history detective and have more fun learning about the past!

Here are 20 keywords when learning about ancient Greece:

- Athens: A powerful city in ancient Greece, known for its arts, learning, and democracy.
- Sparta: Another important city in ancient Greece, famous for its strong army and strict way of life.
- Democracy: A system of government where people vote and have a say in how their country is run.
- Mythology: A collection of stories about gods, goddesses, and heroes in ancient Greece.
- Olympiad: A sports competition held every four years in ancient Greece, which inspired the modern Olympic Games.
- City-state: A small, independent country with its own government, made up of a city and the land around it.
- Oracle: A person or place in ancient Greece where people believed they could receive messages from the gods.
- Philosopher: A thinker who asks big questions about life, the world, and how people should live.
- Acropolis: A high, rocky hill in a city, often with important buildings or temples on top.
- Parthenon: A famous temple in Athens, built to honor the goddess Athena.
- Agora: An open area in a city where people met, shopped, and talked about politics.

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- Hoplite: A citizen-soldier in ancient Greece who fought in a close formation called a phalanx.
- Phalanx: A group of soldiers standing close together in a line, with their shields and spears creating a strong defense.
- Helots: People who were forced to work as slaves for the Spartans.
- Marathon: A long race named after the Battle of Marathon, where a messenger ran to Athens to deliver news of victory.
- Polis: Another word for a city-state in ancient Greece.
- Tragedy: A type of play in ancient Greece that tells a sad story, usually about a hero who faces a difficult challenge.
- Comedy: A type of play in ancient Greece that tells a funny story, often making fun of important people or ideas.
- Hellenistic: A time period after the death of Alexander the Great, when Greek culture spread to other parts of the world.
- Alexander the Great: A famous king of Macedonia who conquered many lands and spread Greek culture.

## Writes clearly

Here are some rules for writing clearly:

<b>Word confusions</b>
Confused “to/ too/ two”
Confused “much/many”: much = for product that can’t be counted (e.g. water), many = individual thing that can be counted
Confused “then/than”. then = something happening after something else, than = comparing
Confused “your” and “you’re”
Confused “there”, “their” and “they’re”
<b>Punctuation</b>
Apostrophes – ONLY for shortening words and ownership. DON’T use for plurals or 1980’s
Don’t use lots of commas. Instead of long sentences with lots of commas, use shorter sentences and no commas.
Use commas when there is a natural pause when you read a sentence
<b>Sentences</b>
Don’t write sentences of more than 25-30 words
Don’t start a sentence with and, but or because

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A full sentence should have a subject (doer), verb (action) and an object (thing the verb is happening to)
Write shorter sentences! 15-20 words for most sentences
Only have capital letters at the start of sentences and for proper nouns
<b>Words</b>
Write formally: don't use "I" (unless told to), "/", "&", "etc.", "e.g.", "i.e.", "wanna", "heaps", "stuff"
"could of/would of/should of" are incorrect – should be "could/would/should have"
Spell out numbers ten and below in full
Don't use boring words like: very, good, bad, amazing, weird, interesting, crazy, mad, funny, strange, extremely
alot is not a word. It should be "a lot"
Don't trust your spelling, look more words up!
<b>Grammar</b>
Subject / verb agreement. If the subject is a plural, the verb must be too. (e.g. there ARE towels in the closet)
Speech: put each spoken sentence on a new line. Always include "said".
Use the same tense (future, present, past) in the whole text
Paragraph structure: topic sentence, example, explanation

## Uses history concepts

Canadian historian Peter Seixas found there were six main history concepts that you should write about. Here they are with some example sentences:

### 1. Establish historical significance:

The Parthenon in Athens is historically significant because it shows the amazing skills of ancient Greek architects.

### 2. Use primary source evidence:

Ancient Greek historian Herodotus wrote about the Battle of Marathon, which helps us understand how Greeks fought against the Persians.

### 3. Identify continuity and change:

The Olympic Games started in ancient Greece and still continue today, but some changes have been made, like adding new sports.



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## 4. Analyse cause and consequence:

Alexander the Great spread Greek culture and ideas by conquering new lands, which led to the Hellenistic period, where many people learned about Greek art, science, and philosophy.

## 5. Take historical perspectives:

To understand why the Spartans were such skilled warriors, we need to think like an ancient Spartan and learn about their tough training and strong sense of duty.

## 6. Understand the ethical dimension of historical interpretations:

When studying the ancient Greeks, it's important to remember that they had different beliefs and values than we do today, so we should try to understand their actions in the context of their time.

## Perspectives

Watch this video about historical empathy: <https://youtu.be/eKLCnyIL1dA>

## Empathises

Empathy is being able to understand another person's perspective, getting 'inside their head', or 'walking in their shoes'. It is a really important aspect of being a good historian because one of the biggest things that was different in the past was how people thought. Us living in the present often find this difficult to understand, because we've always thought the way we do.

Being able to empathise with people from history is good to be able to do because we learn about how our modern ideas came about, and it allows us to in a sense travel back in time, seeing it from their point of view.

Over the course of history, the way people think have changed. Here is a short list of things from the past that many people *don't* think nowadays:

- Sexism
- Racism
- Respect for the monarch
- 'Children should be seen and not heard'
- People should follow in the footsteps of their father
- Some people are born better than others
- We should have more respect for people in the 'upper classes'
- Supernatural forces control the world
- Superstition – e.g. black cats, palm reading, tea leaf reading, your head shape says if you're evil or not, walking under ladders

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So to have empathy for someone in history, you need to imagine what it would be like for them in *their* time. People hundreds or thousands of years ago probably wouldn't think the way we do now. This is sometimes hard to grasp because all the historical movies we see (e.g. Troy, Gladiator, Braveheart, 12 Years a Slave, Lincoln) have amazing attention to detail in their costumes and stuff, but they fill their heads with modern ideas that they never would have had. Of course, having empathy is hard because we can never say for sure exactly how people would have reacted, but we can make better estimates.

## Uses historical context to empathise

To understand how a person from history felt, we need to learn about the time they lived in. This means learning about the society they were part of, and what was happening at that time. By understanding the world around them, we can see what problems they faced, and what they thought about things. We can also learn how people at that time showed their feelings. By looking at the bigger picture, we can understand the person better and why they were important.

You need to have some historical knowledge about the time in question. You then need to use this knowledge to explain why a person from history might have felt a certain way. Try and empathise with the person. Empathy is when you try to understand how someone else feels. You put yourself in their shoes and imagine what it would be like to be in their situation.

## Explains different perspectives

Perspective means the way someone looks at things and understands what's happening. People can see the same thing but think about it differently because of their age, what they believe, or even which team they like.

For example, imagine a soccer game. Fans from the winning team will think the game was awesome and talk about how good their team played. But fans from the losing team might be sad and say the other team cheated or the referee made bad calls.

Why do they think so differently about the same game? It's because they have different perspectives, or points of view.

In history, this happens too. People on different sides of a fight or disagreement can see the same thing happen but have different opinions about it. That's why they might use different words to describe it.

Remember! Different perspectives don't mean one side is right and the other is wrong. It just means people have different ways of looking at things.

But, if someone isn't being fair and tells lies about what happened, that's called bias, which is different from perspective.

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## Sources

Watch this video about analysing sources: [bit.ly/3LV5JzO](https://bit.ly/3LV5JzO)

## Describes sources

When you study history, you'll find pictures and things people wrote a long time ago. These are called sources, and they help you learn about what happened back then. Remember the 5 Ws to help you understand them better:

1. Who - Who made the source? Did they have an opinion or were they being fair? Were they part of what happened?
2. What - What does the source tell you? Does it give you all the information you need? Is it true?
3. Why - Why was the source created? Was it to make people think a certain way? Or maybe to poke fun at something or someone?
4. When - Was it made when the event happened, or years later? Was the person there when it happened?
5. Where - Where was the source made? Were they part of the event? Did they have an opinion about it?

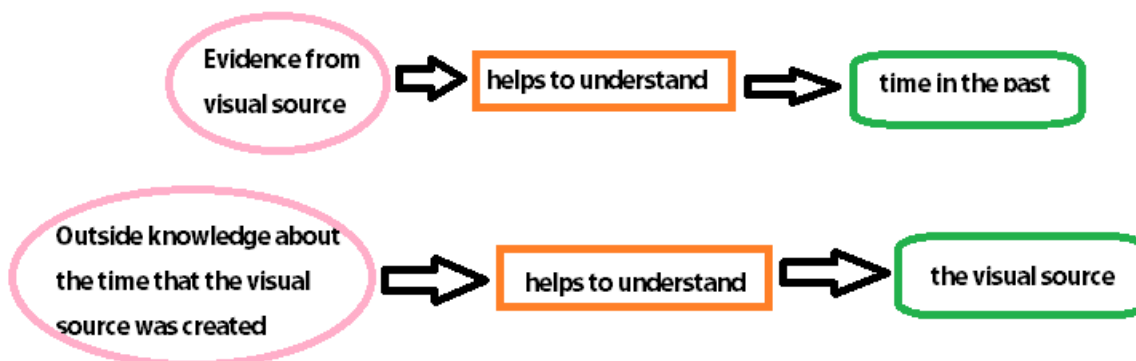
You might not be able to answer all these questions for every source, but try your best! Think about who made it, who it was for, if it's fair or not, why it was made, when and where it happened, and if it's true. These questions will help you understand the source better and help you learn about the past.

Being able to describe something is great, the next step is being able to describe it in detail. Describing in detail means giving full information about something.

When describing in detail you will be writing more than you normally would. You should provide more information. You could write using more adjectives that describe in greater detail.

## Links knowledge to sources

However, we can also use knowledge that we know about a period in time to help understand a visual source. There are two different skills that you could do here, consider this diagram:



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What we are talking about here is the second one – using outside knowledge to help understand the source.

Now obviously the first thing you need is some knowledge about the time period. If you don't have that, you can't do this skill. Once you've got that knowledge, think about it and think what bit of it is relevant to the visual source you are looking at. Some examples:

What's in the visual source	Outside knowledge that might help understand it
Rural peasants in the Middle Ages	Knowledge of the daily life of a peasant
Lords and peasants in the one painting	The feudal system and how unequal life was
A medieval town	How more towns popped up and turned into cities
A hunting scene	How the nobles had lots of leisure time and knights used hunting as a way to practice for war
A scene of Jesus	How powerful the Catholic church was

## Explains sources

Historical sources are like clues to a mystery about the past. They can be things people wrote, pictures, or even objects from a long time ago. By studying these sources, we can learn about what happened back then and understand how people lived, what they believed, and what they did. Just like being a detective, we need to look at the sources carefully and think about what they mean, so we can put the pieces of the puzzle together and discover the story of history.

Understanding a source means you can figure out the main message it's trying to tell you.

When you're reading about history, interpreting a source means making sense of what you read or see to learn more about what happened a long time ago.

This means you need to think a little harder about what the source is saying than just understanding the words.

But when you interpret a source, it helps you be more sure about what you learn, especially if it's related to what you're studying.

So, what is 'interpretation'?

Interpretation means finding hidden or less obvious meanings in sources about history.

You might need to do this more with pictures or things you need to look at carefully. Sometimes, even things people wrote won't be clear enough, and you'll need to figure out the meaning yourself.

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## Chronology

### Reads timelines

Chronology in history means putting events in the right order so we can understand them better.

There are rules we use to do this, like using BCE (before Common Era) or CE (after Common Era) to show if something happened before or after Jesus was born.

Before the birth of Christ (BCE), the number of years counts down, but after that (CE), the years count upwards.

Because history is so long, we have names for big groups of years like decades (10 years), centuries (100 years), and millennia (1000 years).

### Creates timelines

1. Choose which events you want to put on your timeline.
2. Put them in order from the oldest event to the newest.
3. Decide when the first and last events happened.
4. Pick a length of time that will fit all the events between the first and last.
5. Decide if you want to show the years, decades, or centuries on your timeline.
6. Figure out how many parts your timeline will need based on how much space you have.
7. Draw a straight line and divide it into the same number of parts as the time unit you chose in step 5.
8. Label each part with the corresponding year, decade, or century.
9. Write the names of the events in the right spots on your timeline.
10. If an event happened for many years, show it as a big block instead of a line.

### Describes timeline patterns

Looking for patterns on a historical timeline can help you understand history better. Here are some ways to spot patterns:

1. Look for events that happen repeatedly. For example, if you see that a particular country is involved in many wars, this might suggest that the country is prone to conflict.
2. Watch for changes over time. Do things get better or worse? Are there sudden shifts in power or influence? These changes can give you clues about what was happening in the world at that time.
3. Look for connections between events. Did one event cause another? Did they happen at the same time or in response to each other? These connections can help you understand how events are related to each other.

To notice patterns, pay attention to details, read labels carefully and think about how events are connected.