

Learning Organiser: Why do we know so much about where Sappho used to live?

Key objective

To understand what happened to the city of Vesuvius in AD 79 and why today it is one of the world's most important archaeological sites

Important things I will know, understand and do

Where the remains of the ancient Roman city of Pompeii can be found today

What the Roman empire was and the lands it ruled c

Why the Romans built a huge empire

Why the city of Pompeii was important to the Romans

What an archaeologist does

Some important artefacts that have been discovered at Pompeii by archaeologists

What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people

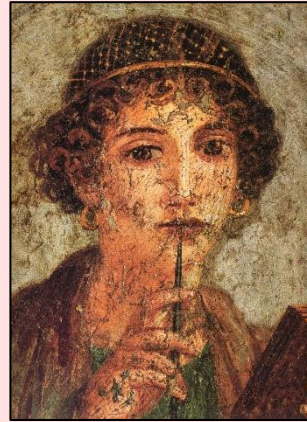
Why the city of Pompeii was destroyed in AD 79

The difference between primary and secondary sources of evidence of the event

How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed

Why the bodies of many people who died at Pompeii were preserved and how they have been restored

Important people whose lives I will understand better



'Sappho'



Pliny the Younger

Important historical sources I will use

- Photographs
- Paintings
- Sculptures
- Maps
- Frescos
- Drawings
- Mosaics
- Animated films
- Artefacts
- Artistic reconstructions

Important places I will visit



Pompeii and Vesuvius

Important paintings I will study



The Last Day of Pompeii by Karl Brullor 1828

Important historical concepts I will understand

Change	how something or someone becomes different over time
Sources	evidence I use to gather information and reach judgements
Chronology	arranging things that happened in the past in their correct order
Causation	the connections between events where one thing happens as a result of another
Empathy	placing myself in another's position to better understand the things they do
Empire	a group of countries ruled by a single person, government or country
Trade	the buying and selling of goods and services
Significance	identifying events, sources, people or ideas I think are most important
Slave	a person who is the legal property of another and is forced to obey them
Emperor/Empress	the man or woman who rules an empire

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Important subject vocabulary I will learn

Reconstruction	building something again that has been destroyed
Artefact	an historic object made by a human being
Primary evidence	a source of information that was produced at the time of an historic event by someone who was there
Secondary evidence	information about an historic event that was collected afterwards by someone who did not witness it
Restoration	repair or bring something back to its original condition
Archaeologist	someone who studies the things that people in prehistoric times made, used and left behind to understand their lives
Merchant	someone who buys and sells goods to make a profit
Volcano	a landform (usually a mountain) from which red hot liquid rock, gas and ash erupts onto the Earth's surface
Pyroclastic flow	a dense mass of very hot and fast moving ash which erupts from a volcano
Plaster cast	a mold made of a shape using white powder mixed with water that dries hard quickly
Unearthed	to discover something in the ground
Sulphur dioxide	a heavy, colourless and poisonous gas

Important maps I will study

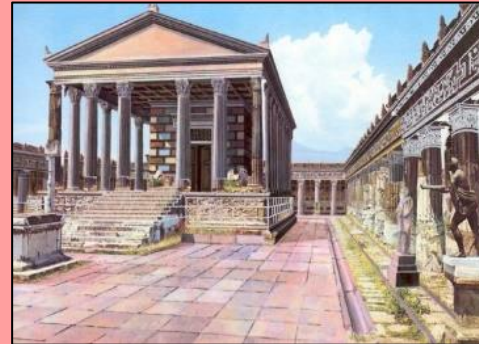


The Roman Empire



The location of Pompeii and Vesuvius in Italy and the spread of the ash cloud

Important archaeological methods I will explore



Artist's illustrated reconstruction of the Temple of Apollo at Pompeii

Important artefacts I will examine



Disciplinary thinking skills I will use to understand what I learn

Recognise	Name and point out who or what something is
Identify	Distinguish or recognise something or someone from others
Describe	'Say what you see'. Give an account in words of something
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant to answer a question
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition
Summarise	Outline or sum up briefly the main points about something
Empathise	Placing yourself in another's position to better understand their motives, decisions and actions