

Ancient Greeks and Life Today

Year 5 Terms 1 and 2

The BIG Questions...

Where and when was Ancient Greece?
What achievements and influence have the Ancient Greeks had on the modern world?

Suggested themes:
Theatre
Architecture
Olympics
Democracy
Language and Stories
Maths and Science

The final showdown!

Theatre group
Making modroc masks
Making Ancient Greek-themed cam toys (DT)

Lead story and others...

A selection of Ancient Greek myths and legends. including:
Theseus and the Minotaur
Perseus and Medusa
Pandora's Box
Heracles
Daedalus and Icarus

Opportunities for visits, visitors and outdoor learning...

- 'Perseus and Medusa' show and drama workshop
Hobgoblin Theatre



Key Skills and Knowledge

History

As historians we will...

- Know and sequence key events of time studied.
- Use relevant terms and recognise where the studies fit in a timeline with period labels.
- Make connections, note similarities and contrasts.
- Make comparisons of an aspect of life with that in another period.
- Compare accounts from different sources, fact or fiction.
- Suggest some reasons for different versions of events.
- Begin to identify primary and secondary sources.
- Use evidence to construct a picture of a past event.
- Select relevant sections of information.
- Use books and the internet with increasing confidence.
- Ask and answer questions when using sources, books and the internet.
- Recall, select and organise historical information.

Possible activities

Timeline - introduction to and sequence some Ancient Greek key events/ achievements cards.
Discuss where Ancient Greece fits within a wider timeline.
Consider primary and secondary sources of evidence.
Artefacts challenge in groups.
Create a PowerPoint of information about Ancient Greek theatre.
Watch a live theatre performance and take part in a drama workshop.
Find out about the Parthenon and Ancient Greek architecture. Write a tour guide.
Find out about the ancient Olympics, compare with modern Olympics and make a group poster.
Collect Greek root words and think about the influence on language.
Write an Ancient Greek Athenian school prospectus.
Look at examples of Ancient Greek maths and science.
Find out about democracy in Ancient Athens.

	<ul style="list-style-type: none"> Communicate our knowledge and understanding. 	
Geography	<p>As geographers we will...</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe concentrating on their countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Use atlases and a globe. Locate Greece on Europe maps and world maps. Find European countries and cities. Locate places and seas of Greece. Find out about physical and human features of Greece.</p>
Science	<p>As scientists we will learn...</p> <ul style="list-style-type: none"> To describe the movement of the Earth and other planets relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth. To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. To explain that unsupported objects fall towards the Earth because of a force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To work scientifically: <p>To plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. To take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings when appropriate. To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To use test results to make predictions to set up further comparative and fair tests. To report and present findings from enquiries including conclusions, relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations. To identify scientific evidence that has been used to support or refute ideas or arguments. To explore and talk about their ideas; asking their own questions about scientific phenomena and</p>	<p>Earth and Space Use video clips and information sources to find out about the Solar System and the orbits of the planets. Use video clip about distances and practical work on the field placing planets. Use video clips and information sources to find out about day and night, and about phases of the Moon. Discuss evidence for Earth being spherical. Find out about scientists of the past (e.g. Galileo) and recent astronauts (e.g. Tim Peake, Helen Sharman).</p> <p>Forces Practical fair tests with different-sized paper and with paper spinners. Find out about scientist Isaac Newton. Discuss video clips showing forces in action in the world. Friction fair test with different surfaces, car and ramp. Use Newton meters to measure force.</p> <p>(This project continues next term)</p>

	<p>analysing function, relationships and interactions more systematically.</p> <p>To recognise that scientific ideas change and develop over time.</p> <p>To draw conclusions based on their data and observations, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.</p> <p>To read, spell and pronounce scientific vocabulary correctly.</p>	
PSHE	<p>As Wentworth citizens we will...</p> <p><u>New Beginnings</u></p> <ul style="list-style-type: none"> • Understand rules for our class and why we need them, rights and responsibilities. <p><u>Health and Wellbeing</u></p> <p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • Understand what positively and negatively affects our physical, mental and emotional health • Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. • Recognise opportunities and develop the skills to make our own choices about food, understanding what might influence our choices and the benefits of eating a balanced diet. <p><u>Growing and Changing</u> (continues in term 6)</p> <ul style="list-style-type: none"> • Reflect on and celebrate our achievements, identify our strengths, areas for improvement, set high aspirations and goals. • Recognise that we may experience conflicting emotions and when we might need to listen to, or overcome these. <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Develop strategies for keeping physically and emotionally safe including road safety, and safety in the environment (including rail, water and fire safety). • Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. • Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request. • Know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) 	<p>Class discussion and circle time. Give responses in group, partner and individual tasks. Use of information PowerPoints. Discussion of story scenarios.</p> <p>Links to Computing.</p>

D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. • Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Cut and join with accuracy to ensure a good-quality finish to the product. • Evaluate a product against the original design specification. • Evaluate it personally and seek evaluation from others. 	<p>Investigate cam wheels and cam mechanisms using kits and wooden moving toys. Label and plan own design. Make a moving cam-wheel toy based on an Ancient Greek story or aspect of Ancient Greece. Evaluate.</p>
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> • Present different views on why people believe in God or not, including our own ideas. • Outline clearly a Christian understanding of what God is like, using examples and evidence. • Recall and name some key features of places of worship studied. • Select and describe the most important functions of a place of worship for the community. • Make connections between how believers feel about places of worship in different traditions. • Present ideas about the importance of people in a place of worship, rather than just the place itself. 	<p>Kent Agreed Syllabus U2.1 Why do some people think God exists? Sort ideas as Theist, Atheist and Agnostic Look at Bible metaphors and similes about God. Read and discuss Christian Creation stories from the Bible.</p> <p>U2.4 If God is everywhere, why go to a place of worship? (Term 2 main focus is Christian Church. To continue this theme in Term 5 with examples from other faiths) Collect ideas of what a church is for. Select and explain church features that help believers to worship. Compare Baptist and Anglican churches. Consider the Bible quotation of the church as 'the body of Christ'.</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Develop close observation skills. • Begin to develop an awareness of composition, scale and proportion in our work. • Use sketchbooks to plan, record and evaluate artwork. • Work in a safe, organised way, caring for equipment. • Develop an understanding of different ways of finishing work: paint • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Adapt work as and when necessary and explain why they have done so. • Use language appropriate to skill and technique. 	<p>Draw Ancient Greek mythical heroes and monsters in sketchbook. Illustrate a Greek vase with a mythical character. Plan and make a theatre mask for an Ancient Greek character using modroc and paint. Evaluate.</p>

	<ul style="list-style-type: none"> • Explore a range of great artists, architects and designers in history. • Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. • Identify artists who have worked in a similar way to their own work. 	
Computing	<p>As computing technicians we will learn:</p> <ul style="list-style-type: none"> • <u>E- Safety</u> <ul style="list-style-type: none"> - Use of media online - Cyberbullying - Dealing with spam - Digital footprints • Explain what the Internet can be used for • Collaborate with others online • Search skills <ul style="list-style-type: none"> - Safe Google searching - Understanding search ranking • Collect and present data using technology • <u>Microsoft PowerPoint</u> <ul style="list-style-type: none"> - Insert slide transitions - Insert audio - Insert a photo from a camera / ipad • <u>Microsoft Word</u> <ul style="list-style-type: none"> - Insert and use shapes - Insert a hyperlink 	<p>Use of Think You Know (play-like-share serialised clips) Discuss and create a set of rules and advice for being responsible and safe online. Discuss Cyberbullying PowerPoint. Discuss digital footprint and annotate own footprint template.</p> <p>Look at safe searching. Discuss search ranking and usefulness of websites.</p> <p>Look at an example of a PowerPoint, discussing clear presentational features. Work with a partner/ small group to make a PowerPoint linked to History project (Greek theatre).</p>
Music	<p>As musicians we will...</p> <p><u>Sing Songs</u></p> <ul style="list-style-type: none"> • Join in confidently with the whole class and assembly singing. • Sing in a round with others or alone and maintain our own part. • Sing with expression and accurate pitch. <p><u>Play Instruments</u></p> <ul style="list-style-type: none"> • Know and be able to demonstrate the correct playing technique for classroom percussion instruments and demonstrate this at all times. • Understand that performances start and end in silence and show a high level of maturity when performing. 	<p>Whole school singing assembly. Autumn Leaves (Singing Rounds and use of glockenspiels - Music Express). Sing Up topic songs.</p>
British Values	<p>As Wentworth citizens we will learn...</p> <ul style="list-style-type: none"> • Tolerance of others including religion • Mutual respect • Democracy 	<p>PSHE lessons and cross-curricular Examples: RE – Learn about faiths and religions. PE – Respecting opposition MFL – Teaching respect for others who speak differently.</p>

	<ul style="list-style-type: none"> • Rule of Law • Individual liberty 	<p>Vote for school council representative. Vote for house captains. Topic – Democracy in Ancient Greece</p> <p>Computing – Age restrictions and appropriate games/sites. DT – following instructions PE – Accepting the decision of the referee. Topic – How has individual liberty changed in history?</p>
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> • Gain possession by working in a team. • Pass in different ways. • Use forehand and backhand with a racket. • Choose a tactic for defending and attacking. • Use a number of techniques to pass, dribble and shoot. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations. 	<p>Games Net/ wall: rackets and tennis ball skills and games</p> <p>Invasion and target ball handling</p> <p>Swimming at Fairfield Pool taught by the swimming instructors in swimming ability groups</p>
P.F.L.	<p><u>Oracy</u></p> <ul style="list-style-type: none"> • Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts. • Understand and express simple opinions. • Listen attentively and understand more complex phrases and sentences. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Reread frequently a variety of short texts. • Make simple sentences and short texts. • Write words, phrases and short sentences, using a reference. • Write simple words and phrases using a model and some words from memory. <p><u>Intercultural understanding</u></p> <ul style="list-style-type: none"> • Look at further aspects of our everyday lives from the perspective of someone from another country. • Recognise similarities and differences between places. 	<p>French - Use of La Jolie Ronde and Linguascope Units about: High Street (1-3) Christmas (6-7)</p>

- Compare symbols, objects or products which represent our own culture with those of another country.

Knowledge about Language

- Recognise patterns in simple sentences.
- Manipulate language by changing an element in a sentence.
- Apply knowledge of rules when building sentences.
- Develop accuracy in pronunciation and intonation.
- Understand and use negatives.
- Appreciate that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.
- Understand that words will not always have a direct equivalent in the language.
- Notice different text types and deal with authentic texts.