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| **Subjects** | **Objectives** | **Skills** | **Activities/ Tasks** |
| English | To be able to:Plan, draft and write in a variety of genres using relevant skills (see writing progression sheets). | See writing progressions sheets | * Retell a Greek myth e.g Daedalus and Icarus (Y5)
* Look at how legends are written and write own based on one previously studied. (Y5)
* Read a myth written as a play and create own version.(Y5)
* Write a letter from Ariadne to Theseus before he enters the labyrinth and imaginary reply. (Y5)
* After extensive research, create posters written in groups about different aspects of Ancient Greek life e.g. clothes, gods, food etc (Y5)
* Do a piece of persuasive writing about why a person might want to visit Greece for a holiday.(Y5)
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| History | 8) A study of Greek and their achievements and their influence on the western world. | **Chronological understanding** 4) Place current study on time line in relation to other studies**Range and depth of historical Knowledge**1.Study different aspects of different people e.g. differences between men and women in democracy / Athenians and Spartans4) Find out about beliefs, behaviour and characteristics of people, recognising not everyone shares the same views and feelings5) Know key dates, characters and events of time studied**Interpretations of history**4) Confidently use the library and internet for research**Historical enquiry**1) Recognise primary / secondary sources 2) Use evidence and a range of sources to build up a picture of a past event 3) Select relevant sections of information 4) Suggest omissions and the means of finding out 5) Bring knowledge gathered from several sources together in a fluent account 6) Use the library and internet for research with increasing confidence | * Look at when in time the Ancient Greeks lived and compare to Ancient Egyptians and Romans that they studied last year. Also compare to Victorians and look at timeline. Discuss BC and AD
* Complete own timeline of events that occurred during Ancient Greek times after using Twinkl PowerPoint to explore some of these main events. Look at how the empire expanded under Alexander the Great and watch BBC video to show this.
* Compare democracy today with that in Ancient Greece. Show chd a PowerPoint about democracy and who was/wasn’t included. Remind them of crime and punishment that we looked at in our Victorian topic. Do sorting exercise where chd distinguish between who was involved in Ancient Greek democracy and who was left out and complete sheet comparing democracy now and then.
* Compare Athens with Sparta and look at how the people’s lives were different in these two places. Do some work about the battle of Marathon in 496BC to show how the 2 parts of Greece did sometimes get together to help each other when fighting against the Persians.
* Give chd the question: how did Ancient Greece influence the western world? Use research to find out the answers and present information on a poster style information leaflet. (Ducksters website is good one BBC bitesize too).
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| Geography | 1a) Locate the world’s countries using maps to focus on Europe concentrating on key physical and human characteristics and major cities (in particular looking at Greece)2) Understand geographical similarities and differences through the study of human and physical geography between the UK and Greece. | **Geographical enquiry** 1. Suggest questions for investigating e.g. why do people choose to holiday in Greece?2. Investigate places with more emphasis on the larger scale; contrasting and distant places 3.Collect and record evidence e.g. temperature and rainfall comparisons 5. Analyse evidence and draw conclusions, identifying patterns and explain reasons behind them. **Using maps**2. Select a map for a specific purpose. (E.g. Pick atlas to find Greece, smaller map to locate Athens/Sparta) 4. Locate places on a world map.5. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)**Scale / Distance**2. Find/recognise places on maps of different scales. (E.g. River Amazon4. Use maps at a range of scales. **Map knowledge****1.**Confidently identify significant places and environments **Style of map**1. Use index and contents page within atlases. 2. Recognise world map as a flattened globe. | * Look at holiday brochures/websites to see why people might go to Greece. Write an advert to persuade people to visit.
* Look at maps of the world and pinpoint Greece. Which continent is it on? Use a map of Europe and children will be given blank map of Europe to complete. How is it different to UK? Use internet research and complete comparison table.
* Compare maps of 323BC with modern day map of Greece and see how place names have changed e.g Sparta.
* Look at data e.g. rainfall/temperature of Greece and plot maps. Compare this data to UK. Why is there more rainfall in UK and more sunshine in Greece?
* Collect own rainfall and temperature to make own graphs.
* Use atlas to find out about the terrain in Greece. Use internet to find out about mountains, rivers, population etc. in Greece and compare to UK.
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| Science | N/A this topic | N/A this topic | N/A this topic |
| Art |  |  | * Using primary evidence, look at Greek pottery and design own patterns in sketch books. (Use paints, pencils) Make large picture using a range of materials, for display purposes.
* Using clay, make own pots in similar shapes to Greek pots studied, but smaller versions. Paint designs on pots.
* Using pencils sketch and shade Greek gods from pictures, ensuring perspective is correct.
* Create mosaics using different paper textures which are in keeping with Greek designs that they should research.
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