

Subjects	Objectives	Key Knowledge/key concepts/key elements	Key Vocabulary (Tier 2 and 3)	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	<ul style="list-style-type: none"> Retell a Greek myth e.g. Daedalus and Icarus, Theseus and the Minotaur After extensive research, create posters written in groups about different aspects of Ancient Greek life e.g. clothes, gods, food etc.(Topic work) Do a piece of persuasive writing about why a person might want to visit Greece for a holiday. Produce an advert based on videos watched, persuading people to visit Greece, To plan and write a persuasive debate about the benefits of being in Sparta or Athens
History	<p>8) A study of The Greeks their achievements and their influence on the western world.</p> <p>Over-arching question: What did the Ancient Greeks do for us?</p> <p>Splinter questions:</p> <ol style="list-style-type: none"> When did the Ancient Greeks exist? Were all Ancient Greek city states the same? What did the Greeks achieve? How did some of the city states in Ancient Greece rule and how is this the same/different to us in the UK? What religious beliefs did the Ancient Greeks have? Who was Alexander the Great and how important was his empire? How much impact did the Greeks have on the Western world? 	<p>Main events To know how AD/BC works on a timeline. To be able to compare dates between the Egyptians, Ancient Greeks, Victorians, Mayan and Romans. To know some of the main events between 800BC and 146BC when the Romans took control of ancient Greece. To know how life in Ancient Greece affected life in the Western world today.</p> <p>Kingdom and rulers To know who Alexander the Great was, when he lived and how and where he grew his empire. To know how the Ancient Greeks ruled and to understand about the difference between slaves and citizens. To understand what democratic rule was in Ancient Greek times compared to now.</p> <p>Conflict and Disaster To know when the battle of Marathon took place and why it occurred. To know about the difference between Athens and Sparta as well as other Greek city states and why these states often argued.</p> <p>Crime and punishment To know what democracy is and how democracy in Ancient Greece compares with democracy in the UK today. To know about the different groups who judged in courts in Ancient Greek times (the Dikasteria),</p> <p>Beliefs To know about the main Greek gods and how the Ancient Greeks believed that all aspects of life were ruled by the gods.</p>	<p>Tier Two words Democracy Beliefs Legacy Empire Civilisations Influence</p> <p>Tier Three words Chronology Timelines Primary/secondary sources Slaves Citizens Conqueror</p>	<p>Chronological understanding 4) Place current study on time line in relation to other studies</p> <p>Range and depth of historical Knowledge 1.Study different aspects of different people e.g. differences between men and women in democracy / Athenians and Spartans 4) Find out about beliefs, behaviour and characteristics of people, recognising not everyone shares the same views and feelings 5) Know key dates, characters and events of time studied</p> <p>Interpretations of history 4) Confidently use the library and internet for research</p> <p>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</p>	<ol style="list-style-type: none"> Look at when in time the Ancient Greeks lived and compare to Stone Age, Bronze Age, Iron Age Britain, Ancient Egyptians, Romans and Mayan. Also compare to Victorians and look at timeline. Discuss BC and AD. Use History Rocks timelines as well as parts of lesson 1 Inspire. Chd to be given History Rocks timeline and some questions to complete. Complete own timeline of events (from Twinkl) that occurred during Ancient Greek times after using Twinkl PowerPoint "Who Were the Ancient Greeks" to explore some of these main events. Look at the different city states and compare and contrast them. Use History Rocks ppt and activity. Compare Athens with Sparta and look at how the people's lives were different in these two places. Use Twinkl ppt "The Battle of Marathon" 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. Chd complete an ordering activity about the battle of Marathon. Use BBC How did the ancient Greeks change the world? - BBC Bitesize and Ducksters Ancient Greece for Kids: Legacy (ducksters.com) to research different aspects of achievement. Chd to take notes about what they have found out. Use Greek achievements ppt from History Rocks to explore more. Do diamond 9 activity. Compare democracy today with that in Ancient Greece. Show chd a PowerPoint "Ancient Greek democracy" about democracy in Ancient Greece and who was/wasn't included. 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. Use twinkl powerpoint "Gods and goddess" to talk about beliefs the Greeks had and the way that the Greeks were forced to convert to Christianity with the arrival of the Romans. Chd will write their own fact files about the Greek gods and will watch inspire video about Mount Olympus. Look at how the empire expanded under Alexander the Great and watch BBC video to show this. Watch ppt from History Rocks about Alexander the Great. Chd will be given info from

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					<p>inspire about Alexander the Great and will complete a cloze procedure about him. They will then be given some QR codes to find and will be asked to gather clues to complete a fact sheet about the places Alexander conquered. They should then be able to explain why Alexander's empire was so important in spreading ideas to the western world.</p> <p>7) Chd will read "Impact of Greeks on Western World" ppt from History rocks and will be asked to decide what impact they think the Ancient Greeks had on the western world and if they think they were an important civilisation, giving reasons why. They will produce an answer to our question "What did the Ancient Greeks do for us?" and will complete a double page spread.</p>
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<p>Geography</p>	<p>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. Over-arching question Why do we visit Greece? Splinter questions: 1) Where is Greece located? 2) How do the topographical features of Greece differ from those in the UK? 3) What is the climate of Greece like? 4) What are the physical features of Greece? 5) What are Greece's top tourist attractions and industries? 6) What are the key aspects of Greek culture?</p>	<p>Location To know where Greece is on a map of Europe and on a globe. To know where the Ancient Greek empire was. Human Features To know about the different industries in Greece To know about buildings which were erected in Ancient Greece and which ones can still be seen today. Physical Features To know the names of the major cities, mountains and rivers in Greece. Climate To know what the climate is in areas of Greece and how it compares to the UK. To know how to measure rainfall and daily temperature and how to use different graph types to record it. Mapping To know where Greece is in Europe and to locate it on a range of maps.</p>	<p>Tier Two words Empire Industry locate</p> <p>Tier Three words Climate Rainfall Temperature Human/physical features Scale Europe Line graph Land use topography</p>	<p>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. 4. 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.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. • Use research to find out about industries in Greece and how this compares to the UK. • Use Ducksters website and TES PPT to discuss the different aspects of Greek life and to compare life in Greece to UK. • Look at holiday brochures/websites to see why people might go to Greece. Write an advert to persuade people to visit.
<p>Science</p>	<p>N/A this topic</p>	<p>N/A this topic</p>	<p>N/A this topic</p>	<p>N/A this topic</p>	<p>N/A this topic</p>
<p>Art</p>	<p>1) To create sketchbooks to record their observations and use them to review and revisit ideas. 2) To improve their mastery of art and design techniques, including drawing and painting with a range of materials 3) Learn about great artists in history</p>	<p>Exploring/ Evaluating and developing ideas To know about the art legacy left by the Greeks. To use a range of starting points to create their own artwork, including photographs and replica Greek pots as well as other primary evidence. Drawing To know how to draw Greek-style pots using patterns emulated from originals. To know how to shade to create realistic pots. To know how to closely observe pictures of gods to be able to draw pictures of people. Form/Sculpture To know how to use clay to create Greek pots and to know how to use different ways to join the handles. To know how to use a range of embellishment techniques to decorate a pot.</p>	<p>Tier Two words Decorate Shade Light Replica Observe,</p> <p>Tier Three words Embellish Sketch Perspective Proportion Pattern Slip Amphora</p>	<p>Exploring/ Evaluating and developing ideas Develop sketch book - Select and record from observation, experience and imagination and develop ideas confidently, using suitable materials confidently - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks - Improve quality of sketchbook with mixed media work and annotations - Develop artistic/ visual vocabulary when talking about own work and that of others - Begin to explore possibilities, using and combining different styles and techniques - Think critically about their art and design work Drawing Develop close observational skills Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour - Begin to develop an awareness of perspective, composition, scale and proportion Produce increasingly accurate drawings of people Work on sustained, independent, detailed drawings</p>	<ul style="list-style-type: none"> • 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. Look at how to create light and shade by using modern day replicas of Greek pots and vases, looking at where the light hits the object. Remind them of work done during the Victorian topic on artefacts and shading. • Children will draw their own amphora and will decorate using styles seen on Ancient Greek pots. Use YouTube- how to draw an ancient pot real easy for a tutorial for children to follow then they will design their own. Youtube how to draw an ancient pot - Google Search • Using pencils sketch and shade Greek gods from pictures, ensuring perspective is correct. Use pencils, crayons, colour and shading to add tone to pictures. Children can watch YouTube video how to draw medusa the gorgon real easy How to Draw Medusa the Gorgon Real Easy (youtube.com) for inspiration and then choose their own god to draw and colour using a range of media. • Using clay, make own pots in similar shapes to Greek pots studied, but smaller versions. Paint designs on pots. Embellish pots, using different techniques to add details and to create

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				Explore the relationships between line and tone, pattern and shape, line and texture Form/Sculpture Shape, form, model and join with confidence - Produce more intricate patterns and textures Discuss and evaluate own work and that of other sculptors Use recycled, natural and man-made materials to create sculpture	intricate patterns in keeping with patterns observed from primary evidence. Look at different ways of joining the handles to the pots using slip etc.
DT	N/A this topic	N/A this topic	N/A this topic	N/A this topic	N/A this topic