

Groovy Greeks—Curriculum Driver

Year 5/6 Autumn Term

Topic Question: What is the legacy of the Ancient Greeks?

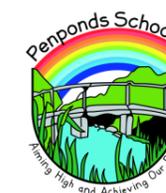
Linked people of study: Alexander the Great, Plato

Linked texts: TfW Icarus (EdShed+)
Who Let the Gods Out? (Maz Evans)
A Visitor's Guide to Ancient Greece Lesley Sims

Topic Composite/Finale: Greek play performed to whole school

Prior Learning Topic: Mysterious Maya topic (Y3/4 B) and Ancient Egyptians (Y3/4 A)

Visit: Royal Cornwall Museum



History

Intent: Children will have a good understanding of the Greeks and where they fit in the world history timeline. Children will recognise the impact Greeks have had on modern life.

Hooks from old learning (Y3/4): Early civilization study of Ancient Egypt and mysterious Maya

Skills and Knowledge Components Focus

Y5

Shows some understanding and talks with some clarity about the impact of historical events.

Use a variety of reliable sources to gain a deeper understanding
Compare historical sources and suggest the validity of these.
subject.

Begin to use questions to understand significant events.

A detailed study of a particular famous person and their historical legacy.

Language specific to topic

Y6

Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.

Understand the methods of historical enquiry, including how it is used to make historical claims.

Identify significant events, make connections, draw contrast and ana-lyse trends

Sticky Knowledge:

The ancient Greeks were people who lived from about 1200BC to 150BC
The Trojan War was fought between the Greeks and the Trojans
The first Olympic games took place in 776BC.

The Ancient Greeks invented government, democracy, the Olympics and practised early medicine

Greek myths are well known stories which were made up in the past to explain natural events

Zeus was the most powerful of all the gods

Aphrodite was the goddess of love and beauty

Plato founded the first ever University and was the first to argue that women should receive the same education as men

Ancient Greece was made up of a few wealthy people, citizens and many slaves

Key Vocabulary: Ancient Greeks, Trojan War, Olympics, government, democracy, oligarchy, myths, legends, gods, goddesses, primary and secondary sources, impact, Zeus, Aphrodite, philosopher, citizens, Greek empire, Athens, soldier, hoplite, Acropolis, Parthenon, tyrant

Subject Composite: Children will create and perform a play based on a Greek Myth/Legend

Impact: Children understand how the ancient Greeks have impacted their world today. For example children understand the origin of the Olympic games.

Geography

Intent: Children are able to find out about Greece using a range of geographical skills. They will focus upon Greece's place in the Mediterranean seas, its physical geography and climate - and its access to trade routes via sail.

Hooks from old learning: (3/4) Study of seas, rivers and trade routes in Ancient Egyptians .

Skills, and Knowledge Components Focus

Use internet and maps to locate Greece and surrounding seas.

Use atlas to identify mountainous nature of mainland Greece.

Use larger scale maps to identify the areas where Greece traded.

Research similarities and differences between Athens and London.

Link to literacy work: creating a guidebook for modern Greece.

Sticky Knowledge:

Greece is in Europe and shares borders with Macedonia, Turkey, Bulgaria and Albania—be able to locate on a map

Athens is the capital city

Climate is Mediterranean—hot, dry summers

Temperatures often rise to 35 degrees C in the summer

Greece is made up of a mainland and many islands (approx. 2,000) and is situated in the Aegean, Ionian and Mediterranean seas

80% of the country is mountainous—highest peak is Mount Olympus

Understand the reasons why Greece is a popular tourist attraction

List some of the similarities and differences when comparing Athens and London

Key Vocabulary: temperature, mountainous, island, mainland, locate, climate, peak, port, coastline

Subject Composite: Fact file about Greece .

Impact: Children will aspire to travel to different countries , experience different climates and explore different cultures.

Science

Intent: Children will understand the properties and changes of materials.

They will know how we see light and that light always travels in straight lines.

Hooks from old learning: previous learning about light (LKS2), materials (KS1)

Skills and Knowledge Components Focus

Properties and Changes of Materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Sticky Knowledge:

Understand properties (of materials) , including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know some materials will dissolve in liquid: and how to recover the substance from a solution

Understand how mixtures might be separated

Understand the reasons for the particular uses of everyday materials

Know how some changes are reversible and some irreversible

Know the terms reactants and product

Light travels in straight lines

Key Vocabulary: Change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, new material, reactant, product, light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, straight lines, light rays

Subject Composite: : Invite parents in for a science workshop to share what we have learned

Impact: Children will know that materials have different uses depending on their properties and state and that mixtures can be separated by filtering, sieving and evaporation. They will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and use the idea that light travels in straight lines to explain why shadows have the same shape as the objects .

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Art and Design

Intent: Children will research Greek pots and architecture. They will create their own designs and pots. They will compare Greek pottery to the ceramic work of Grayson Perry and Greek architecture to modern designs.

Hooks from previous learning: sculpture of the human form using ModRoc and wire (Superhumans LKS2)

Skills and Knowledge Components Focus

Ceramics
Greek pottery
Compare with Grayson Perry
Greek architecture and design
Observational drawing of Ancient Greek decorative styles. Children create clay tiles showing Greek pottery designs.
Experiment with working on different surfaces.
Natural materials to create sculptures.
Develop sculpture techniques by manipulating natural materials to create a structure.
Begin to build up a portfolio of their work.
Use the work of a famous artist as a stimulus for their own work.
Research and develop the techniques of other artists to use in own work.
Be introduced to the work of great designers through history.
Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.
Explore materials to create sculptures
Different textures and consistencies of paint.
Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.
Continue with their portfolios.

Sticky Knowledge:

Describe Greek architecture and name the three ages: Doric, Ionian and Corinthian

Ancient Greek art emphasised the importance and accomplishments of human beings (sport, battles, architecture)

Greek pottery is either red or black figureware

Name the tools needed to create pottery (clay, slip, kiln, coil pots, glaze, kidney scraper, cross hatching)

Greek vases are artefacts which we can use as reliable references to the past

Grayson Perry is a modern ceramic artist who uses art to express everyday life

Key Vocabulary:

Black figure pottery, sculpture, clay, amphora, zig zag, geometric, myth, decoration, Ionian, Doric, Corinthian, ceramics, coil pot, glazes, slip

Subject Composite: Make their own Greek vase and an architectural model. (possibly used as props for play)

Impact: Children will be able to compare ancient and modern art

Design Technology

Intent: Children have the necessary skills to be able to create a simple healthy meal using fresh ingredients and produce.

Hooks from previous learning: Marvellous Maya—planning Mayan meal ; Superhumans making smoothies

Skills and Knowledge Components Focus:

Understand which foods will provide a healthy, varied and balanced diet.

Understand which food groups help our bodies to function.

Prepare and cook a variety of dishes using different cooking techniques based on a specific audience.

Understand why we can only grow some foods in our country and why we need to get some foods from other countries.

Understand and apply the principles of a healthy and varied diet.

Understand which foods are sources of required nutrition (including minerals, vitamins, etc.)

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Sticky Knowledge:

I can combine ingredients to create a balanced healthy meal that I have designed

I can use recipes to help me create a meal

I know that when I handle or chop raw meat I need to use a separate chopping board and knife and wash my hand

I know how to chop, weigh, slice, grate, cut and marinate my ingredients

I know that frying is when food is cooked and browned in hot fat

I know that I can buy purchase fresh meat, fish, eggs, fruit and vegetables from local farm shops and butchers

I know that marinating is process where you could add flavour to food by soaking it for a period of time.

Key Vocabulary: design, make, evaluate, chop, slice, cut, grate, marinate, fry, skewer, butchers, flavours, feta, pitta bread, ingredients, recipe, produce

Subject Composite: Children to design, make and evaluate a Greek Style Kebab, Pitta and salad.

Impact: Children will feel inspired to buy fresh produce and create their own meals from scratch. They will enjoy using recipe cards and their own ideas to create healthy dishes.

Computing

Intent: In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.

Hooks from old learning:

Skills and Knowledge Components Focus

I can recognise that connected digital devices can allow us to access shared files stored online

I can send information over the internet in different ways

I can explain that the internet allows different media to be shared

Sticky Knowledge:

Know that computers communicate with other devices (including other computers)

Recognise input, process, and output in larger computer systems

Recognise that connections between computers allow us to access shared stored files

Recognise that internet collaborations can be public or private.

Key Vocabulary:

Data Packets, IP address, Protocol

Subject Composite:

They will discuss ways of working and start a collaborative online project. This will support awareness of IP addresses and the rules (protocols) that computers have for communicating with one another.

Impact:

This unit progresses learners' knowledge and understanding of computing systems and online collaborative working.

Music

Intent: Children will further develop their listening and appraising skills. They will play the ukulele and glockenspiel and be able to compose and improvise.

Hooks from old learning: (Y3/4) To build on previously learnt skills from the charanga scheme.

Skills and Knowledge Components Focus

- Show control, phrasing and expression in singing.
- Perform in solo and ensemble contexts.
- Improvise independently with increasing aural memory.
- Compose and perform melodies using four or five notes.
- Know how pulse, rhythm fit together.
- Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, melody, chord, staccato, legato, crescendo).
- Use these words to identify strengths and weaknesses in own and others' music.
- Describe different purposes of music in history/ traditions/ other cultures.

Key Vocabulary:

Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Subject Composite:

Create leitmotifs for Ancient Greek Gods and Goddesses.

Tell the story of Icarus through Music.

Compose a rondo.

Moonrise Kingdom

Impact: Children are confident to play an instrument in front of an audience.

Trips/Visitors: Royal Cornwall Museum

and architecture. They will recognise the influence of the *Ancient Greeks* on modern art and design.

