Groovy Greeks
Autumn Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Sequence of learning

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

	Sequence of Learning
1	**Introduce topic question: What is the legacy of the Ancient Greeks?** **Cold Task Kahoot quiz**: Sticky Knowledge for History and Geography - What is the legacy of the Ancient Greeks? **Curious Questioning - What do we want to find out about?** Create class mind-map of children's questions to answer throughout the topic. **WALhT: Understand the chronology of the Ancient Greeks I**dentify some of the key events from the Ancient Greek era. Order those events into the correct order on a time line.
2	**WALhT: explore Greek democracy.** **How did the Greeks invent democracy?** Discussion about what democracy means. Consider different versions of democracy and whether thet are fair or not. Make comparisons between ancient and modern forms of democracy.
3	**WALhT: learn about the past from sources including art.** **How have the Olympic Games changed?** Linked to visit to Royal Museum of Cornwall and workshop considering artefacts as primary sources of information. We use art to explore how many of the events in the modern Olympics were included in the Ancient Greek games.
4	**WALhT: understand ancient Greek warfare.** **How did the Ancient Greeks fight?** We look at both the battle tactics and type of armour and weapons used. There is a link to geography where we discuss the differences between the priorities of some states (e.g. Athens interested in art and Sparta in fighting).
5	**WALhT: learn about the differences between Athens and Sparta.** **How did Athens and Sparta differ?** We look at how ancient Greece was organised into city states. What was a city state? How was life different for people in Athens and Greece?
6	**WALhT: find out about the beliefs of the Ancient Greeks.** **In what did Ancient Greeks believe?** Linked to the class read (Who let the Gods out?), we discuss the many Greek gods. Pupils choose some and complete research. We indentify where the Gods appear in the ancient Greek myths.
7	**WALhT: use questions to understand significant events.** **What would you like to research further?** Children look back over the term and decide upon three questions that would like to research and answer. Using texts, atlases and the internet, they record answers to their questions. **Hot Task Kahoot quiz**: Sticky Knowledge - What do we **now** know about the Ancient Greeks?

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.

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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 .

Lesson	Sequence of Learning
1	**Introduce topic question: What is the legacy of the Ancient Greeks?** Cold Task Kahoot quiz: Sticky Knowledge for History and Geography - What is the legacy of the Ancient Greeks? **Curious Questioning - What do we want to find out about?** Create class mind-map of children's questions to answer throughout the topic. **WALhT: Name the continents and locate Europe.** Children revise the seven continents, making sure that they recognise Europe and the seas around it.
2	**WALhT: locate Greece on a map of Europe.** We use atlases to identify some of the countries in Europe, focussing on the location of Greece.
3	**WALhT: locate Greece and its neighbours.** Using an atlas, we discuss the differences between physical and political geography. We identify the four countries bordering on Greece.
4	**WALhT: find out about the physical geography of Greece.** Using a resource sheet, children match question and answer information cards. The information covers mainly weather and physical geography.
5	**WALhT: find out about the population and culture of Greece today.** Using mainly the internet (also some texts) children research about what it is like to live in Greece today. We consider the following: food, religion, clothes, music and art, sport and leisure.
6	**WALhT: use larger scale maps to identify the areas where Ancient Greece traded.** After discussing what goods might have been traded, children use atlases and tracing paper to create their own map of the Mediterranean. They then research and map out the trade routes.

Subject Composite: Fact file about Greece .

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

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Sequence of learning

Science

Intent: Children will understand the properties and changes of materials.
Hooks from old learning: previous learning about materials (KS1)

Lesson	Sequence of Learning
1	**WALhT: compare and group together everyday materials.** Several feely bags are filled with an assortment of materials. The children then sort and classify the materials according to their hardness, transparency and response to magnets.
2	**WALhT: investigate thermal conductors and insulators.** The context of the lesson is an investigation to find the best thermal insulation for a new lunch box. Ice cubes are enclosed with a variety of materials and it is times how long the ice takes to melt.
3	**WALhT: investigate the best electrical conductors.** The children build on previous work to create simple electric circuits with a bulb. This time, however, we break the circuit. We then use different metals to close the circuit and observe which metals are the best conductors.
4	**WALhT: investigate materials which will dissolve.** We dissolve lots of different materials in water. This test is to help establish whether materials are soluable or insoluable.
5	**WALhT: use different processes to separate mixtures of materials.** Children conduct an investigation to determine how best to separate mixtures of materials. They try out sieving, filtering, evaporating and other processes to recover a substancefrom a solution.
6	**WALhT: identify and explain irreversible chemical changes.** We discuss chemical changes and then carry out experiments to discover what happens when certain materials (reactants) are mixed. These changes are usually irreversible and often result in a new product.

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.

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Sequence of Lessons

Sequence of learning

Science

Intent: Children will know how we see light and that light always travels in straight lines.
Hooks from old learning: previous learning about light (LKS2)

Lesson	Sequence of Learning
1	**WALhT: recognise that light travels in straight lines.** We create a model using bright string to show how light travels in straight lines. We draw pictures to show how light might travel to an object, then to our eyes.
2	**WALhT: understand how light is reflected.** Children investigate how light is reflected in straight lines. They build periscopes to prove this and also use mirrors, card and torches to measure angles of incidence and reflection.
3	**WALhT: understand how light is refracted.** Children carry out an investigation using beakers of water and straws. They are able to show how refraction changes the direction in which light travels. We compare water and air as mediums.
4	**WALhT: recognise that light will be affected when shone through a prism.** We experiment with torches and prisms to demonstrate how a spectrum is formed. After discussing Isaac Newton's work on light, children make their own colour wheel and assess whether their predictions about white light and a colour spectrum are correct.
5	**WALhT: investigate what Isaac Newton discovered about colour.** Using light filters, we take our learning from the previous lesson a little deeper. By experimenting with a variety of filters, we learn more about how light enables us to see colour.
6	**WALhT: explain how a shadow is formed.** We use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them by performing a shadow puppet show about Isaac Newton.

Subject Composite: Invite parents in for a science workshop to share what we have learned
Impact: Children 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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Sequence of learning

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)

Lesson	Sequence of Learning
1	**WALhT: explore the three main different styles of Greek architecture.** Complete images of Greek columns, showing the three main types. The children also indetify and name the three styles.
2	**WALhT: explore column and lintel style of building.** We use clay and straws to create models of the Parthenon in Athens. The straws represent the columns and the roof is finished with stiff cardboard.
3	**WALhT: explore main styles of Greek pottery.** We examine the uses of Greek pottery and some of the main designs. Children research and make some sketches of the different designs.
4	**WALhT: sketch own design for a Greek pot.** On our visit to the Royal Cornwall museum we spend time upstairs examining artefacts. These are eventually placed on the table, allowing the chldren to sketch their own designs.
5	**WALhT: make a clay tile in the shape of a Greek pot and decorate with slip.** The workshop continues downstairs, where the children use their designs to make their clay tile. They decide whether it will be red or black figureware and use the slip accordingly.
6	**WALhT: look at the (ceramics) work of Grayson Perry - and compare with Greek pottery.** We spend the lesson first looking at a video in which Grayson Perry introduces his work and explains the processes he uses. The children research his work and, using a Venn diagram, make comparisons to the pottery of the Ancient Greeks.

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

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Sequence of Lessons

Design and 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

Sequence of learning

	Sequence of Learning
1	**WALhT: understand how food hygiene is important.** We look at different types of food and decide which have useful/harmless microbes and which have harmful microbes.
2	**WALhT: decide on ingredients and plan recipe (including quantities).** Children examine a list of possible ingredients and choose which ones would be suitable for that particular meal. They discuss quantities (and units of measurement – linked to maths) and decide how much will be needed.
3	**WALhT: marinade to add flavour to food by soaking it for a period of time.** This is a technical lesson, but also an investigation. We discuss marinading food to enhance its flavour and explore how this might happen. We then use different marinades for differing period of time and observe the findings.
4	**WALhT: weigh, chop, slice, grate and cut ingredients.** A very practical lesson, in which children are taught some basic cooking skills safely. Reminding everyone about food hygiene, children measure quantities and prepare the food.
5	**WALhT: prepare and present a meal.** Working in teams, children prepare the meal and present to a guest. They record feedback, which is useful for the following lesson. Children also enjoy tasting their the food they have prepared.
6	**WALhT: evaluate the prepared meal.** Children reflect on the lessons learned. They evaluate what worked well and what could be improved. Some of the evaluation is done at a plenary meeting, some on an individual basis.

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.

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Sequence of Lessons

Sequence of learning

Computing – sharing information

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.

	Sequence of Learning
1	**WALhT: understand the concept of a system.** This lesson introduces learners to the concept of a system. Learners will develop their understanding of components working together to make a whole. They will outline how digital systems might work and the physical and electronic connections that exist.
2	**WALhT: recognise the role of computer systems in our lives.** In this lesson, learners will consider how larger computer systems work. Learners will consider how devices and processes are connected. They will also reflect on how computer systems can help us.
3	**WALhT: investigate how information is transferred over the internet.** This lesson introduces the idea that parts of a computer system are not always in the same place or country. Instead, those parts of a system must transfer information using the internet. This lesson builds on the introduction to the internet in the Year 4 'What is the internet?' unit, adding awareness of IP addresses and the rules (protocols) that computers have for communicating with one another.
4	**WALhT: explore how sharing information online lets people in different places work together.** In this lesson, learners will consider how people can work together when they are not in the same location. They will discuss ways of working and start a collaborative online project. The online activity assumes that learners can make simple slides including text and images
5	**WALhT: contribute to a shared project online.** In this lesson, learners will reflect on how they worked together in the previous lesson and how their working together might be improved. Learners will work together on an unplugged activity and use that experience to develop their own ideas of good collective working practices.
6	**WALhT: evaluate different ways of working together online.** In the previous two lessons, learners worked together online on a shared project. This lesson introduces another approach to online working: reusing and modifying work done by someone else. (Using someone else's work needs to be done within the bounds of copyright and with the relevant permissions.) This lesson uses the Scratch programming tool, which allows learners to use other people's work.

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.

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Autumn Year A
Tregonning Class (Y5/6)
Sequence of Lessons

Sequence of learning

Computing – internet

Intent: this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.

Lesson	Sequence of Learning
1	**WALhT: search the web.** In this lesson, learners will be introduced to a range of search engines. They will be given the opportunity to explain how we search, then they will write and test instructions.
2	**WALhT: select search results.** In this lesson, learners will gain an understanding of why search engines are necessary to help us find things on the World Wide Web. They will conduct their own searches and break down, in detail, the steps needed to find things on the web.
3	**WALhT: understand how search results are ranked.** This lesson includes an unplugged activity in which the class will learn about some of the main factors that influence how a search engine ranks a web page. Learners will create paper-based 'web pages' in groups, on a topic that they are currently studying.
4	**WALhT: understand how searches are influenced.** In this lesson, learners will explore how the person performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching.
5	**WALhT: recognise how we communicate using technology.** In this lesson, learners will deepen their understanding of the term 'communication'. They will explore different methods of communication, then they will consider internet-based communication in more detail.
6	**WALhT: communicate responsibly.** In this lesson, learners will use information provided and their own prior knowledge to categorise different forms of internet communication. They will then choose which method they would use for the scenarios discussed in the previous lesson.

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.

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Sequence of Lessons

Sequence of learning

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: To build on previously learnt skills from the charanga scheme and continue to develop instrument playing.

Lesson	Sequence of Learning
1	**WALhT**: feel the beat in triple meter in body percussion and place the emphasis on beat 2 of the triple meter and compare the effect.
2	**WALhT**: give songwriting a context by finding out about Pieter Breughel c.1525 – 1569, Dutch Renaissance and how this was during our Tudor period of Henry V111 and how he was painting, over 500 years ago, the story of Icarus' fall a story that is even 1500 years older and still being told today.
3	**WALhT**: identify the melodic shape, of the song written last week, on stave notationidentify the duration of notes, of the pitched ostinato on stave notation.
4	**WALhT**: revise the 4 ostinatos and improve on timing by using chants, "waits" and peer conducting to encourage accuracy of group performance and sing the melody and lyrics of "Christmas is Coming" in unison.
5	**WALhT**: read pitched notation for the melody on stave: C D E F G A B C' and identify which chime bars we need and use the term **octave.**
6	**WALhT**: put the ensemble together: vocals, melody and harmony for "Christmas is Coming" follow a conductor and agree on meaningful hand signals.

Subject Composite:
Rehearse and perform "Christmas is Coming" for Mr Hooper to record on iPad for Y5/6 contribution to whole school concert for parents
Impact: Children are confident to play an instrument in front of an audience
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Sequence of Lessons

Sequence of learning

RE

Intent: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Hooks from old learning: Chn have previously learnt about the creation story in Genesis and other creation stories.

Lesson	Sequence of Learning
1	**Engagement: WALhT Explore the creation story from Genesis 1.** **What do we know about the story of creation in the Bible?** Note that people (including Christians) disagree about the genre, purpose and meaning of Genesis. Some say it is a literal account (the universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened.
2	**Investigation: WALhT Explore the scientific ideas about how the world began.** **WShat do we know about scientific theories about how the world began?** Explore the scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings). Summarise them in a simplified diagram.
3	**Investigation: WALhT Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.** **Can scientific ideas and religious ideas about creation work together?** Work out what difference it makes if someone interprets Genesis literally or poetically, when considering the connection between Genesis and science. (Literal readings lead to conflict with science; poetic do not necessarily.) • Ask pupils to come up with as many questions as they can about the Genesis text and the beginnings of the universe and life. Sort them – are some better answered by science and some by the text? Recall work on genre and purpose: which purposes are more likely for Genesis (e.g. for a science textbook or a worship prayer; for worshippers of God or 'unbelievers'; to explain who God is, why the world is beautiful, who humans are, etc.). Reflect on why some might say science and belief in creation are in conflict or complementary.
4	**Investigation: WALhT Show understanding of why many Christians find science and faith go together.** **How can some people follow science and have a faith?** Find out about Christians who are also scientists (e.g. astrophysicist Jennifer Wiseman – see interview clips on www.faradayschools.com/library/videogallery and http://bit.ly/1Iv1o1G) How do they reconcile their faith with their professional work? Invite some local Christians who are scientists (e.g. teachers, parents, a local vicar, vet, doctor or engineer). How do they make sense of believing in God and doing science? (Note links with Unit U2.11.)
5	**Evaluation: WALhT Answer the key question - Creation and science: conflicting or complementary?** Look at the key question: Creation and science: conflicting or complementary? Ask pupils to give a written response, giving good reasons, and a creative response to the ideas explored. This could be done in memory scrapbooks.
6	**Expression: WALhT compare aspects of my own identity with that of others.** **What can I learn from this? How do these ideas affect my life?** Ask pupils to see how far they agree or disagree with the statement: 'Genesis explores why the universe and life exists. Science explores how the universe works the way it does.' Come up with some questions that science definitely can answer (e.g. to do with properties and laws of nature) and ones that it cannot (e.g. to do with questions of personal meaning and value). What do you think?

Subject Composite:

Impact: Impact on self . Personal Development.

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Sequence of Lessons

Sequence of learning

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Subject Composite:
Impact: Personal development. Impact on self.