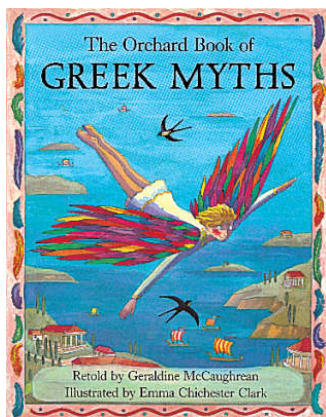


Ancient Greece



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 1	Ancient Greece	Greek Myths	History/Geography	Children learn how to manage changing emotions in their mental health and emotional wellbeing PSHE unit

History and Geography objectives coverage

History

Key Question	Ancillary Questions and content focus	History Objectives	Learning outcome, taken from skills progression document
Why are the Ancient Greeks so important to study in the 21st century?	<p>What order did historical events happen in Ancient Greece?</p> <p>What is democracy and how was it started?</p> <p>Why did some states of Greece live totally different lives?</p> <p>Were Ancient Greek Gods real people?</p> <p>How were some of the Greek Gods portrayed as influences on society?</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Demonstrate an understanding of the significant events in Ancient Greece.</p> <p>Compare and contrast democracy today and in Ancient Greece.</p> <p>Justify why different states had different lifestyles.</p> <p>To research and collect information from different sources.(Greek Gods)</p> <p>Compare an aspect of life with the same aspect in another period.</p>

Geography

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
How is Ancient Greece geographically different to modern day Greece?	<p>Where is Greece in the continent of Europe?</p> <p>How does the physical geography of Greece differ to that of the UK?</p> <p>What is the difference between an island country and a mainland country. Where would you rather live and why (link to climate)?</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (modern day Greece / Ancient Greece)</p>	<p>Critique why Athens and Sparta were the two main Ancient Greek cities.</p> <p>Make informed conclusions about the climate of Greece and compare with UK</p> <p>To evaluate the physical geography with the UK</p>

English coverage

Text types	Key skills
Beating the monster story - Myths - fighting a Greek type monster	Studying Greek Gods and creating your own myth

	<ul style="list-style-type: none"> • Punctuation for direct speech - punctuation(Revise) • Precise verbs and adverbs - word structure (Revise) • Compound / complex sentences - sentence construction (Revise) • Adverbial phrases - sentence construction (New) • Independent use of planning tools - text structure (New)
Playscripts	<ul style="list-style-type: none"> • Independent use of planning tools - Text structure (Revise) • Punctuation for direct speech - Punctuation (Revise) • Dialogue - verb and adverb - sentence constructions (Revise) <p>Stage direction in speech - Sentence structure (New)</p> <ul style="list-style-type: none"> • Developed use of technical language - word structure (New)

Science coverage

Topic N/A	Objectives
Science is not taught until Autumn 2 Term in Year 5	

PSHE coverage

Topic	Objectives
Mental health and emotional wellbeing Thrive activities linked to class profile.	<ul style="list-style-type: none"> - Pupils learn about a wide range of emotions and feelings and how these are experienced in the body - Pupils learn about times of change and how this can make people feel - Pupils learn about the feelings associated with loss, grief and bereavement

Other subject coverage

Subject	Objectives	Learning opportunities
Art and / or DT	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Understand and apply the principles of a healthy diet. Prepare and cook a variety of savoury dishes, using a range of cooking techniques. To understand seasonality and know where and how a variety of ingredients are grown, reared , caught and processes</p>	<p>To design and create a greek style pot out of clay</p> <p>To make bread and humus</p>
RE	<p>What is the best way for a christian to show commitment to God? How significant is it for Christians to believe God intended to die?</p>	RE Day Autumn 2 - Christianity
Computing	<p>Design, write and debug programs that accomplish specific goals Controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables. Work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use logical reasoning to detect and correct errors in algorithms and programs. Understand computer networks including the internet.</p>	To use a programming resource online and learn how to create, crack and debug computer codes

	Understand how networks can provide multiple services, such as the world wide web.	
PE	<p>Perform underarm and overarm throwing showing correct technique.</p> <p>Catch a ball from a close and far away distance</p> <p>Strike a bowled ball forwards using tactics for placement</p> <p>Perform a basic overarm bowl</p> <p>Perform a basic underarm bowl</p> <p>Decide which shot to use</p> <p>Know different positions within games and understand their role in batting and fielding</p>	<p>To improve spatial awareness.</p> <p>Rounders (non contact)</p>
Music	NC: Playing and performing	Playing and singing in rounds