Theme: Ancient Greece

English – literature suggestions	The adventures of Odysseus (CLPE – Y5-5) The 12 labours of Heracles (James Ford) The Orchard Book of Greek Myths (Geraldine McCaughrean) Aesop's Fables The Olympics
English – writing suggestions	Poetry Mind/Story maps Fact files Instructions Writing in role Narrative descriptions Diary entry Information poster Letters Diaries Story writing Newspaper articles
Language:	Explore words with Greek origins (e.g. music, ethos, harmony)
Cross-curricular writing suggestions	Persuasive writing about living in Sparta and Athens Information poster -Science Instructions- Science Explanation of the biggest impact of Ancient Greece Artefact descriptions- pottery Factual writing about Greek discoveries Explanation of how democracy began Factual writing about the Olympic Games Fact file about modern Greece Make a Ted-Ed style animation about an aspect of Ancient Greece Create a 'knowledge-organiser to show learning about Greece

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History (Humanities part A)

Children will learn about the civilisation of the Ancient Greeks: Greek life, the achievements of the ancient Greeks and their influence on the western world. A 'Greek Day' will enable parents and pupils to celebrate the pupils' learning.

Pupils should be taught about:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- construct informed responses that involve thoughtful selection and organisation of relevant historical information

Geography (Humanities part B)

Children will learn about Modern Greece, using maps and a range of sources to learn about major cities and the changes over tie. Children will consider land use, settlement, economic activity and trade links. Topical issues (such as EU membership and immigration) will be considered.

Locational knowledge:

locate the world's countries, using maps to focus on Europe

Place knowledge:

understand geographical similarities and differences through the study of human and physical geography of a region in a European country

Human and physical geography:

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork:

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science

During this term pupils will learn about humans and animals. They will also explore scientific concepts as these relate to learning in other subjects and as part of the wider topic. For example – Aristotle studied chicks hatching in order to know how different parts of the chicks developed when in the egg. He also came up with ideas about the water cycle. Thales of Miletus noticed that healthy plants grew on the land that the river Nile in Egypt had flooded. Hippocrates was a doctor. What did he teach us about keeping teeth healthy?

Humans including animals:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Throughout all units, children will be taught to use practical scientific methods, processes and skills to learn about science content and concepts.

Working scientifically:

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate,
- taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

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Art and design

Children will explore examples of art and artists linked to studies in other curriculum areas. E.g. Ancient Greek painting (history) and pottery (making clay vases). Children will develop their own works in response to their studies.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

At KS2 pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Design and Technology

Children will look at the designs and inventions of the Ancient Greeks. They will design, make and evaluate an artefact linked to the wider topic. E.g. designing and making Greek Temples, making Archimede's water screw or designing outfits for Greek occasions.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

At KS2, when designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- 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.

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Music

Children will listen to, appraise and compose music to express their understanding of life in ancient Greece and /or Greece today. Children will also take part in regular singing practice, learning songs and performing these. Children will have tuition on an instrument, taught by musician educators at the Buckinghamshire Music Service.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

At KS2 pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Computing

Children will develop computing skills whilst learning about and showing their knowledge of other curriculum areas, e.g. creating a Ted-Ed animation about an aspect of Ancient Greece. Creating a knowledge-organiser.

The national curriculum for computing aims to ensure that all pupils:

	• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology. At KS2 pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Languages	Children will learn Siblings, numbers birthdays, clothes, Christmas Across the key stage, learning in this subject will focus on enabling pupils to make substantial progress in one language. The teaching aims to balance practice in spoken and written language enabling pupils to understand and communicate ideas, facts and feelings in speech and writing. Learning focuses on familiar and routine matters, and requires pupils to use their knowledge of phonology, grammatical structures

and vocabulary. The focus of study will be on practical communication.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

At KS2 pupils will should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

	• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
PE /Games	Learning in PE and Games will teach knowledge and skills linked to topics of: gym, dance, fitness, hockey and rugby.. The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. At KS2 pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.
RE	Children will learn about Christianity including the importance and religious significance of Christmas. Additional topics may include: Greek Gods, Greek orthodoxy, Right and Wrong and The Natural World.
PSHE	Children will reflect on their 'new beginnings' at the start of a new term in a new school and the importance of a positive classroom climate. Children will explore ways to get on happily together.

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