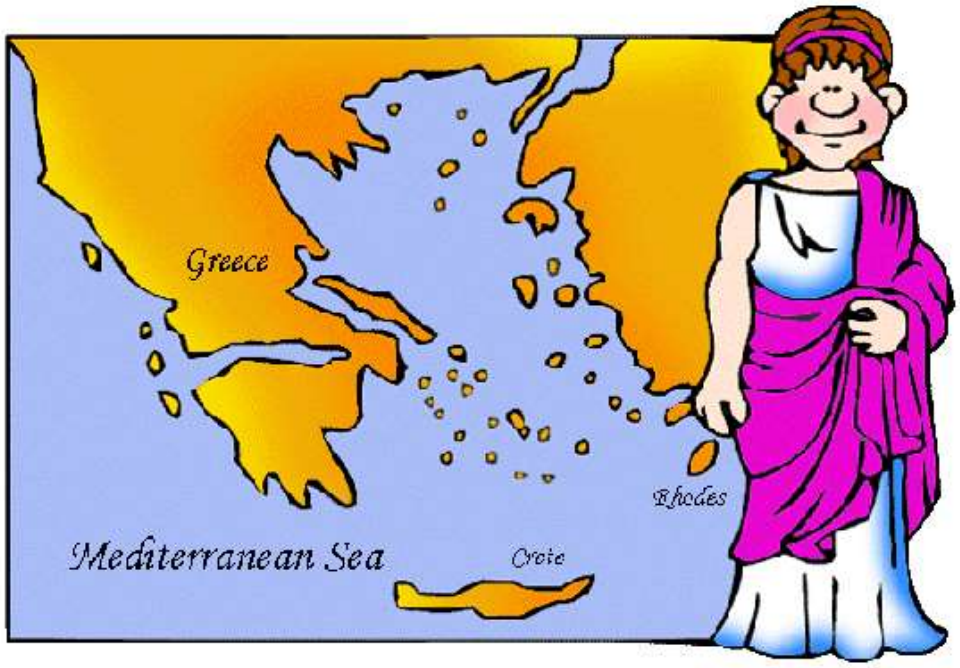
Greeks today and in the past



Successful learners

Areas of Learning

As Historians, we will be studying Ancient Greece and the influence of their civilisation, architecture, clothing, Greek food, life for different classes of people

As geographers, we will find out where Greece is located on maps and use statistical data, and other resources to learn about its climate and how it differs from the UK and the influence on settlements and land use etc.

As scientist, we will investigate how physical similarities can be inherited and how offspring differ from each other and their parents. We will look at how animals and plants have variations depending on their environment. We will look at how birds differ, depending on their diet and habitat and take part in the RSPB Big School Birdwatch. We will learn about the work of scientists and inventors, both present and past, and investigate their work.

As artists, we will look at the work of Constantin Brancusi and Richard Sweeney. We will us clay to create textured tiles and we will create bird sculptures using wire and newspaper.

We will use our design & making skills to investigate where food comes from, learn about a healthy diet, learn about food from around the world and plan and make a Greek meal.

As musicians, we will be writing lyrics based on our local community, both present and past. We will also learn about street performances and look at rhythmical rhyme to create a performance.

Confident individuals

Enterprise

As enterprising people we will:

Build our own Greek Taverna, design menus and cook food to host a Greek day.

Responsible Citizens

Enrichment

To enrich our learning: We will hold a Greek day.

We will participate in Transport Week.

Spiritual & Moral

In our spiritual and moral development we:

Explore how Ancient Greeks had a set of gods they believed in. In groups research gods from modern day religions.

Communities

As members of a community we will:

Look at the role of a slave in Ancient Greece and discuss if slavery is current in society today.

Participate in Transport Week with a focus on the role of transport in Grantham, generating work for a display in Grantham Museum.

Using Communication	History Essential Objectives	Milestones
Writing and presenting: Stories Plays Myths Instructions Menus	To investigate and interpret the past	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
	To build an overview of world history	• Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	To understand chronology	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events.
	To communicate historically	• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, change, century, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Using Mathematics	**Science Essential Objectives**	**Milestones**
Problem solving using the 4 operations. Multiplying fractions and solving problems involving fractions. Converting units of measurement. Area. Volume and capacity. Percentages. Percentages problem solving. 3D shapes from 2D representations. Reflection and translation. Perimeter. Estimate, compare, measure and draw angles. Identify unknown angles.	To work scientifically	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
	To understand plants	• Relate knowledge of plants to studies of evolution and inheritance.
	To understand evolution and inheritance	• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Using ICT
Researching: Websites 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. Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Understand computer networks including the internet and the opportunities they offer for communication and collaboration. Use a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Art Essential Objectives	Milestones
To develop ideas	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques	Sculptures • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.

D/T Essential Objectives	Milestones
To master practical skills in food	Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Geography Essential Objectives	Milestones
To investigate places	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use

To investigate patterns	patterns; and understand how some of these aspects have changed over time. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries.
To communicate geographically	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, food, and water supplies.
Other (Music)	
To compose	Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords.
To describe music	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.