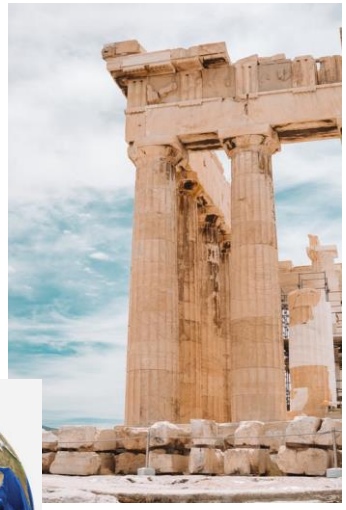
Groovy Greeks



Successful learners

Areas of Learning

As Historians we will use a range primary and secondary sources, ask questions and research widely to deepen our knowledge about the Ancient Greek civilisation. We will develop our ideas of the chronology of this period and contrast this with previous understanding of other historic periods. We will describe the social, ethnic, cultural and religious diversity of this past society.

As Geographers we will locate the geographic zones of the world learning about the similarities and differences of places in different regions. We will develop our understanding of physical geography in particular focusing on climates and also discuss biomes.

As Scientists Firstly, we will investigate changes in animals over time and how they adapt to their environment. We will discuss how genetics plays a part in making offspring resemble their parents and also produce differences. After we will look at helpful and harmful microbes before reviewing body systems, in particular the circulatory system.

As Artists we will develop our skills working in 3D. We will use Modroc, clay and card to create a variety of end products.

As Designers we will use our food technology skills to design and prepare Greek inspired dishes.

As Musicians we will learn songs relating to our Ancient Greek topic. We will develop our awareness of musical traditions and genres. We will describe musical pieces by using terminology accurately.

As Speakers of French we will widen our vocabulary and develop our intonation and speaking confidence in French. By accessing a range of French texts both stories and poetry, we will develop our reading skills.

As Users of Technology we will use Scratch to design a range of computer games, before using cameras and editing software to make a short film.

Confident individuals

Challenge

Create a Greek banquet

Budgeting and shopping for a Greek Meal

Responsible Citizens

Enrichment

Greek day

Making pizza at Pizza Express

Choral Speaking

Spiritual & Moral

An understanding of past civilisations and their religious beliefs – Ancient Greeks

Communities

An understanding of democracy through PSHE

Geography concepts	Milestone 3	Milestone 2
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. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Analyse and give views on the effectiveness of different geographical representations of 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 patterns; and understand how some of these aspects have changed over time.	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics.
To investigate patterns	Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries
To communicate geographically	**physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies	**physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. **human geography**, including: settlements and land use.
History concepts	Milestone 3	Milestone 2
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. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.
To build an overview of world history	Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world.	Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world.

	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.	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. Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.
To communicate historically	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. Use appropriate historical vocabulary to communicate.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Science concepts	Milestone 3	Milestone 2
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.	Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings.
Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.	Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans.

Understand evolution and inheritance This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 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.	*Identify how plants and animals, including humans, resemble their parents in many features.* *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.* *Identify how animals and plants are suited to and adapt to their environment in different ways.*
Art and Design concepts and Design Technology concepts	Milestone 3	Milestone 2
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 sketchbook. 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.	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.
To master techniques sculpture	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.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
To take inspiration from the greats (classic and modern)	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.
Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed Focus 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.	Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
Take inspiration from design throughout history This concept involves appreciating the	Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.	Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.

design process that has influenced the products we use in everyday life.	Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.	Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.
French/MFL thresholds	Milestone 3	Milestone 2
To read fluently	Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials.	Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words.
To write imaginatively	Write short texts on familiar topics. Use knowledge of grammar to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words.	Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable.
To speak confidently	Vary language and produce extended responses. Be understood with little or no difficulty. Understand the main points and opinions in spoken passages. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests.	Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary.
Music concepts	Milestone 3	Milestone 2
To perform	Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.
To transcribe	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols.	Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

	Use and understand simple time signatures.	
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.