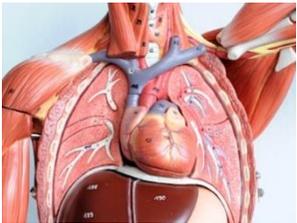


# Greeks



## 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 develop our understanding of the human body – focusing on the heart and the circulatory system. We discuss choices and lifestyles that promote health and fitness. We will also investigate sound.

**As Artists** we will develop our drawing skills using media such as pastel, charcoal and ink, focusing on artists such as Albrecht Durer and William Hogarth.

**As Designers** we will use our food technology skills to design and prepare Greek inspired dishes. We will use Modroc and papier mâché to create our own Greek vases.

**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. We will use a range of instruments, including the recorder, and begin to compose our own pieces.

**As Speakers of French** we will widen our vocabulary and develop our intonation and speaking confidence in French. We will learn more about the geography of Europe and learn French phrases so that we are able to discuss places in towns and give directions.

**As Users of Technology** we will use Purple Mash coding to design a range of computer games, before learning how to blog.

Confident individuals

### Challenge

To become resilient, confident and independent individuals who persevere to solve problems and communicate effectively we will:

Create a Greek banquet

Learn how to read railway signs to find the correct platform, train, carriage and seat to travel to Nottingham. Use a map and agree a route to get to Nottingham castle.

Responsible Citizens

### Enrichment

To enrich our learning, we will:

Visit Nottingham Castle and caves.

Prepare cook, and host a Greek day

### Spiritual & Moral

In our spiritual and moral development we will:

Develop an understanding of past civilisations and their religious beliefs – Ancient Greeks

We will develop our relationship with God through the themes, ‘Teach us to pray.’ Teach us to be’ and ‘Teach us to live’. We will explore the Beatitudes and look at how Jesus taught us to pray.

### Communities

As members of a community we will:

Prepare and share our learning with family and friends during our Class assembly.

Take part in Badminton and Hockey Tournaments with other local schools.

<b>Geography Threshold Concepts</b>	<b>Milestone 3</b>
To investigate places	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location.</p> <p>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.</p>
To investigate patterns	<p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
To communicate geographically	<p>physical geography, including: climate zones, biomes and vegetation belts.</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p>
<b>History Threshold Concepts</b>	<b>Milestone 3</b>
To investigate and interpret the past	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
To understand chronology	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>Use dates and terms accurately in describing events.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</p>
To communicate historically	<p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Use appropriate historical vocabulary to communicate.</p>
<b>Science Threshold Concepts</b>	<b>Milestone 3</b>
To work scientifically	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>Present findings in written form, displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>

	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
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. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how it is heard	Find patterns between the pitch of a sound and features of the object that produced it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases.
<b>Art and Design &amp; Design Technology Threshold Concepts</b>	<b>Milestone 3</b>
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.
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.
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	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.
Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.	Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.  Create innovative designs that improve upon existing products.  Evaluate the design of products so as to suggest improvements to the user experience.
<b>French/MFL Threshold Concepts</b>	<b>Milestone 3</b>
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.
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.
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.
<b>Music Threshold Concepts</b>	<b>Milestone 3</b>
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).
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 b (flat) symbols. Use and understand simple time signatures.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music.