

**Unit Theme: Ancient Greeks**

A great deal of our learning is undertaken by using Greek pots to gain an insight into the lives of everyday people in Ancient Greece. This is followed by a discussion of whether the Parthenon should be built or not, and a comparison between the city states of Athens and Sparta. We conclude the topic by looking at the legacy of the Ancient Greeks and debating who was the greatest Greek.

As historians we will:

- deduce facts about life in Ancient Greece from a study of evidence on pots.
- make hypotheses about life in Ancient Greece
- explain how a democracy works and how citizens, then and now, can act to influence decisions.
- explain the importance of a person's achievements for the modern world.

Emotional Wellbeing

- To understand what emotional health means
- To identify how emotional health and physical health are linked
- To talk about our feelings

Texts you could explore at home

The Orchard Book of Greek Myths - Geraldine McCaughrean
A Visitor's Guide to Ancient Greece - Lesley Sims
So You Think You've Got it Bad?
A Kid's Life in Ancient Greece - Chae Strathie & Marisa Morea

Vocabulary

Parthenon, Aegean Sea, Acropolis, democracy, philosopher, Athens, Sparta, city – state, Olympic Games, Pericles, agora

Complementary Subjects**English**

The range of texts to be covered includes Stormbreaker by Anthony Horowitz, the story of Odysseus and other Greek myths.

As writers, we will:

- Note and develop initial ideas, drawing on reading and research where necessary
- Identify the audience for and purpose of the writing
- Use a wide range of clause structures, sometimes varying their position within the sentence
- Use the passive to affect the presentation of information in a sentence

As readers, we will

- Predict what might happen from details stated and implied
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Evaluate how authors use language, including figurative language, considering the impact on the reader

Complementary Subjects**Art**

In art, we will create our own Greek pots.

As artists, we will:

- Observe the works of others (in different time periods) and make thoughtful observations.
- Investigate Ancient Greek vases/pots.
- Plan a suitable design and shape for an Ancient Greek vase.
- Explain the historical significance of our papier-mâché vases.

Continuous subjects**Maths**

As mathematicians, we will:

- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve problems involving addition, subtraction, multiplication and division
- use, read, write and convert between standard units, converting measurements of length, mass, time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation.
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

Science

As scientists, we will:

- investigate how the power supply in a circuit pushes the current round the circuit and the effects the speed in which this happens.
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.
- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision

Music

As musicians, we will:

- Interpret music to create a story of our own
- Work together to recreate a Greek myth to music showing awareness of character & audience

Continuous subjects**Computing**

As programmers, we will:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- 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

RE

As theologians, we will:

- explain the meaning of the word *ritual*.
- explain why *ritual* is significant for Muslims during the festivals of Ramadan & Eid ul-Fitr.
- express a personal response to the way in which ritual is evident in their own experiences.
- explain why there are two *interpretations* of the story of the birth of Jesus in the Bible and explain how they are different.

DT

As designers, we will:

- Use research to develop a design specification for a functional product that responds automatically to changes in the environment.
- Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.
- Test the system to demonstrate its effectiveness for the intended user and purpose.

French

As linguists, we will:

- Learn the final stage of basic French phonics.
- Explore the Ancient Greek Olympic games in French.
- To follow and respond to an audio presentation.

Games

As athletes, we will:

- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop leadership skills to organise and teach games to others