
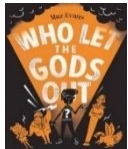



Medium-Term Planning Format		
Cohort	Year 5	
Enquiry Question (QUESTIONING)	Who let the Gods out?	
Enquiry Driver	History	
Enquiry Enhancer	D & T	
Main Enquiry Theme	Ancient Greece	
National Curriculum Objective	<p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p>Design and Technology</p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I talk about some of the main characteristics of the Athenians and the Spartans? Can I explain the influence the gods had on Ancient Greece? Can I list at least five sports from the Ancient Greek Olympics? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I seek out and analyse a range of evidence in order to justify claims about the past? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> Can I use a range of tools and equipment expertly? Can I assemble, join and combine components? Can I evaluate my products against criteria which I have set? <p><i>(Children will make Greek pots/vases out of clay)</i></p>	
Main Text	<ul style="list-style-type: none"> Who let the gods out? By Maz Evans Orchard Greek Myths 	 

<p>Main Writing Genre</p>	<p>Persuasion</p> <p>Narrative</p>	<p>Children to write persuasively to invite others to their Olympic games.</p> <p>Children will plan and write their own Greek quest adventure myth by drawing on knowledge from those read.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>KS2- PERSUASION</p> <p>GOOD TITLE</p> <p>State your opinion</p> <p>Why you think that 1</p> <p>Why you think that 2</p> <p>Why you think that 3</p> <p>Conclusion</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>KS2- NARRATIVE</p> <p>Opening-Setting</p> <p>Build up</p> <p>Problem/dilemma</p> <p>Build up</p> <p>Problem/dilemma</p> <p>RESOLUTION</p> <p>CONCLUSION</p> </div> </div>										
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Watch Greek introductory video https://www.youtube.com/watch?v=IUZKg3KdtYo</p>											
<p>Subsidiary Enquiries</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">LC1</td> <td>Where and when was the civilisation of Ancient Greece?</td> </tr> <tr> <td style="text-align: center;">LC2</td> <td>What did we learn from the Ancient Greeks?</td> </tr> <tr> <td style="text-align: center;">LC3</td> <td>What Gods did the Ancient Greeks believe in?</td> </tr> <tr> <td style="text-align: center;">LC4</td> <td>How was Ancient Greece ruled?</td> </tr> <tr> <td style="text-align: center;">LC5</td> <td>Would you have enjoyed being an Olympian?</td> </tr> </table>		LC1	Where and when was the civilisation of Ancient Greece?	LC2	What did we learn from the Ancient Greeks?	LC3	What Gods did the Ancient Greeks believe in?	LC4	How was Ancient Greece ruled?	LC5	Would you have enjoyed being an Olympian?
LC1	Where and when was the civilisation of Ancient Greece?											
LC2	What did we learn from the Ancient Greeks?											
LC3	What Gods did the Ancient Greeks believe in?											
LC4	How was Ancient Greece ruled?											
LC5	Would you have enjoyed being an Olympian?											
<p>Reflection of Learning (SHARING)</p>	<p>Children to create their own Olympic games for another class to take part in or for their parents to participate in. Children to organise the events, medal ceremonies. Video and record.</p>											
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> The Ancient Greeks invented the theatre because they loved watching plays and most cities had a theatre. Events at the Greek Olympics included: wrestling, boxing, long jump, javelin, discus and chariot racing. The Ancient Greeks held many festivals in honour of their Gods. Most Ancient Greeks wore a chiton, which was a long t-shirt made from one large piece of cotton. The poor slaves however had to make do with a loincloth. Greece was divided into city-states (polis) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta. Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain. In Sparta, life was very different; all that was important was being able to defend Sparta in battle. The first Olympic games were held in 776 in the city-state Olympia. 											

Knowledge Organiser

Year 5 Knowledge Organiser (Summer 1): Who let the Gods out?

Subject Specific Vocabulary		Exciting Books	THE OLYMPIANS
Architecture	The art or science of designing and creating buildings.		
Culture	The beliefs, customs, arts etc. of a particular society, group, place or time.		
Democracy	Decisions about who should lead a country are made by the majority of its people.		
Empire	A group of countries that are run by the government of another country.		
Government	The system used for being in charge of a country.		
Legacy	Ideas that are passed down from one generation to another.		
Literature	Written works, especially those considered superior or lasting.		
Mathematics	The study of numbers and how they are related to each other and to the real world.		
Myth	A well-known story, which was made up in the past to explain natural events.		
Olympics	A series of athletic challenges that take place every four years. Originally the games were part of a religious festival to honour their Gods.		
Philosophy	The study of the basic ideas about knowledge, right and wrong, reasoning and the value of things.		
Science	The study of nature and behaviour of natural things and the knowledge that we obtain about them.		

Risky Knowledge about Seasons and Vikings
The Ancient Greeks invented the theatre because they loved watching plays and most cities had a theatre. Events at the Greek Olympics included: wrestling, boxing, long jump, javelin, discus and chariot racing.

Learning Challenges:
LC1 Where and when was the philosophy of Ancient Greece?
LC2 What did we learn from the Ancient Greeks?
LC3 What made all the Ancient Greeks believe in?
LC4 How was Ancient Greece ruled?
LC5 Would you have enjoyed being an Olympian?

THE OLYMPIANS
 Most Ancient Greeks wore a chiton, which was a long tunic made from one strip of cloth. The poor slaves however had to make do with a chiton.
 Greece was divided into city states (polis) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta.
 Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain.
 In Sparta, life was very different: all that was important was being able to defend Sparta in battle.
 The first Olympic games were held in 776 in the city-state of Olympia.

Other curriculum areas which are to be taught discretely:

Religious Education

Can Christian Aid, Islamic relief and non-religious charities change the world? Why does faith make a difference?

- Can I explore some beliefs about why the world is not always a good place? (e.g. Christian ideas of sin)
- Can I make links between religious beliefs and teachings about why people try to make the world a better place?
- Can I make simple links between teachings about how to live and ways in which people try to make the world a better place? (e.g. Tikun Olam and the charity Tzedek)
- Can I describe some examples of how people try to live a virtuous life? (e.g. individuals and organisations).
- Can I identify some differences in how people put their beliefs into action?
- Can I raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better?
- Can I express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views?

PSHCE

Looking after me

- What is a stereotype?
- What is prejudice?
- How do I challenge someone's views?

(see Talking Points curriculum for the full programme breakdown)

Music

See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 5 - Dancing in the Street

Physical Education

Striking and Fielding

E.g. rounders variations, softball, baseball and cricket.

- Can I replicate basic striking and fielding skills on most occasions with some control and direction?
- Can I bowl with reasonable control, catching and varying success and can throw a ball back with moderate aim?
- Can I think of ways to improve my performance?

Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Y5 Unit 29 – Digital Literacy and Programming</p>		
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 5 – Out of this World</p>		
Science	<p><u>Animals, including humans</u></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • <i>Describe the changes as humans develop to old age</i> • Can they create a timeline to indicate stages of growth in humans? • Can they explain what puberty is? 		
Additional Links	<p>British Values</p> <p>Links to democracy. Rights of individuals.</p>	<p>Outdoor Learning</p>	<p>Community</p>
	<p>Citizenship (Beaver Pledge)</p>	<p>Global Neighbours</p> <p>Know where Greece is and why lots of people like to go there on holiday.</p>	<p>Home Learning</p> <p>Children to research an aspect of Ancient Greece. Soldiers, Weapons and Armour, Greek inventions, Clothing, Food and Drink.</p>