PEACE AND CONFLICT: Appreciating God's Creations

Focus Overview

YEAR 5:

In this unit, children will be exploring Ancient Greece, Greek achievements and their lifestyle.

Through *History*, children will explore a range of sources about the Greeks to deepen their understanding. Children will be presented with a range of images and articles, which they will need to break down and assess their validity. They will need to draw on their history skills and create in-depth timelines which are supported by evidence. They may even challenge themselves further to argue against what a piece of evidence suggests.

In *Computing*, children will explore a range of search engines, and assess which engines are best to use and why. They will compare an informative website with Wikipedia and explore why Wikipedia is an unreliable source. They will further understand how to use technology safely so that they are always safe online.

Finally, in *English* children will explore different Myths and will write their own historical myth, ensuring they use a range of vocabulary learnt through history.

Theme Impact

Children will explore the significance of Ancient Greece, by looking at a range of sources linked to the time period, assessing their validity and reliability to deepen their knowledge of the ancient Greeks. They will explore the legacy of the Ancient Greeks, specifically their lifestyle and their achievements in history. Children will describe the main changes throughout ancient Greece by creating informative timelines and giving reasons why specific events happened at specific times. Children will use a variety of search engines to locate their sources and will understand the importance of carefully selecting search engines and how we can assess the reliability.

Catholic Social Teaching

Respect for all individuals

- Explore the legacy of Ancient Greeks, what did they achieve?
- Understand the different God's that people believed in
- Explore how the Greeks used to worship and where they used to worship
- How do we show respect to all?

Curriculum Drivers

History

National Curriculum Objectives

The legacy of the ancient Greeks including lives and achievements
- Ancient Greece

Knowledge and Skills Progression

- **E1**: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- **C2:** Order significant events, movements and dates on a timeline.
- **C3:** Describe the main changes in a period in history.
- **U1:** Choose reliable sources of information to find out about the past.
- **U2:** Give own reasons why changes may have occurred, backed up by evidence.

Prior Learning

E1: Use documents, printed sources (e.g. archive materials) the Internet,, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
C2: Use a timeline to place historical events in chronological order.
C3: Describe the main changes in a period in history
U1: Use evidence to describe the culture and leisure activities from the past.
U2: Use evidence to describe the clothes, way of life and actions of people in the past.

Application
Throughout Ancient Greece, the Greeks had no official laws for everyone to follow, instead each part of Greece followed their own rules, which created huge conflict. How can we make Ancient Greece follow a democracy and have equality amongst all parts?
Children will research Athens and Sparta laws and explore the meaning behind these. They will debate the laws they have researched and will end with a final vote as to who to follow. Children will then need to use the laws from the winning team to create their own law book which treats everyone equally.

Wider Curriculum Opportunities	
Writing	**Reading**

Writing	Reading
Narrative – Myths Myths focused in Ancient Greece involving 2 conflicting characters, mythical creatures and weapons related to the time e.g. spears **Discussion – Stand alone unit** Should zoos be banned?	**Percy Jackson – Reading Challenge** **Poetry - The Olympians - R.W. A Mad Poet** **Reading Explorers – Wolf Man** **The Prince and the Serpant**

Enrichment
Greek dress up day - Greek clothes, food, lifestyle, Olympics, music, drama, art **Guest speaker from Museum** – bring in artefacts

Home Learning
- Design their own Olympics   - Research 2 Greek Gods and draw similarities and differences between them   - Research the Greek alphabet and create code words to be discovered   - Create a Greek theatre which includes a stage and seats   - Research Greek education and compare it to ours   - Look up the great thinkers of Ancient Greece and explore their knowledge

Evaluation Notes
-Began with History to understand Ancient Greece and break it down -We studied Percy Jackson and the Greek Mythical World which helped chn to break this down further -We then did a stand alone Computing Unit which is where chn learnt how to be safe online and learnt how to be sceptical and use search engines -Due to lockdown, we didn't complete Dance 2 as we did Joe Wicks and the videos Jess sent out. Started Tag Rugby in the last week -We then completed Optical Illusions which chn enjoyed and evaluated their own at the end. -Chn did well on French Assessment – were confident with repetition of sentences

Stand-alone objectives to be covered this term
PE
Dance 2 **Tag Rugby**
Music
Unit 2 Exploring Notation
MFL
Animals

Cooking in the Curriculum

Christmas Cake

Art

Nation Curriculum Objectives

Drawing Unit - Illusions Perspectives
- Develop and share ideas in a sketchbook and in finished products
- Improve mastery of techniques including drawing, painting and sculpture

- Learn about great artists, architects and designers in history

Knowledge and Skills Progression

- **D1** work on sustained, independent, detailed drawings.
- **D2** develop close observational skills.
- **D3** use a sketchbook to collect and develop ideas.
- **D4** use different techniques for different purposes i.e. shading, hatching, and blending.
- **D6** begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.

Prior Learning
- **D1** draw for a sustained period of time
- **D2** use a sketchbook to collect and develop ideas from a range of sources
- **D3** experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.
- **D4** experiment with different grades of pencil to achieve varied tone

Computing
National Curriculum Objectives

Protecting my personal information
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

Knowledge and Skills Progression

- **DL1** Understand the importance of strong passwords
- **DL2** Know how to make an effective password
- **DL3** I can explain how many free apps or services may read and share my private information
- **DL4** I can explain how and why some apps have in-app purchases and explain why I should seek adult permission
- **DL5** I understand the difference between misinformation and disinformation
- **DL6** I can explain what is meant by being sceptical
- **DL7** I can explain what is meant by a hoax

Prior Learning
- **DL2** I can describe methods of making people buy things online and recognise them.
- **DL3** Know that information online may not be reliable