

Year Group Curriculum Planning Overview

Year Group: 5	Term: autumn	Unit: The Legacy of the Ancient Greeks (H)	Timescale: 12 weeks	Values: Honesty and Responsibility		
Big Question: What impact has the ancient Greek civilisation had on the modern day world?			Core Text: Percy Jackson and the Lightning Thief- Rick Riordon			
	Q1	Q2	Q3	Q4	Q5	Q6
<p>Steps to Understanding Questions that help to focus in on answering the Big Question</p>	1. Where is Greece?	2. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?	3. What is/was everyday life like in Athens?	4. Why was Athens able to be so strong at this time?	5. How did Athens differ from other city states?	6. In what way have the Ancient Greeks influenced our lives today?
<p>Core Knowledge What do I want each child to know by the end of each step?</p>	<ul style="list-style-type: none"> To know how to use an atlas, to locate Greece and other European countries To know where the Mediterranean and the Aegean seas are To know the difference between a sea and an ocean. To identify and label the continents of the world – 	<ul style="list-style-type: none"> To know where Ancient Greece comes on a timeline To understand the role of an archaeologist To know that the Ancient Greeks used clay pots for cooking, storing food, decoration and for storing ashes of the dead after cremation. 	<ul style="list-style-type: none"> To know how to use an index page to locate Athens To know the seasons and their impact on life and tourism To understand how weather and temperature is measured and recorded To know how to read a thermometer To know how to interpret 	<ul style="list-style-type: none"> To understand the role of a port – then and now – how have they changed? To identify the topography of a given area To know how children were educated – compared to now To know how wealth was created 	<ul style="list-style-type: none"> To know what a city state is and to be able to name and locate them To identify similarities and differences between Sparta and Athens To know how to sequence events To know the key events of the Battle of Marathon 	<ul style="list-style-type: none"> To know what a legacy is To know that the Ancient Olympic Games were staged in Olympia, Greece, from 776 BC through 393 AD and that it took 1503 years for the Olympics to return. To understand the creation of theatres in ancient Greece and how they have evolved over time

	<p>explaining their formation</p> <ul style="list-style-type: none"> To know how to use 4 and 6 figure grid references To understand the use of an index page 	<ul style="list-style-type: none"> To identify the images on pots To understand the significance of the images To know the materials best suited to recreate a Greek pot To understand the techniques needed for mono-printing 	<p>and record information on a chart</p> <ul style="list-style-type: none"> To understand the differences and similarities between historical periods To know about the foods eaten in Greece now and then To understand food hygiene To know how to use utensils safely to prepare food 	<ul style="list-style-type: none"> To understand the importance of the military - 		<ul style="list-style-type: none"> To know that architecture has been influenced by the Ancient Greeks – identify and draw the features – such as columns, plinths etc To understand what a democracy is, how it works and compare to an alternative - autocracy
Key Vocabulary	Continent, capital city, islands, Mediterranean, Aegean, coastal, Northern hemisphere, climate, landscape	Archaeology, archaeologist, artefacts, pottery, art and architecture, evidence, digs, remains,	Celsius, Fahrenheit, forecast, precipitation, weather, hounous, feta, anchovy, olives, Mediterranean, Aegean,	State, defence, location, topography, port, democracy, leadership, citizenship	Autocracy, leadership, military, topography, phalanx, Pheidippedes Marathon, hoplite, hoplon, curass, grieves	Olympics, Mount Olympus, flame, competition, wrestling, equestrian, pentathlon, pankration, amphitheatre, performance, tragedy, comedy, drama, philosopher
What are the difficulties and misconceptions?	Prior knowledge /understanding					
	Prior Learning: Timeline knowledge, map work			Core Texts: Percy Jackson and the Lightning Thief by Rick Riordon		
Ignition:	Set up an archaeological site in playground – artefacts and tools for children to find, identify and label. Who do these belong to?					

How will you begin your unit?	What do they know? What do they think?
Rationale:	To understand the impact earlier civilisations have had on today's society. To know how we are able to find out about the past.
Trips:	Workshop in school Go to a theatre

Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
1	Historical periods covered Egyptians and Romans Have used letter/number coordinates to locate features on maps Have used world maps, globes, atlases and computer mapping to locate countries Can use index page	What impact has the ancient Greek civilisation had on the modern day world?	Where is Greece?	<ul style="list-style-type: none"> • To know the role of an archaeologist • To know how to ask historical questions that follow a line of enquiry.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
	Ignition lesson for the year group KWL Pre knowledge quiz Knowledge organiser Go through vocabulary SEN/EAL vocabulary word mats to keep in books. Pre-drawn KWL grid GD – targeted questioning to extend reasoning	School hall/field Trowels Artefacts Equipment bag Photographs Field guide Sketches Letter Lanyard Magnifying glass Metal detector?	Continent, capital city, islands, Mediterranean, Aegean, coastal, Northern hemisphere, climate, landscape		

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
2	<ul style="list-style-type: none"> • Have used letter/number coordinates to locate features on maps • Have used world maps, globes, atlases and computer mapping to locate countries • Can use index page 	What impact has the ancient Greek civilisation had on the modern day world?	Where is Greece?	<ul style="list-style-type: none"> • To know how to use an atlas, to locate Greece and other European countries • To know where the Mediterranean and the Aegean seas are • To identify the continents of the world • To know how to use 4 and 6 figure grid references • To understand the use of an index page

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT – use 4 figure grid references WALT select maps for a purpose WALT – use an index page	Place Greece on a map Find the neighbouring countries and label on map Locate and name the continents Locate and place the seas on a map Find and place the UK on a map SEN support given to use basic atlas and to use the index page. Word mat/spellings GD - atlas/map with 6 figure grid references	Maps Atlas globes	Continent, capital city, islands, Mediterranean, Aegean, coastal, Northern hemisphere, climate, landscape		Exit ticket – which seas border Greece? Name the countries that border Greece.

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge	
3	<ul style="list-style-type: none"> Place events from period studied on timeline – Romans and Ancient Egyptians Use relevant terms and period tables Make comparisons between different times 	What impact has the ancient Greek civilisation had on the modern day world?	How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?	<ul style="list-style-type: none"> To know where Ancient Greece comes on a timeline To understand the role of an archaeologist To know that the Ancient Greeks used clay pots for cooking, storing food, decoration and for storing ashes of the dead after cremation. To identify the images on pots To understand the significance of the images 	
WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT – use a dictionary WALT – sequence historical events - H	Place Ancient Greece on a timeline to	Timeline Photographs	Archaeology, archaeologist,	Non chronological report	How have Ancient Greek

<p>WALT – understand how artefacts have informed us of the past - H WALT – discuss the ideas of Ancient Greek crafts people – H/Art</p>	<p>include those periods already studied</p> <p>Look at the role of an archaeologist</p> <p>Look at the Ancient Greek pots – their purpose, design, shape, pattern and explain</p> <p>Differentiated research material appropriate to reading levels.</p> <p>SEN cut out and sequence periods of time for timeline with dates attached.</p> <p>Pot outline pre-drawn</p> <p>GD – add any other historical periods/events not given to their timeline.</p>	<p>Indiana jones Time team BBC bitesize</p>	<p>artefacts, pottery, art and architecture, evidence, digs, remains,</p>		<p>pots informed us?</p>
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
4	<ul style="list-style-type: none"> Generate ideas, considering the purpose for which they are designing Develop a clear idea of what has to be done, planning how to use materials Select appropriate tools and techniques for making their products 	<p>What impact has the ancient Greek civilisation had on the modern day world?</p>	<p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</p>		<ul style="list-style-type: none"> To know the materials best suited to recreate a Greek pot To understand the techniques needed for mono-printing 	
<p>WALTs (Linked to national Curriculum Objectives and skills)</p>		<p>Differentiated Activity GD/ EAL/ SEN/Behaviour</p>	<p>Resources</p>	<p>Vocab</p>	<p>Cross curricular writing</p>	<p>AFL End of week quiz Exit Ticket</p>

WALT – use sketchbooks to record observations and develop ideas WALT – investigate and use unfamiliar materials	Create own design for Greek pot Printing and clay work	Clay Sketchbooks Print and ink Polystyrene press tiles Camera	Archaeology, archaeologist, artefacts, pottery, art and architecture, evidence, digs, remains,	Set of instructions – How to make a mono print/Greek pot	Peer assess and feedback.
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
5	<ul style="list-style-type: none"> Can use index page To communicate using bar charts, bar lines and line graphs 	What impact has the ancient Greek civilisation had on the modern day world?	What is/was everyday life like in Athens?		<ul style="list-style-type: none"> To know how to use an index page to locate Athens To know the seasons To understand how weather and temperature is measured and recorded To know how to read a thermometer To know how to interpret and record information on a chart 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT – understand and compare climate WALT – read a thermometer to record temperature on a graph WALT – make comparisons between different times in the past WALT – study differences between roles of men and women of the past		Locate Athens Look at the difference between the weather of the UK and Greece Research houses in Ancient and Modern day Greece Look at the roles played by the Ancient Greeks and how they differ from those in Greece today Differentiated research material	Thermometers Climate maps BBC weather forecasts	Celsius, Fahrenheit, forecast, precipitation, weather, Mediterranean, Aegean,	Non chronological report	Peer assess leaflets

	<p>appropriate to reading levels.</p> <p>SEN scaffolded planning sheet for non-chronological report.</p> <p>Word mat with vocabulary</p> <p>GD – Devise a list of questions for someone to answer using you graph.</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
6	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Look at the evidence available Develop a clear idea of what has to be done, planning how to use materials, equipment and processes 	What impact has the ancient Greek civilisation had on the modern day world?	What is/was everyday life like in Athens?		<ul style="list-style-type: none"> To understand the differences and similarities between historical periods To know about the foods eaten in Greece now and then To understand food hygiene To know how to use utensils safely to prepare food 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT – select appropriate tools WALT – apply the rules for basic food hygiene		Compile a leaflet using persuasive language techniques Differentiated example recipes SEN -Word mat of vocabulary Scaffold planning sheet for recipe and instruction.	Pitta bread Houmous Feta Olives Salad Tomatoes anchovies	houmous, feta, anchovy, olives, menu	Write a recipe for making houmous	End of week quiz Multiple choice

Half Term

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
7	<ul style="list-style-type: none"> • Use maps to name and locate countries and describe features studied • Use text books and historical knowledge • Sing in tune with an awareness of others • Sing songs from memory with accurate pitch 	What impact has the ancient Greek civilisation had on the modern day world?	Why was Athens able to be so strong at this time?		<ul style="list-style-type: none"> • To understand the role of a port • To identify the topography of area • To know how children were educated – compared to now • To know how wealth was created 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT - understand the importance of physical features</p> <p>WALT – compare life in early and late times studied</p> <p>WALT – perform songs to reflect an occasion</p> <p>WALT – sing in tune with others</p>		<p>Look and interpret topographical maps and understand the importance of location to defence – port/trade routes</p> <p>Use secondary sources to find out about the life of children in Athens - similar/ different?</p> <p>How did they entertain themselves?</p> <p>Differentiated research material appropriate to reading levels.</p> <p>SEN record as split page then and now comparison.</p> <p>GD to non chron – bringing in examples of comparisons.</p>	<p>Greek music</p> <p>Greek dance</p> <p>Camera</p> <p>Map showing topography of Athens</p>	<p>State, defence, location, topography, port, democracy, leadership, citizenship</p>	<p>Fact file – then and now</p>	<p>Quiz</p>

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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
8	<ul style="list-style-type: none"> Can use evidence to build up a picture of the past Can choose relevant material to build up a picture of one aspect of life in time past 	What impact has the ancient Greek civilisation had on the modern day world?	Why was Athens able to be so strong at this time?		<ul style="list-style-type: none"> To understand the importance of military To be able to identify and explain each piece of their armour To understand the life of a hoplite as compared to life of a soldier today 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT – select and organise historical information WALT – use informal language WALT – investigate pattern, shape, colour and texture		How were they trained? How did they live? Why were they so successful? What armour did they have? How would you have felt if you had been a hoplite? (letter home) SEN – scaffold, word mat Cloze procedure Collage of a hoplite	Collage – magazines, glue, coloured paper, samples	State, defence, location, topography, port, democracy, leadership, citizenship	Write a letter home	List 3 reasons to show why Athens was so powerful

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
9	<ul style="list-style-type: none"> Recall, select and organise historical information 	What impact has the ancient Greek civilisation had on the modern day world?	How did Athens differ from other city states?	<ul style="list-style-type: none"> To know what a city state is and to be able to name and locate them

	<ul style="list-style-type: none"> Use the library and internet for research Communicate their knowledge and understanding 				<ul style="list-style-type: none"> To identify similarities and differences between Sparta and Athens 	
	WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
	WALT – use secondary sources WALT – organise writing appropriately – take notes WALT – communicate knowledge and understanding	What is a state? Identify and label on map Locate and label them on map How were they governed? – similarities and differences Create fact file on Athens and Sparta SEN matching sheet- put the descriptions in the correct column. GD	Maps	Autocracy, leadership, military, topography, phalanx, Pheidippedes Marathon, hoplite, hoplon, curass, grieves	Fact file	Which would you have preferred to have been and why?

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge		
10	<ul style="list-style-type: none"> Organise historical information Use text books and historical knowledge Offer a reasonable explanation for an event 	What impact has the ancient Greek civilisation had on the modern day world?	How did Athens differ from other city states?	<ul style="list-style-type: none"> To know how to sequence events To know the key events of the Battle of Marathon 		
	WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
	WALT – compare accounts for different sources	Research facts on Marathon Why are some version different?	Videos Book	Autocracy, leadership, military,	Newspaper report	True or false questions

WALT – use evidence to build up a picture of a past event WALT – write a historical recount	Drama of Darius/Miltiades – the stand off Map work to locate the Bay of Marathon – its significance – topography Order events Retell the story as a report	Laptops Maps	topography, phalanx, Pheidippedes Marathon, hoplite, hoplon, curass, grieves		
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
11	<ul style="list-style-type: none"> Build up a picture of a past event To comment on techniques used to create effect 	What impact has the ancient Greek civilisation had on the modern day world?	In what way have the Ancient Greeks influenced our lives today?		<ul style="list-style-type: none"> To know what a legacy is To know that the Ancient Olympic Games were staged in Olympia, Greece, from 776 BC through 393 AD and that it took 1503 years for the Olympics to return. 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT – examine the cause and results of great events and the impact on people WALT – notice and explore how music reflects different intentions WALT – record information on a graph		What is a legacy? Why are they of interest? Find out about the history of the Olympics/Paralympics William Brookes – modern day Olympics Events then and now – Venn diagram The importance of the rings, torch, laurel wreaths. Refer back to the Battle of Marathon and Pheidippedes Refer back to pots Listen to national anthems and critique – sing our own Look at the summer Olympic medal table and create graph to show results	Venn diagrams Circles Laptops Photographs of pots	Olympics, Mount Olympus, flame, competition, wrestling, equestrian, pentathlon, pankration, amphitheatre, performance, tragedy, comedy, drama, philosopher	Non chronological report	Quiz

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
12	<ul style="list-style-type: none"> Communicate their knowledge and understanding Select and use relevant resources to develop their ideas Measure, cut out cut and shape a range of materials 	What impact has the ancient Greek civilisation had on the modern day world?	In what way have the Ancient Greeks influenced our lives today?		<ul style="list-style-type: none"> To understand how theatres have changed over time To know that architecture has been influenced by them To understand what a democracy is 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT – identify historical features WALT – plan and record information (Art) WALT – reflect on ideas and intentions for a mask. (Art) Reflect and do quiz and KWL		Look at the architecture of the period Draw and annotate columns Find buildings today with Greek features Look at design of Amphitheatres/ compare to todays (after trip) Make a comedy and tragedy mask	THEATRE/PANTO	amphitheatre, performance, tragedy, comedy, drama, philosopher		Do KWL Answer their questions Do a multiple choice of whole topic

Calendar for the Autumn Term

Date	Event/ Activity	Date	Event/ Activity
Wk1	Settling in week Baseline Assessments for UKS2 and Reception Phonics Assessments	Wk8	Trips
Wk2		Wk9	Trips

Wk3		Wk10	Trips
Wk4		Wk11	Assessment Week Phonics Screening Mock Check Y4 Multiplication Tables Check Mock Test
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests
Wk7	Trips Parents Evening Thursday 2st October Inset Friday 22 nd October	Wk14	N/R/Y1 Nativity Dress Rehearsal N/R/Y1 Nativity Y2 Dress Rehearsal Y2 Christmas Production
	Half Term		Christmas Break

Knowledge Organiser