



We will be reading:
Wonder by R.J.Palacio

Year 6 – Eagles
Greece is the Word
Autumn 1st

Topic Overview:

In this exciting adventure into ancient Greece, pupils will journey through key events and discover the secrets of this incredible civilization! They'll unravel the mysteries of trade, empire, and how Alexander the Great expanded the Greek world in epic style.

From exploring the daily lives of people—including those who were enslaved—to diving into the rivalry between Athens and Sparta, pupils will experience the thrill of ancient times. They'll engage in fiery debates about early democracy in Athens, compare the ancient Olympics with today's Games, and uncover the legendary tales of Greek gods.

Pupils will also piece together the thrilling story of the Trojan War and investigate the evidence behind it. By the end of this unit, they'll be historical detectives, skilled in using ancient sources and understanding how the past has shaped the world we live in today!

Hook:

We will be competing in Greek themed activities.

Outcome:

Creating a Greek 3D model

What's being covered?		
Maths	Place value including Roman numerals and numbers to 1,000,000 and beyond, addition and subtraction.	
English	Instructional writing, Writing a myth, poetry appreciation.	
	Topic	Skills
History	<u>Ancient Greece</u>	- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. - To know where and when the Ancient Greek civilisation existed and order events on a timeline. - To know some significant events from the history of Ancient Greece. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To know about the Greek Empire, how it was established and maintained and the impact on the wider world. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. - To understand the Ancient Greek writing system and know some well-known Greek writers and stories. - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. - To research and describe an important Ancient Greek artefact: Vases.
Art	<u>2D to 3D modelling</u>	- I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. - I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. - I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.

		• I can use negative space and the grid method to help me see and draw. • I can explore typography and design lettering which is fit for purpose. • I can transform my drawing into a three dimensional object. • I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. • I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work. • I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.
Music	<u>"Happy"</u>	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.
Science	<u>Electricity</u>	• Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of the major discoveries made by scientists in the field of electricity. • Use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effect of different volts in a circuit. • Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effect of different volts in a circuit. • 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 • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary by investigating the relationship between wire length and the brightness of bulbs or the loudness of buzzers. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Computing	<u>Communication and collaboration</u>	• To explain the importance of internet addresses • To recognise how data is transferred across the internet • To explain how sharing information online can help people to work together. • To evaluate different ways of working together online • To recognise how we communicate using technology • To evaluate different methods of online communication

PSHE	<u>Families and Relationships</u>	• Understand that everyone can expect a level of respect but this can be lost. • Understand what respect is and how they should be respected. • Understand how stereotypes influence our ideas and opinions. • Understand a range of stereotypes and share this information effectively. • Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. • Understand the term grief and describe some of the associated emotions.
French	<u>Knowledge about France and the UK</u> <u>Places in town</u> <u>Asking and answering questions</u> <u>Numbers 0-20</u>	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
RE	<u>Big Question: How and why does religion bring peace and conflict?</u> -	• Recognise the controversial nature of this topic, explaining divergent views relating to it. • Explain what at least two religions believe about peace and conflict. • Begin to analyse and evaluate the role of religion in peace and conflict in real life situations
PE (Indoor)	<u>Dance</u>	• Choreograph dances by using, adapting and developing actions and steps from different dance styles • Confidently use dynamics to express different dance styles • Confidently use direction and patterning to express different dance styles • Confidently use formations, canon and unison to express a dance idea • Perform dances expressively, using a range of performance skills, showing accuracy and fluency
PE (Outdoor)	<u>Hockey</u>	• Develop control when sending and receiving under pressure • Dribble with some control under pressure • Explore moving to create space for themselves and others in their team • Use a variety of techniques to lose an opponent e.g. change of direction or speed • Develop tracking and marking with increased success • Explore intercepting a ball from an opponent