



How did the Ancient Greeks influence the modern world?

Why This? Why Now?

This topic builds on the previous learning of the children. In Year 3, they have researched the Ancient Romans and their impact on the modern world. The children have then moved on to research Ancient Egypt in Year 4 through the exploration of democracy, hierarchy and dictatorship and researched the Anglo-Saxons - including exploring land use and settlements. This topic leads onto the World War Two topic in Year 6 where the children explore democracy, freedom, tyranny and dictatorship.

This area of research helps to embed the children's understanding of British Values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

This area of research helps to embed the children's understanding of SMSC:

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

English -National Curriculum / Skills	OVERVIEW
<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	<p>Through research and both shared and independent reading of the Treasury of Greek Mythology by Donna Jo Napoli, the children will develop their knowledge of Gods & Goddesses in order to write a non-chronological report linking this with their artwork.</p>

- Noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Assessing the effectiveness of their own and others' writing:

- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Proof-read for spelling and punctuation errors.

Using digital and audio stimulus, the children will develop their ability to write descriptively about characters and settings using the story of Perseus and Monstrous Medusa: The Hunt for Medusa's Head by Paul D. Storrie as a model for writing.

Based on the articles in the newspaper book Greek Gazette by Fergus Fleming, the children will write their own report in a similar style focusing on the Olympic Games.

After reading Pandora and the Mystery Box by Sally Grindley and other similar texts to get to know the story of Pandora's Box, the children will write an alternative ending to the story.

Linking to Design and Technology, the children will write instructions detailing how to make a moussaka, using Taverna: Recipes From a Cypriot Kitchen by Georgina Hayden as a model.

The children will write their own poem based on a mythical creature after reading the Mythological Creatures, Myths and Monsters – Falling out of the Sky by Rachel Piercey.

History – National Curriculum / Skills

OVERVIEW

A study of Greek life and achievements and their influence on the western world:

Applying their mathematical skills, the children will work out exact time scales and differences to create a timeline of significant events. They will then plot when the Ancient Greek civilisation began and ended, placing how this fits in with other historical events that the children already

<ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>know, for example: the Great Fire of London or the Ancient Roman times, using historical language to demonstrate periods in history for example, ancient and modern, and AD and BC.</p> <p>Focusing on developing their understanding of democracy in Ancient Greek times, the children will explore how citizens in Ancient Greece made decisions and compare this with how decisions are made today and how this has been through a Parliament for some time.</p> <p>The children will research how Ancient Greek achievements have influenced the western world focusing on government, sport and philosophy.</p> <p>Linking to Geography, the children will explore how empires grow and focus on how Alexander the Great developed the Greek Empire.</p>
<p>Art – National Curriculum / Skills</p>	<p>OVERVIEW</p>
<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to create a sculpture using a 	<p>The children will plan a Greek sculpture through drawing and other preparatory work. They will then sculpt their Greek pottery using clay and other mouldable materials. They will then focus on the work of Christopher Dresser’s pottery, and use a sketchbook to develop and</p>

<p>range of materials to match an intended outcome to show an awareness of the quality of the finished piece.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Know about great artists, craft makers and designers, and understand the historical and cultural development of art forms. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. 	<p>evaluate their ideas. To add colour to their clay pottery, they will then demonstrate their knowledge about primary and secondary, warm and cold, complementary and contrasting colours using Christopher Dresser painted vases as inspiration.</p>
<p>Design and Technology – National Curriculum / Skills</p>	<p>OVERVIEW</p>
<p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Prepare and cook a savoury dish using a range of cooking techniques. • Explain that seasons may affect the ingredients that could be eaten or used in cooking. • Prepare and cook savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Explain that different food and drink contain different substances - nutrients, water and fibre – that are needed for health. 	<p>Children will research dietary requirements and the importance of a balanced meal, research Greek food and recipes and learn about the origins of the ingredients (linked with Geography).</p> <p>Children will then plan their traditional Greek savoury dish, which is Moussaka. They will make their savoury dish and further develop safety in the kitchen and hygiene skills.</p> <p>Finally, the children will evaluate the appearance and taste of the Moussaka as well as evaluate the skills they have used.</p>
<p>PSHE – National Curriculum / Skills</p>	<p>OVERVIEW</p>
<p>Living in Our World: Why I need an initial understanding of tax? What does the government have to spend our money on? Why aren't all countries a democracy?</p>	<p>The children will debate and discuss the importance of democracy linked to how ancient Greek democracy was organised and why and how the country was ruled - comparing and contrasting with how the United Kingdom is ruled today - in preparation for visiting Parliament in the Summer Term.</p>

Geography - National Curriculum / Skills	OVERVIEW
<p>Geographical Skills:</p> <ul style="list-style-type: none"> Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. On a world map, locate the main countries in Africa, Asia and Australasia/Oceania. <p>Location Knowledge:</p> <ul style="list-style-type: none"> Locate the main countries of Europe with a focus on Greece and surrounding areas. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Identify key environmental regions, key physical and human characteristics, countries and capital cities. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Human geography including trade between UK and Europe. 	<p>On a world map, children will identify continents and oceans, using a pre-assessment of their knowledge on a blank map to build on prior learning. Children will then move on to locate where ancient Greece is. Using a blank world map children will locate countries and seas, in Europe, which are surrounding Greece and locate key landmarks and cities in Greece. Children will then compare and contrast characteristics of Greece with the UK such as mountain ranges, location of Greek islands and cities and move on to studying weather patterns and the impact of this on the food grown in hotter countries.</p> <p>Exploring how Alexander the Great developed the Greek Empire and subsequent trade routes, the children will locate the routes ship would have taken in ancient times, focusing on Europe and the United Kingdom.</p>

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>What is democracy? Why is democracy important?</p>	<p>Dorman Museum Christopher Dresser exhibit Pottery workshop – clay pots Greek restaurant – taste Greek food</p>	<p>Percy Jackson and the Lightning Thief Rick Riordan (class reader) Beasts of Olympus: Beast Keeper Lucy Coats & David Roberts</p>

Class debate and vote on an issue relevant to the children to demonstrate the basis of a democracy linked to PSHE curriculum.

Have Ancient Greek inventions influenced modern Britain today?

STAR values – Teamwork, Self-Belief and Respect.

Who Let the Gods Out – Maz Evans

Julius Zebra Grapple with the Greeks by Gary Northfield

Fleeced! By Julia Wills

Leo and the Gorgon's Curse
by Joe Todd-Stanton

Supporting Your Child at Home

Use of Seesaw to share summer homework (when children in Year 4) as part of transition which is to research Gods and Goddesses and explore Myths & Legends from Ancient Greek times.

Weekly homework is shared using Seesaw. Updates of the curriculum, educational visits and special topic days are shared with parents and carers through Marvellous Me and Parent Mail.

Use of MYON at home for reading at home.

Websites providing specific information about Ancient Greece for children:

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<https://www.historyforkids.net/ancient-greece.html>

<https://greece.mrdonn.org/>

<https://www.natgeokids.com/uk/discover/history/greece/10-facts-about-the-ancient-greeks/>