

**Year 5 Summer 1**  
**WHAT DID THE GREEKS EVER DO FOR US?**

**Hook (curiosity):** British Museum Virtual Visit - Touring Greek temples

**Text (Reading, language, communication):**

Ancient Greece by Dorling Kindersley  
So You Think You've Got It Bad? A Kid's Life in Ancient Greece by The British Museum  
Who Let The Gods Out by Maz Evans  
Percy Jackson and the Lightning Thief  
Mark of the Cyclops: An Ancient Greek Mystery

**End product (engagement):**

To make an Ancient Greek feast

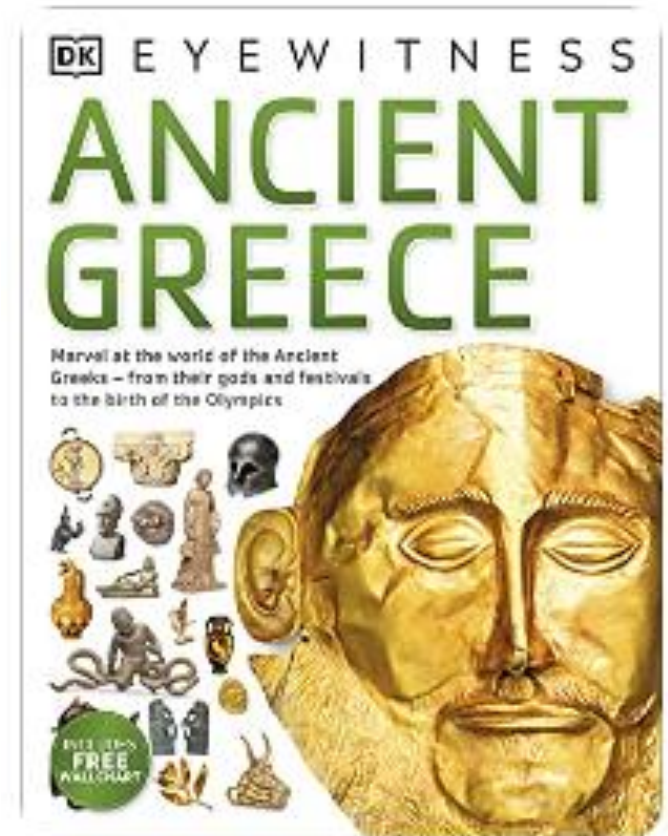
**Vocab (Reading, language, communication):**

City-states oligarchy philosophy democracy primary and secondary sources

**Sticky knowledge (Learning that sticks):**

Ancient Greece lasted from 2200 BCE to 30 BCE  
Ancient Greece had many city-states with different laws and leaders  
The Ancient Greeks have 12 main gods lead by Zeus.  
The Ancient Greeks prayed in in temples and held sporting events and festivals to honour the gods.  
Athens was a democracy and Sparta was an oligarchy  
Philosophy is the study of knowledge which involves asking questions.

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## Physical education

### Cricket

#### Knowledge outcomes

- Striking: understand that stance is important to allow me to be balanced as I hit.
- Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.
- Throwing: understand where to throw the ball in relation to where a batter is.
- Catching: understand when to use a close catch technique or deep catch technique.

#### Progression of skills

- Striking: explore defensive and driving hitting techniques and directional batting.
- Fielding: develop over and underarm bowling technique. Develop long and short barrier and two-handed pick up.
- Throwing: demonstrate good technique when using a variety of throws under pressure.
- Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

### Yoga

#### Knowledge outcomes

- Balance: understand that I need to ground contact points and spread weight evenly across them to maintain balance.
- Flexibility: understand that I can improve my flexibility when moving with my breath.
- Strength: know that different poses will use different muscles to hold them and begin to know names of some muscle groups.

#### Progression of skills

- Balance: use my breath to maintain balance within a pose and when transitioning from one pose to another.
- Flexibility: develop flexibility by connecting movement with breath.
- Strength: demonstrate increased control and strength when holding and transitioning between poses.

## History

#### Unit Outcomes:

- Describe the features of ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.

#### Progression of skills:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Making links between events and changes within and across different time periods / societies.
- Describing the links between different societies
- Analysing and presenting the reasons for changes and continuity.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past
- Developing an awareness of the variety of historical evidence in different periods of time.
- Distinguishing between fact and opinion.
- Making increasingly complex interpretations using more than one source of evidence.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.

## DT - Food technology

### Celebrating Culture & Seasonality

To make an Ancient Greek feast.

#### Knowledge Outcomes:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

#### Progression of skills:

- To research and record authentic recipes from Ancient Greece
- To produce lists of ingredients and utensils needed to prepare the dishes
- To use food tech skills (measuring, chopping, blending, preparing, cooking, etc) to create appetising dishes
- To evaluate dishes and suggest ways to improve the process
- To understand how food from Ancient Greece has influenced food eaten today

## Art and Design

See Summer 2

## Music

See Summer 2

## Computing

Links with History – The Ancient Greeks

- use digital/computer mapping to locate countries and describe features studied.

## Science Lifecycles -plants

### National Curriculum links:

- describe the life process of reproduction in some plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

### Progression of skills objectives:

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identifying scientific evidence that has been used to support or refute ideas or arguments
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

## Geography

Links with History Unit – Ancient Greece

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## PSHE Economic Wellbeing

### Unit Outcomes:

To know:

- Principles of budgeting and its consequences.
- Concept of income, expenditure, and informed spending.
- The responsibilities and consequences of borrowing money.
- Risks and strategies for safeguarding money.
- Emotional responses to various money situations.
- Factors influencing career decisions.
- The impact of education and interests on career paths.
- The effects and challenges of workplace stereotypes.

### Progression of skills:

- Discussing money risks and management.
- Making and prioritising budgets.
- Discussing money's role in career choices.
- Assessing loan and borrowing responsibilities and suitability.
- Implementing money-safeguarding strategies.
- Navigating emotional implications in financial situations.
- Seeking guidance for financial dilemmas.
- Integrating factors to inform career decisions.

## Islam

### What helps Muslims to live a good life?

#### Unit outcomes

To know that:

- Five pillars as duties for living a life
- Fasting and celebrating contribute to a good life
- Hadith & sunnah as guidance to follow

**Key Vocabulary:** Shahadah Salah Sawm Zakah Hajj hadith