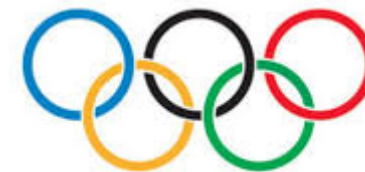


Year 5 – Greece Lightning Health & Wellbeing



What is the legacy of the Ancient Greeks?



In this unit, pupils will take a journey back in time to Ancient Greece. They will use historical sources to explore what life was like in the city states and investigate the warfare and reasons for this. They will focus on the Olympic Games, learning how they began and how they compare to the modern event. Also, they will learn about the importance of religion during this time. They will consider the impact of the civilisation on our life today. In DT, pupils will design and make a Greek sandal and also explore Greek cuisine and design and make a delicious meal. In computing, pupils will put their animation skills to use to recreate a Greek myth or legend. What a journey!

Core Texts



In history, pupils will know:

That the ancient Greeks were people who lived from c1200BC to c150BC in mainland Greece and on the Greek islands.

That Greece's position next to the sea meant the Ancient Greeks were 'seafaring' people.

That ancient Greece was separated into different city states and each city-state was ruled by a powerful city, led by a ruler or government.

There were many battles between these city states but sometimes, they came together to fight a common enemy like the Persians.

That Athens and Sparta were very powerful city states but life there was very different.

That the Athenians invented democracy, a system that allows citizens to vote on important matters.

That daily life in the city states was very different for different groups of people.

That Alexander the Great was a King and military commander who established the vast empire.

That the Olympic Games began in 776 BC in Olympia and was believed to be a religious event to honour Zeus, the King of the Gods. The Olympiad took place every 4 years.

That although the Olympic games have changed significantly since the time of the ancient Greeks there are still some similarities with the modern games.

The Ancient Greeks believed in many different gods and goddesses.

That religion was important to the ancient Greeks because they believed that it would make their lives better while they were living. They also believed the gods would take care of them when they died.

The Greeks believed that twelve most important gods and goddesses lived at the top of Mount Olympus and that the ruler of the gods was Zeus.

That the Romans conquered the Greeks in 150BC and ended the Ancient Greek civilisation.

That the ancient Greeks were one of the most influential civilisations in history and their legacy is still evident today.

That our alphabet, democracy, philosophy and arts are just some of the legacies left behind by this fascinating civilisation.

Personal, Social, Health and Citizenship

- I am aware of strategies for keeping physically and emotionally healthy.
- I know how to stay safe in my local environment when cycling. (Bikeability.)
- I can discuss change, loss, separation, divorce and bereavement and associated feelings.
- I recognise how their increasing independence brings responsibility to keep myself and others safe.
- I know what is meant by a habit and why habits can be hard to change.
- I can discuss the long- and short-term effects of alcohol.
- I consider body image and the consequences of body shaming.
- I have basic first aid skills- choking and electric shock.
- I understand what stress is and how to deal with it effectively.
- I can describe the concept of democracy in simple terms.
- I understand how local democracy works.
- I consider whether certain groups of people should have their rights denied.

Key Vocabulary

legacy	democracy
culture	architecture
government	philosophy
Olympics	acropolis
citizen	civilisation
artefact	citadel
warfare	city state
agora	assembly
league	temple
siege	



History Skills

- Use a timeline to demonstrate changes in one key area.
- Use a time line to place historical events in chronological order.
- Place periods of study on a timeline, using BC and AD.
- Investigate own lines of enquiry by posing questions to answer and carrying out detailed research.
- Realise there is often not a single answer to historical questions.
- Give reasons why there may be different accounts of history.
- Know that people both in the past and present have a point of view and this can affect interpretation.
- Evaluate evidence to choose the most reliable form.

In DT pupils will know:

- In ancient Greece sandals were the most common type of footwear. They were worn by both men and women.
- The Greek sandals had many straps which were used to securely be fastened the shoe to the foot.
- There were different types of sandal worn by different groups of people in Ancient Greece.
- Some examples of the Mediterranean influenced traditional Greek food- bread, feta, olives, oil, fish etc.
- That a traditional Mediterranean diet is considered healthy.
- How to prepare food safely, using a heat source.

DT Skills

- Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes.
- Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose.
- Suggest improvements that could be made, considering materials and methods that have been used.
- Produce a well-finished product that fulfils the functional and aesthetic design criteria.
- Join fabrics using over sewing, back stitch and blanket stitch.
- Understand pattern layout.
- Use seam allowance.
- Evaluate a meal and consider if they contribute towards a balanced diet.
- Plan a healthy and affordable meal.
- Use a range of cooking techniques, e.g. selecting and preparing ingredients, application of heat, seasoning dishes, combining ingredients.
- Understand the principles of cleaning to prevent cross contamination, chilling foods thoroughly and reheating food until steaming hot.
- Understand the source, seasonality and characteristics of a broad range of ingredients.

Key DT Vocabulary

**sole insole heel leather durability practicality appearance
buckle pattern template seam allowance prototype tack fabric
cuisine seasonality aesthetics source processed organic allergy
vegan vegetarian**

In Computing pupils will know:

- Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects.
- Animated motion pictures and television shows are popular forms of entertainment.
- Stop motion animation is a filming technique in which objects are photographed in a series of slightly different positions so that the objects seem to move.
- That animation and the technology used to make them have changed significantly over time.

Computing Skills

- Plan what they would like to happen in their animation.
- Take a series of pictures to form an animation or design the backgrounds and characters if using scratch to animate.
- Move items within their animation to create movement on playback.
- Edit and improve their animation.

Key Computing Vocabulary

**animation playback scene multi-scene publish frame refine
camera angle special effects playback rate quality sound effect**



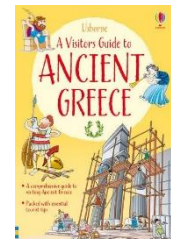
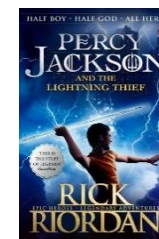
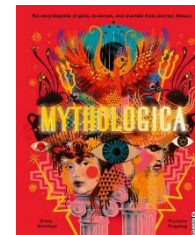
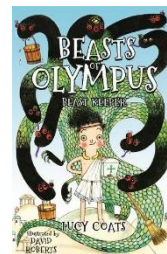
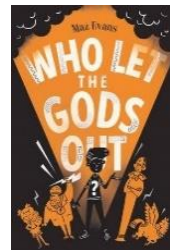
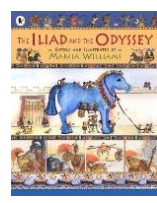
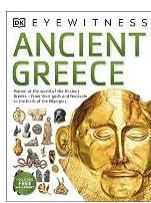
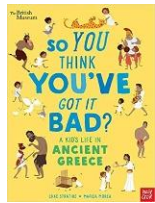
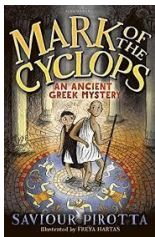
Year 5 Greece Lightning

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Home Learning Ideas

Take a trip to Barnsley Library to find books about the Ancient Greeks. There are some suggestions below. Enjoy reading and learning all about these amazing people.	Find a simple recipe for tasty 'Baklava' and work together with an adult to follow the recipe, weighing out the ingredients accurately.	Think of a sport or game which you would like to see in the next Olympic Games in Paris. Write a letter to the Olympic Committee to persuade them to include your idea.
Use the internet to research modern day Greek tourism. Why do people choose to go on holiday there? You could explore travel brochures to help you.	Use your DT skills to make a Trojan horse using junk modelling. Consider how you are going to join your materials together and how you are going to give a quality finish.	Design and create a mosaic, using different coloured papers. Recreate an image of a key event or image from your historical Greek knowledge.
Draw or paint a character from your favourite Greek myth or legend. Really focus on the details.	Watch the Horrible Histories Groovy Greek compilation on YouTube. Could you record a video of your own for your peers with some facts that you learn?	Extend your work on animation, by creating a short animation of a myth or legend. Don't forget to Tweet it so that we can see your amazing work!

Reading List – Topic Linked



Greece Lightning



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Ancient Greeks?