

<p><b>Overview of unit of learning:</b></p> <p>This term our topic is Ancient Greece.</p> <p>Students will begin the unit by sampling some traditional Greek foods and will later have the opportunity to make a well-known Greek dish themselves.</p> <p>In addition, we will be studying ancient Greek theatre, including the use of masks to represent different characters in plays. Pupils will be able to empathise with the ancient Greeks through the study of décor, education and sport. They will make comparisons within each of these topic areas, with society today. For example; comparing and contrasting the education they currently experience, in terms of subjects, methods and routines to those experienced by children living in ancient Greece.</p>		<p><b>Resources:</b></p> <p>Art &amp; craft materials IT IWB</p>
		<p><b>Key Vocabulary:</b></p> <p>Slaves, democracy, empire, citizen, Olympics, Greek Gods, myths, mythology, ancient, Trojan, theatre, acropolis, tyrant, Alexander the Great, Chiton, Parthenon.</p>
<b>Topic</b>	<b>English</b>	<b>Maths</b>
<ul style="list-style-type: none"> <li>Pupils will locate Greece on a map, find the places Alexander the Great conquered &amp; gain an understanding of compass points, lines of longitude and latitude</li> <li>Pupils will sample Greek foods</li> <li>Greek theatre – looking particularly at the use of masks</li> <li>Pottery – Greek designs and their meanings</li> <li>Education – including the Greek alphabet and games played by the ancient Greek children.</li> <li>Pupils will look at the country of Greece and how it has changed over the years.</li> <li>Greek Olympics – how they started, compare &amp; contrast to those we have today.</li> <li>Greek Gods – beliefs, traditions and ceremonies</li> <li>Greek Housing – comparing to modern day, both in Greece and the UK.</li> <li>The influence the Greeks have had on modern day society.</li> </ul>	<p>Pupils will be studying the novel 'Holes'. They will be developing higher order reading skills, such as interpreting patterns, learning a narrative voice and reinterpreting the text. Activities will enable pupils to move towards developing more reflective responses &amp; making links with and beyond the text. They will have opportunities to read &amp; discuss both fiction and non-fiction texts focusing on language choices and overall impact, responding analytically and creatively showing understanding of themes and narrative structures within the novel.</p> <p>Pupils will explore inference and deduction through the development of character. They will also look at thematic development through characterisation and language.</p> <p>Pupils will also look at writing for purpose and the use of persuasive language. They will use their gained knowledge to produce 2/3 written pieces including a newspaper article.</p>	<p>Pupils will be studying the following areas of mathematics this term, undertaking various tasks differentiated to reflect their individual abilities and improve their skills in each area:-</p> <ul style="list-style-type: none"> <li>Number – multiplication and division.</li> <li>Shape, Space &amp; Measure – 2D &amp; 3D shapes including area and perimeter.</li> <li>Statistics – data analysis, averages</li> </ul> <p>LA students will be working in a smaller group, with AH, and will access differentiated work (resourced by AH with teacher direction) although it will still retain the same focus as detailed above.</p>

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	<p>Pupils will also be given opportunities to improve their skills in the use of grammar, composition and handwriting.</p> <p>LA students will be following an adjusted programme, resourced by AH, which focuses on developing written language abilities including a more consistent use of punctuation as well as those elements detailed above. They will write using ideas from the novel with support frameworks, and make an attempt at the analytical work with teacher support.</p> <p>Whilst HA students will focus on developing more complex language skills and improving their abilities to write with greater expression and demonstrate greater understanding of text. They will produce written responses which demonstrate confidence in a more discursive style.</p>	
<b>Art and Design</b>	<b>PHSE</b>	<b>Science</b>
<p>AH will be delivering Art, based around the work of one or two Greek artists. Activities will allow pupils to focus on developing their skills in the use of various materials, for example clay to create a Goblet, which will reflect their studies of Greek art (the use of typical patterns on the Goblet).</p> <p>We will also be creating masks to represent the different emotions of characters in Greek theatre. They will have the opportunity to use small coloured tiles in order to produce a mosaic coaster. In addition, pupils will have a go at making stained glass mythical creature.</p> <p>As part of their studies of Greek Olympics, pupils will be designing and making a Trojan Horse.</p> <p>They will also have the opportunity to work with papier mache to make a vase, as well as trying their hands at</p>	<p>This term we will be looking at Relationships. Pupils will be involved in discussions surrounding friendship, answering questions like 'What constitutes a good friend'. The importance of friendship will also be explored in English through our study of 'Holes'.</p> <p>In addition, they will engage in tasks which look at personalities, differences, similarities and what makes a relationship positive and/or negative.</p>	<p>Pupils will have the opportunity to make the traditional Greek dish; Baklava.</p> <p>They will learn about how gears, levers and pulleys work as simple machines which help move things more easily, when they make a Trojan horse.</p> <p>They will also be developing their knowledge of physics, investigating the relationship between distance, speed and time when they race their Trojan horses.</p> <p>Students will also learn about how the ancient Greek water clock worked, as they design and make their own Clepsedra, using a plastic bottle.</p>

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using marbling ink to create a yellow spotted lizard (as discovered by Stanley in Holes).		
R.E/S.M.S.C	ICT	Educational Visits
<p><b><u>Spiritual</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will explore how Greece today has been influenced by the past.</li> <li>• Greek Gods – pupils will be thinking about some quotations and how they link to themselves.....</li> <li>- Heraclitus “ Day by Day, what you choose, what you think &amp; what you do is who you become”</li> <li>- Aristotle “Educating the mind without educating the heart is no education at all”</li> <li>- Seneca “Anger is an acid that can do more harm to the vessel in which it is stored than to anything on which it is poured”</li> <li>• Greek Holidays – why do people choose Greece? Warm/sunny weather – what effect does this have on our moods? Why do people want a change of scene?</li> <li>• They will be encouraged to reflect on their own lives, by looking at those of children living in ancient Greece and hopefully gain an appreciation for the opportunities they have today.</li> <li>• Pupils will also use their imagination &amp; creativity to design and make Greek goblets and a Trojan horse.</li> </ul> <p><b><u>Moral</u></b></p> <ul style="list-style-type: none"> <li>• How did the Gods influence Greek life?</li> <li>• Pupils will be given the opportunity to explore and develop moral concepts and values through their study of Greek Mythology. In particular the stories of Phaethon and Bellerophon who display arrogance and end up learning, in quite brutal ways the folly of their</li> </ul>	<p>Pupils will be carrying out various research related to Greek patterns, education, housing and the Olympics (specific websites will be used and staff will oversee pupils research to ensure on line safety).</p> <p><a href="http://www.bethstoriesites.ne">www.bethstoriesites.ne</a>  <a href="http://www.history.org.uk">www.history.org.uk</a>  <a href="http://www.bbc.co.uk/ancientgreece">www.bbc.co.uk/ancientgreece</a></p> <p>They will be afforded the opportunity to use software such as Publisher, Word and Powerpoint in order to create designs, newspaper reports and a fact file.</p> <p>Pupils will also use further websites specifically relevant to ‘Holes’ for English tasks.</p> <p><a href="http://www.holes.com">www.holes.com</a>  <a href="http://www.disney.go.com/holes">www.disney.go.com/holes</a>  <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a></p>	<p>Pupils will plan and prepare for a trip to Durham University, where they will be afforded the opportunity to take part in ‘It’s all Greek to Me’.</p> <p>This is a hands-on workshop that will support and increase pupils’ understanding of Ancient Greece and how it relates to them.</p>

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overexertion of ego. Also the stories of Atreus and Electra who learn that bloodshed merely begets more bloodshed.

- They will also look at Alexander the Great and form opinions on whether or not he deserved the title 'Great'.
- Pupils will also consider the effects of racism in their study of the novel 'Holes', when Sam the Onion Man and Kate Barlow are punished because they have an interracial relationship and when Zero is called Stanley's "slave" by the other boys.

### **Social**

- Pupils will explore the achievements of the Ancient Greeks, recognise the impact and see the value of their contributions to society. For example; the impact they have had on buildings, architecture, theatre and sporting events (learning to be graceful at losing & being a good team member).
- Through their study of Greek Gods they will also learn how belief can impact on individuals and community life.
- Pupils will discuss the conquering of Greece – slavery. How does that compare with what's happening in Britain today?
- They will also consider the treatment of Stanley in 'Holes' and the role of the warden.

### **Cultural**

- Pupils will develop an appreciation and respect for other country's cultures and ethos, through the study of Greek life.
- They will be looking at various Greek art and use this to influence their own designs for a Goblet.
- Greek Theatre – why did they build open air theatres? What were masks used for?

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| <ul style="list-style-type: none"><li>• What is significant about the smashing of plates in some Greek restaurants?</li><li>• Sport – pupils will be finding out about how did the Olympics started. Gladiators – strength, power &amp; protection.</li></ul> |  |  |
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