

## Summer Year 5 – MEET THE GREEKS

Herne Junior School

### Description/Theme Intent:

We will travel back in time to the Ancient Greeks to consider the lifestyle and culture of this ancient civilisation and compare it to others, particularly the Ancient Egyptians. The children will study daily life, the differences between Athens and Sparta; myths, religion and the Olympic Games. The children will experience life in ancient Greece through workshops provided by the amazing Rainbow Theatre.

### Curriculum Hook:

The Rainbow Theatre company will perform with the children to demonstrate life in Ancient Greece, as well as give them a basic understanding of some of the well-known Greek myths and legends.

### Quality Text / Whole Class Reader:

Girl of Ink and Stars –Kiran Millwood Hargrave (Whole Class Reading)  
Greek Myths and Legends including Medusa, Theseus and the Minotaur.  
Shadow of the Minotaur – Alan Gibbons



### Links to being a British and Global Citizen:

**DEMOCRACY** – the children will look at the Greek structure of society and the development of democracy before linking that to our own country.

### Links to SMSC, RRR and HARMONY:

**COLLABORATION** - Children will work together to design, create and evaluate a Greek Temple. (D.T)

### Life Long Learning Skills (Problem Solving, Creativity, Resilience, Independence and Collaboration):

**CURIOSITY** – The children will ask their own questions in an enquiry based approach to the History unit.  
**INDEPENDENCE and COLLABORATION** – The children will work in a variety of ways throughout the theme to answer their questions and complete their DT tasks.

### Outcome/Impact:

Children will draw comparisons between Ancient Greece and the other Ancient civilisations they have studied, as well as making links to Britain at the time. They will hold a class debate for a 'news report' on which of these civilisations they think has had the most influence on the modern world.

### As readers, writers and performers, we will:

- Think about how authors build atmosphere in their writing. We will listen to the piece of music called 'Storm' by Benjamin Britten and use it as a stimulus for our own writing. We will consider how our word choices can create and change the atmosphere of our writing.
- Look at the Greek Myths and Legends. We will use these as inspiration to write our own descriptions and versions of Theseus and the Minotaur. Using our knowledge from previous units, we will focus on building atmospheric descriptions. We will then take part in a Greek Theatre day where we will write and improve play scripts before we perform them for each other.
- Read 'The Day the Crayons Quit' and think about the features of persuasive writing. We will use the letter for inspiration for our own letters based upon other classroom objects quitting.

### As mathematicians, we will:

- Continue with our studies in geometry by looking at reflection and translation.
- Conclude our studies in measurement (focusing on converting units and volume), including: converting units of metric measure; converting between metric and imperial; converting units of time; estimate volume and capacity; solve problems involving measure (4 operations).

### As historians, we will:

- Recognise and order key events on a timeline to strengthen our understanding of chronology.
- Compare the city states and the different experiences of people within them.
- Study the differences between Athens and Sparta, myths, religion and the Olympic Games.
- Compare the key features and achievements of known civilisations.
- Begin to make links between different features of a society and the world we live in today.
- Begin to raise questions about what evidence tells us.

### As scientists, we will: (study particles and changing materials)

Become 'chemists' throughout this unit of study, developing our understanding of changing materials and particles. We will participate in scientific experiments to understand the following areas in more depth, with an increasing awareness of the importance of a fair test and changing variables.

- Identify substances that dissolve to form solutions and describe how to recover them.
- Separate solids using different methods.
- Recognise that new materials are formed when something is burnt and that this is an irreversible change.
- Identify reversible and irreversible changes.
- Compare and group together everyday materials on the basis of their properties.

### Celebrating our community

- Children will learn to ride their bicycles safely with an optional course run by a local Bike-ability group.
- Children will receive cricket coaching from our local cricket club.