

## Summer Year 5 – MEET THE GREEKS

Herne Junior School  
2020-2021

### 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 more popular Greek myths and legends.

### Quality Text / Whole Class Reader:

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 who they believe to be the most influential of these civilisations to our modern world.

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

- 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.
- Read the Day the Crayons Quit and write our own persuasion texts based on the book.

### 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: (Animals including humans and Living things and their life cycles)

During this final unit, the children will become biologists and will understand the science of what happens to our bodies as we grow. This will also support the work the children will be doing in our PDL unit, which focuses on 'changes' and puberty.

- Explain that different animals mature at different rates and live to different ages.
- Describe stages in the growth and development of humans.
- Understand about the changes experienced in puberty.
- Create a timeline to indicate stages in the growth and development of humans
- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- Research the gestation periods of other animals and compare them with humans by finding out and recording the length and mass of a baby as it grows.

### Celebrating our community

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