



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



How did the Ancient Greeks influence the world?

Year 5 Autumn 1

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 5	How did the Ancient Greeks influence the world?	Term: Autumn 1
Context: The first term of Year 5 covers the study of the Ancient Greek civilisation and the legacies that still exist today. The children will build on their prior knowledge of the Ancient Egyptians and understand that the time periods overlapped. Their detailed study will allow the children to understand the origin of key areas of society today including; democracy, the Olympics, maths and science. The children will be able to make links between the location of Greece and the UK.		
Prior Learning (Direct Pathway) History – Using sources as evidence Pupil know that sources of evidence can be used to help us investigate questions that we have from the past and understand that historians find out about the past by studying artefacts and piecing together the clues that they leave to create a more complete picture. History – Sequencing events Sequencing the events of the Great Fire of London in 1666. History – change over time Recognise that changes occur during periods of history and understand the reasons for some of these changes. Make links with Iron Age and know that the Ancient Egyptian civilisation was occurring at the same time Similarities and differences between Roman and Celtic warriors		
Prior Learning (Indirect Pathway) Science Animals can be categorised based on their diet. They can be carnivores, herbivores or omnivores. (Year 1) Animals obtain their food from plants and other animals (Year 2) Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Year 4)		

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As a standalone unit in Science, children will study Animals including Humans.

As artists, children will look at how the Greeks produced pottery and they will follow a step by step guide on how to create a Greek pot.

In ICT, children will design and write programs that accomplish a specific goal. They will simulate a physical system and introduce variables and loops in coding.

Enquiry Question

How did the Ancient Greeks influence the world?

Content on Direct Pathway

Our project this term is studying the Ancient Greeks. Our enquiry questions is 'How did the Ancient Greeks influence the world?'. Throughout this unit, children will learn about the legacies that the ancient Greeks started and left behind.

As part of the project, children will work as historians to discover characteristic features of Ancient Greece. They will discover that democracy originated in ancient Greece along with theatre, architecture and philosophy. Children will also discover that these helped shaped our modern society along with science, language and maths.

We will be looking at the geography of the area and how the landscape affected the way of life. As well as making comparisons with their understanding on Roman soldiers comparing them with a Spartan soldier.

Through 'Power of Reading' we will use 'The Adventures of Odysseus' by Hugh Lupton and Daniel Morden to write letters in role of a character. As part of this, we will be looking at the adventures of Odysseus and whether his actions were heroic or foolish.

Children will also write some poetry linked to Greek myths and they will perform these in the style of ancient Greek theatre.

Learning Showcase

Children will be able to answer the enquiry question and will be able to orally discuss the legacies of the ancient Greeks and their many successes – which we still have today.

Parents will be invited in to see this learning and the children will explain to them how the Ancient Greeks influenced the world

Knowledge Narrative

The Ancient Greek civilisation developed many legacies that still exist today. Ancient Greece was split into many different city states. In Athens, democracy formed around 508 BC, and a similar system still exist today in countries like the UK, the USA and France. The Olympic Games began in 776 BC, in Olympia to honour the god, Zeus. The Battle of Marathon (490 BC) led to the formation of the Olympic event - the marathon. Ancient Greeks were polytheists, who believed in many gods and goddesses.

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Unit Title: How did the Ancient Greeks influence the world?

History
Y5
Autumn 1

End Point - The aim of this unit is for pupils to:

Change:

The creation of democracy within the Greek civilisation.

The Greeks developed organised sport and created The Olympic Games that still happens to this day.

Cause & Effect:

The Greeks became a huge civilisation and in order to ensure fair rule without fighting they created and developed democracy.

The Greeks loved competition and as they became a hugely organised civilisation they created the Olympic games, an enormous and organised competition.

Significance:

The creation of democracy, the amount that Greece was governed and the resulting ability to organise huge events such as the Olympics are significant events that happened during this period of history.

End of unit outcome:

Children will create a double page spread to answer the question.

- How and why did the Ancient Greeks create huge sporting events that we still have today?
- Why did the Ancient Greeks create democracy and which countries have a similar democratic system today?

Links:

Text – The Adventures of Odysseus – Hugh Lupton

Geography – Children will know the location of Greece from their study of the Roman Empire

Prior Learning:

Know the time line of Ancient Britain (from Stone Age to Iron Age) (Y3)

Know that much of Europe was under Roman rule at one point in history

Know that events happen concurrently and not at different times

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Children will be able to make comparisons to previous Ancient Civilisations that have been studied

Key Aspects of the Unit:

Skills:



Knowledge:



Concepts (end points):



Key Historical Knowledge:

- Children will look at the life of the Ancient Greeks (adults and children)
- Children will know that the Ancient Greeks created and organised huge sporting events and the first Olympics was held in 776 AD
- Children will understand that the Ancient Greeks became a huge civilisation and in order to ensure fair rule without fighting they created and developed democracy.
- Children will know that war between cities was very common.
- Children will compare Roman Soldiers and Spartan Warriors and Celtic Warriors
- Children will know that Ancient Greece had powerful cities such as Sparta and Athens.
- Children will have an understanding that Ancient Greece had great thinkers called philosophers
- Children will know that, in Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths.
- Children will know that one of the favourite forms of entertainment for the Ancient Greeks was the theatre. It began as part of a festival to the Greek god Dionysus, but eventually became a major part of the Greek culture.
- Children will know that the Ancient Greek society lasted for approximately 700 years before it began to decline and was eventually conquered by the Roman Empire
- Children will know that Greece was divided into city states called a Polis and each Polis had their own way of life and laws.
- Children will know that religion was important to the Ancient Greeks and that they worshipped many gods

Historical Skills:

Historical Enquiry

- Children will construct informed responses that involve thoughtful selection and organisation about significant events in Ancient Greece and how they have influenced life today

Using Sources as evidence

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- Children will Understand how our knowledge of the past is constructed from a range of sources.
- Child can comment with increasing confidence on the value of a range of different types of source for enquiries. Children will use sources which include the internet, pictures from KSH and books to answer historical questions about the Ancient Greeks

Constructing the Past

- Children will establish a clear narrative within the period of the Ancient Greek.
- Children can provide an overview of the most significant societies and events covered during this period and how they influenced life today




Sequencing the Past

- Children can sequence, with growing independence, the key events and developments of the Ancient Greek civilisation.



Vocabulary

civilisation	A human society with its own social organisation and culture.
society	People in general, thought of as a large organized group.
Athenians	The citizens of Athens which was the birthplace of democracy and the heart of the Ancient Greek civilisation.
Spartans	Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.
democracy	A fair political system where all adults vote for an elected government. This government then make decisions on how to run the country.
mythology	A group of myths, especially all the myths from a particular country, religion, or culture.
architecture	The art of planning, designing and constructing buildings.
archaeologist	Someone who studies the past by exploring old remains.
empire	A number of individual nations that are all controlled by the government or ruler of one particular country.
polis	An ancient Greek city-state.
polytheists	The worship of or belief in more than one god.
Olympics	The ancient Olympic games were originally a festival or celebration of and for Zeus.
Odysseus	A legendary hero in Greek mythology who was King of the island Ithaca. He fought in the Trojan war and invented the Trojan horse. After the war, his journey home took ten years with many challenges along the way.
mythology	A group of myths, especially all the myths from a particular country, religion, or culture.

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Unit Title: How did the Ancient Greeks influence the world?	
Y5 Autumn 1	<p>End Point - The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Know the location of Greece and some of its major cities (and recall other taught countries) within Europe • Understand the topography and physical features of Greece and compare this to the UK <p>End of unit assessment task: Double page spread on the location of Greece and its topography, in relation to other Ancient Civilisations</p>
<p>Links Text – Adventure of Odysseus by Hugh Lupton History – Children will have knowledge of ancient civilisations – Ancient Egypt, Ancient Rome History – Children will know that the Iron Age, Roman invasion of Britain and the ancient Egyptian eras all ran concurrently</p>	
<p>Prior Knowledge</p> <ul style="list-style-type: none"> • Know the four countries of the UK and their capital cities and the surrounding seas • Know, name and locate the continents and oceans of the world • Know the 4 compass points • Name and locate Middlesbrough on a map • Know that humans create settlements, often near natural resources • Recognise similarities and difference between where they live and other countries • Name and locate the Mediterranean Sea • Know that Italy is a country in Europe and Egypt is a county in Africa and know the capital cities of each 	
Key Aspects of the Unit:	
	Map and atlas work/Fieldwork and investigation
	Location
	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

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	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Human Processes understand the processes that humans have developed across the globe including travel trade and economics.

Key Knowledge:

- Know where Greece and Athens are located within the continent of Europe
- Name and locate other countries within Europe and nearby bodies of water (eg Mediterranean Sea)
- Know that the topography of the country meant most travel and trade was carried out by boat
- To have an understanding as to where ancient Greek settlements were and why

Geographical Skills:

Mapping:

- Select a map for a specific purpose (E.g choose atlas to find the USA but an OS map to find local village)
- Describe and interpret relief features
- Use models and maps to talk about contours and slope
- Measure straight line distances on a map, using scale

Fieldwork:

- Evaluate own observations and compare them with others – environmental topic – traffic congestion around the school

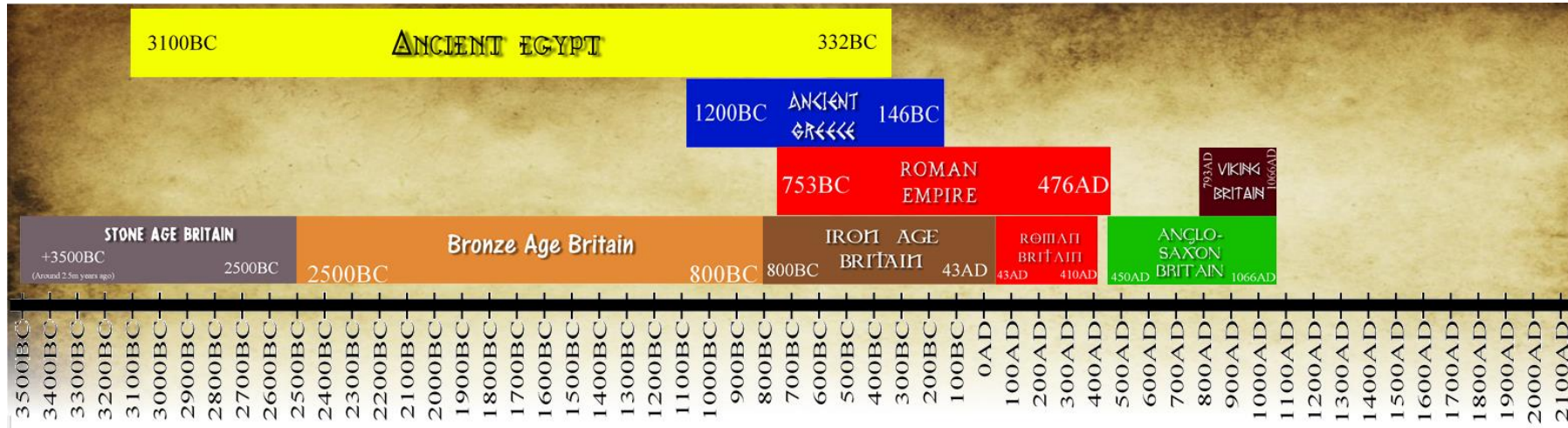
Vocabulary

Athens	The main polis in Ancient Greece and the origin location of democracy
Climate	The general weather conditions that are typical
Polis	An ancient Greek city-state.
Topographical features	Features that were/are naturally occurring e.g. mountains, coasts
Coastal	An area where land meets the sea.
Continent	A very large area of land that consists of many countries, such as Europe
Settlement	A settlement is where people have come to live and have built their homes
Trade	The activity of buying, selling or exchanging goods and services

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<u>Year Group:</u> 5	<u>Term:</u> Autumn 1
<u>Title:</u> How did the Ancient Greeks influence the world?	<u>Key Focus:</u> History
Project Enhancements: <ul style="list-style-type: none">• Greek Day•	
<u>How can you help?</u> <p>At home, please could you:</p> <ul style="list-style-type: none">• continue to listen to your child read a minimum of three times a week,• help your child to learn to spell the Year 5 and 6 word list,• help your child to learn all their times tables <p>If you wish to do additional homework with your child, you could:</p> <ul style="list-style-type: none">• Write letters from Oysseus to friends and family from his travels.• Read a range of Greek myths and re-tell them to another family member/ceate your own in-house theatre show.• Visit a local museum to find out more about the Ancient Greeks (e.g The Great North Museum, Newcastle).• Design a monster that Odysseus might meet in a new story.• Research about Triremes and make a model of a Greek Ship.• Invent and write your own myth.• Learn the ancient Greek alphabet – can you write your name? Even a sentence?	

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[Locational Knowledge Map](#)

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SUBJECT: SCIENCE			
Subject Specific Vocabulary		Declarative Knowledge	Aspect
Word	Definition		
Biology	Learning about living things.	- Humans change as they develop to old age.	Biology Research using secondary sources
toddler	Is the period that a young child starts to walk and become more independent.	- The main stages in the life cycle of a human are baby, childhood, adolescence, adulthood and old age.	Biology Pattern seeking
teenager	It is the age between thirteen and nineteen. The 'teen' element gives rise to the word teenager. It is a time that humans mature quite rapidly.		
adolescence	is the name for the time when your body begins to develop and change as you move from child to adult.	Procedural Knowledge	
puberty	Is the name for the time when your body begins to develop and change as you move from childhood to adult.	Using secondary sources to research key events in life stages	Research
hygiene	Hygiene is about keeping bodies and clothes clean.		

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Spiritual

When learning about Greek Gods and Goddess' the children will gain knowledge of, and respect for, different people's faiths, feelings and values.

Social

As the children learn about democracy, they will be able to resolve conflicts effectively. We will participate in multiple votes to encourage fair voting. Also we will explore what compromising is and what that means in other scenarios.

Be kind and REAP the rewards

During the Ancient Greek times, there were slaves and inequality for woman. The children will be able to show empathy towards these groups of people when learning about it.

Moral

Children will learn about life in Ancient Greek times and decide, if morally, it was right that women had less rights than men.

Cultural

During this topic, the children will understand and have appreciation of the wide range of cultural influences that have shaped their own lives. This directly answers our enquiry question.

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British Values through EDC

Democracy	<p>The children will learn the origin of democracy and the reasons why it is a positive system.</p> <p>They will link the Athenian invention to the UK.</p>
The Rule of Law	<p>The Ancient Greeks had specific laws on how to deal with people who were deemed unfit to stay in their society. The children will be able to compare this to modern day Britain and understand the value of how The Rule of Law keeps people safe.</p>
Individual Liberty	<p>As the children will be learning about how certain types of people were treated within the Ancient Greek period, the children will be able to understand the difference in these people's ability to make their own choices and the children's ability now.</p>
Mutual Respect & Tolerance	<p>Children will be taught and expected to show respect to each other. They will also know that the Ancient Greeks believed in many gods and goddesses and that it is ok to have different beliefs.</p>