

Rose Wood Academy: Enquiry Driven Learning Overview

Prior Knowledge (Direct Pathway)

- Invasion and settlement - Year 4 Anglo Saxon topic
- An understanding of prehistory to date – Year 4 Roman topic
- use of sources of evidence from the past as well as understanding the concepts of change (innovation) and what led to the change (Cause and effect) – Year 4 Roman topic, Year 3 Stone Age topic.
- understanding of the development of an ancient civilization – Year 3 Stone Age topic
- concepts of cause and effect and change and significance – Year 4 Anglo Saxon topic

Prior Knowledge (Indirect Pathway)

Science
Year 2:
-Animals, including humans, have offspring, which grow into adults.
Year 3:
-Humans and some other animals have skeletons and muscles for support, protection and movement.
Art – Year 2: clay work.

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.

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.

Enquiry Question?

How did the Ancient Greeks influence the world?

Enquiry Outcomes

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.

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<u>Year Group:</u> 5	<u>Term:</u> Autumn 1
Title: How did the Ancient Greeks influence the world?	Key Focus : History
Project Enhancements: <ul style="list-style-type: none">• Children will have a firm understanding of the legacies that the Ancient Greeks left behind	
<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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Subject Specific Vocabulary		Key Knowledge
Word	Definition	<p>Key knowledge that you want the children to know by the end of the topic (linked to the national curriculum):</p> <ul style="list-style-type: none"> ○ Greece was divided into city states (polis) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta. ○ A polis consisted of an urban centre, often fortified and with a sacred centre built on a natural acropolis (citadel) or harbour ○ In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths. ○ Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain. ○ In Sparta, life was very different; all that was important was being able to defend Sparta in battle. The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers. Boys left their families at seven to begin their 23-year-long training to become a soldier. Only those who went through this gruelling training system were considered true Spartan citizens. Spartan Soldiers were very similar to the Roman soldiers. ○ The backbone of the Greek army was the 'hoplite'. He was a foot soldier, who fought with a long spear and used a large round shield for protection. In battle, hoplites fought as a team. They lined up in ranks and locked their shields together with just their spears pointing over the top. This formation was known as a 'phalanx'. Enemy soldiers saw only a wall of spears and shields moving towards them. It was tough to break through once a phalanx started marching forward. ○ The first Olympic games were held in 776 in the city-state Olympia. ○ Religion was very important in Ancient Greece. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology. Often, festivals were held in honour of their gods. ○ The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre.
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	

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	ten years with many challenges along the way.	<ul style="list-style-type: none">• The climate can range from hot and dry to cold mountain forests, depending on the region and time of year• Greece is a mountainous country with a very long coastline, made up by a mainland, peninsulas and islands
deities	gods or goddesses	
History Skills: <ul style="list-style-type: none">• Use sources of evidence to deduce information, construct and sequence the past• Understand change in and between periods• Understand how our knowledge of the past is constructed from a range of sources• Be able to address and devise historically valid questions about significance		

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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 explore what compromising 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 explore empathy towards these groups of people when we learn about it.

Moral

The children will learn about the civil and criminal law of England when comparing democracy in Ancient Greeks times and England.

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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