Term 1
Who Were The Ancient Greeks?

History

🥉	• place current study on time line in relation to other studies • know and sequence key events of time studied • use relevant terms and periods labels use appropriate terms, matching dates to people and events
🥈	• examine causes and results of great events and the impact on people use evidence to build up a picture of life in time studied
🥇	• use evidence to build up a picture of life in time studied • record and communicate knowledge in different forms·work independently and in groups showing initiative Compare accounts of events from different sources.

Pupils should be taught a study of Greek life and achievements and their influence on the western world

Music – Heroes of Troy

🥉	• Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts.
🥈	• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
🥇	• Present performances effectively with awareness of audience, venue and occasion. • Improve their work through analysis, evaluation and comparison.

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

Art – Grecian Pots and Drawings

🥉	Produce increasingly detailed preparatory sketches for painting and other work. Select and use materials to achieve a specific outcome Shape, form, model and join with confidence.
🥈	Patterns reflect personal experiences and expression. Produce more intricate patterns and textures.
🥇	Discuss and evaluate own work and that of others

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas
Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Ar2/1.3 about great artists, architects and designers in history.

Science – Materials and their Properties

🥉	Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
🥈	Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes
🥇	Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Computing – PPT and Email

🥉	Use appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.
🥈	Begin to understand copyright regulations and the need to repurpose information for a particular audience.
🥇	Present and valuate my ideas to my peers

Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

DT – Design, Plan and Evaluate a model of an Ancient Greek Architectural Gem

🥉	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.
🥈	With growing confidence apply a range of finishing techniques, including those from art and design
🥇	Start to evaluate a product against the original design specification and by carrying out tests.; Begin to evaluate it personally and seek evaluation from others.

DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT2/1.3c understand how key events and individuals in design and technology have helped shape the world

Geography - Location and Physical Geography of Greece

🥉	Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?
🥈	locate information/ place with speed and accuracy
🥇	Examine and explain how political geography has changed since the Ancient Greeks

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography
a region in a European country
Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied