



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Upper KS 2 5/6	Year A	Term Autumn	Key Question Ancient and Awesome?	Overview heading Famous People and Places
Trip/Visitor Year 5/6 – Birch Hall Greek themed day – external visitor		Hook/Theme Day For teachers to decide		Link to other topic/s Hamilton Trust Plans – Blocks A, B and K compulsory Classification work builds on Year 4 learning. Aristotle – ‘The history of animals’
Subject		Objectives/Content		
Book links		The Ancient Greek Mysteries Who let the gods out? Mission to Marathon Fleeced!		
History		<p>Skill concepts:</p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. • Order significant events, movements and dates on a timeline. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • Understand how some historical events occurred concurrently in different locations i.e. Ancient Greece and the Romans concurrently alongside progress from Bronze to Iron age. • Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. 		

	<ul style="list-style-type: none"> Learn about Ancient Greece, making a study of Greek life and achievements and their influence on the western world. <p>Vocabulary: Words and phrases relating to the passing of time – high utility words must be linked to this.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 16.6%;">primary source/evidence</td> <td style="width: 16.6%;">secondary source/evidence</td> <td style="width: 16.6%;">reliable</td> <td style="width: 16.6%;">extent of change</td> <td style="width: 16.6%;">extent of continuity</td> <td style="width: 16.6%;">evaluate</td> </tr> <tr> <td>reliable</td> <td>eye-witness</td> <td>Monarchy</td> <td>legacy</td> <td>ambiguous</td> <td>consequences</td> </tr> <tr> <td>omits</td> <td>decade</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	primary source/evidence	secondary source/evidence	reliable	extent of change	extent of continuity	evaluate	reliable	eye-witness	Monarchy	legacy	ambiguous	consequences	omits	decade				
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Geography	<p>Skill concepts:</p> <ul style="list-style-type: none"> Use globes and map to identify location of Greece, Ancient Greek empire and main towns and cities of Greece, including Athens, Sparta and Marathon. Use appropriate geographical language to discuss human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food or minerals. Describe, understand and compare parts of the world studied by using key aspects of physical geography studied in previous years, including: climate zones, biomes and vegetation belts, rivers, mountains. Explain how countries and geographical regions are interconnected and interdependent. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> To know and explain the location of Greece, Ancient Greek empire and main towns and cities of Greece, including Athens, Sparta and Marathon. 																		
Science/History	<p>Skill concepts:</p> <ul style="list-style-type: none"> Can they describe the changes as humans develop to old age? Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? Can they draw a timeline to indicate stages in the growth and development of humans? Can they compare the organ systems of humans to other animals? 																		

	<ul style="list-style-type: none"> • Can they make a diagram of the human body and explain how different parts work and depend on one another? • Can they name the major organs in the human body? • Can they make a diagram that outlines the main parts of a body? <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • Can they understand that all living things have lifecycles? • Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? • Can they describe the ways in which nutrients and water are transported within animals, including humans? • Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies? • Can they locate the major human organs? • Can they identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood? • Can they describe the changes experienced in puberty?
<p>Art</p>	<p>Create clay sculptures.</p> <p>Skill concepts:</p> <ul style="list-style-type: none"> • Compare the style of different styles and approaches. • Discuss and review own and others’ work, expressing thoughts and feelings explaining their views. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc. slabs, coils, slips, etc. • Create sculpture and constructions with increasing independence. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Identify artists who have worked in a similar way to their own work. • Describe the different qualities involved in modelling, sculpture and construction.
<p>DT</p>	<p>Create clay sculptures or stands for their display:</p> <p>Skill concepts:</p> <ul style="list-style-type: none"> • Start to generate, develop, model and communicate their ideas • With growing confidence select appropriate materials, tools and techniques.

	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas • Plan the order of their work, choosing appropriate materials, tools and techniques. • Confidently select appropriate tools, materials, components and techniques and use them. • Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. • Demonstrate when to make modifications as they go along. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • Suggest alternative methods of making if the first attempts fail. • Know which materials and techniques to use and when.
<p>Music</p>	<p>Charanga units:</p> <ul style="list-style-type: none"> • Livin’ on a Prayer • Classroom Jazz 1 <p>Skill concepts:</p> <ul style="list-style-type: none"> • Maintain their part whilst others are performing their part. • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary. • Analyse and compare features from a wide range of music. • Sing and use their understanding of meaning to add expression. • Provide rhythmic support. Perform parts from memory. • Evaluate differences in live and recorded performances. • Compare and contrast the impact that different composers from different times will have had on the people of the time. • Analyse features within different pieces of music. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • Begin to recognise and understand notation, and the instructional nature within.
<p>RHSE</p>	<p>CORAM units: Rights and Respect – Y5 then Y6 unit.</p> <p>Skill concepts:</p> <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. • Know the legal age (and reason behind these) for having a social media account; • Understand why people don’t tell the truth and often post only the good bits about themselves, online; • Recognise that people’s lives are much more balanced in real life, with positives and negatives. • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.



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	<ul style="list-style-type: none">• Explain what we mean by the terms voluntary, community and pressure (action) group;• Give examples of voluntary groups, the kind of work they do and its value.
Computing	<p>Purple Mash units 6.2 / 5.1 and 5.5 – E-Safety then Coding</p> <p>Skill concepts:</p> <ul style="list-style-type: none">• To begin to simplify code.• To create a playable game.• To understand what a simulation is.• To program a simulation using 2Code.• To take a real-life situation, decompose it and think about the level of abstraction.• To understand how to use friction in code.• To begin to understand what a function is and how functions work in code.• To understand and create different variables types, including how they are used differently.• To understand and to create a string.• To understand what concatenation is and how it works, using it within a context.• To plan a game.• To design and create a game environment.• To design and create a game quest.• To finish and share a game.• To self and peer evaluate. <p>Substantive knowledge:</p> <ul style="list-style-type: none">• To identify benefits and risks of mobile devices broadcasting the location of the user/device.• To identify secure sites by looking for privacy seals of approval.• To identify the benefits and risks of giving personal information.• To review the meaning of a digital footprint.• To have a clear idea of appropriate online behaviour.• To begin to understand how information online can persist.• To identify the positive and negative influences of technology on health and the environment.• To understand the importance of balancing game and screen time with other parts of their lives.• To know what decomposition and abstraction are in computer science.



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RE

Unit 1

Religion: Hinduism

Theme: Prayer and Worship

Key question: What is the best way for a Hindu to show commitment to God?

- I can express why showing commitment to something may be a good thing.
- I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.
- I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.
- I can show an understanding of why people show commitment in different ways.
- I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.
- I can express why I think Hindus might choose different ways to show commitment to God.
- I can explain why one way of showing commitment may not be better than another.
- I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.
- I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.

Unit 2

Religion: Christianity

Theme: Christmas

Concept: Incarnation

Key question: Is the Christmas story true?

- I can start to explain why people may see an event in different ways.
- I can describe what a Christian learns from the Christmas story.
- I can start to explain that true can mean different things relating to the Christmas story.
- I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
- I can start to explain the Christian belief that Jesus was the Incarnation of God.
- I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.



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	<ul style="list-style-type: none">• I can give my opinion on whether a favourite story is 'true' and explain why.• I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).• I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.
French	<p><u>Rigolo 2 Unit 1: Salut, Gustave!</u></p> <p>Objectives:</p> <ul style="list-style-type: none">• How to greet people• How to share personal information• How to talk about family – brothers and sisters• How to say what people have/do not have using the 3rd person• How to say what people are like using 3rd person including negative <p>Grammar/skills:</p> <ul style="list-style-type: none">• Ask and answer questions• Recognise and use plural forms• Use a negative• Use 3rd person in positive and negative statements• Manipulate language by changing an element in a sentence• Understand and use agreements of adjectives• Recognise patterns in simple sentences <p><u>Rigolo 2 Unit 2: A l'école</u></p> <p>Objectives:</p> <ul style="list-style-type: none">• How to name school subjects• How to talk about likes and dislikes• How to ask and say the time• How to talk about timings of the day <p>Grammar/skills:</p> <ul style="list-style-type: none">• Understand and use the definite article correctly: le/la/l'/les• Express opinions• Use correct intonation when asking a question• Understand that there is not always a direct equivalent to each English word in French• Use a song to help memorise language



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| | <ul style="list-style-type: none">• Form longer sentences |
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History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- ☑ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☑ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☑ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- ☑ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☑ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☑ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should study Greek life and achievements and their influence on the western world

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:



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- ☒ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☒ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ☒ are competent in the geographical skills needed to:
 - ☒ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ☒ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ☒ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught:

- ☒ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ☒ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.



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Aims

The national curriculum for science aims to ensure that all pupils:

- ☒ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ☒ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- ☒ are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider **Science 169**

school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and



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researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Pupils should:

Animals including humans, Years 5 and 6:

Minimum:

- ☒ build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal) muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.☒ describe the changes as humans develop to old age.
- ☒ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ☒ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- ☒ describe the ways in which nutrients and water are transported within animals, including humans.

Further:

- ☒ draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- ☒ work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.



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- ☒ learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- ☒ work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Design and Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- ☒ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ☒ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ☒ critique, evaluate and test their ideas and products and the work of others



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☒ understand and apply the principles of nutrition and learn how to cook.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- ☒ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ☒ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ☒ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ☒ 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

Evaluate

- ☒ investigate and analyse a range of existing products
- ☒ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ☒ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge



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- ☒ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ☒ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ☒ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ☒ apply their understanding of computing to program, monitor and control their products.



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Stone Age Topic Planning by Hamilton Trust

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Discover the lasting influence of the Ancient Greeks on the western world. Investigate the timeline and four main periods of the Greek Empire. Explore different kinds of historical sources and evaluate their usefulness. Marvel at Alexander the Great and the empire under his leadership. Learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings. Research the historical background of Aesop and his fables. Learn about the roles and rights of free men, women, children and slaves in Ancient Greece and research democracy. Examine the exciting Olympics and its modern legacy.

Block	Key NC Objectives	Outcome
<p align="center">Block A Timeline [5 sessions]</p>	<p align="center">History, D&T and Art</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. Understand Ancient Greece, Greek life, their achievements and influence on the western world. Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. Improve mastery of art and design techniques. Produce creative work, exploring their ideas and recording their experiences. 	<p><i>Find out about the four main time periods of the Greek Empire. Learn key information from each era and wow your invited guests as you teach them everything you have learned about the chronology of the Ancient Greeks.</i></p>
<p align="center">Block B True or False [4 sessions]</p>	<p align="center">History and English</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world. Reading comprehension including making comparisons within and across books, distinguish between statements of fact and opinion, 	<p><i>Think and question like a historian. Explore different kinds of historical sources. Check the fascinating myths of the Trojan War and the Minotaur against primary sources. Record a Mythbusters radio show. Research the lost city of Atlantis using a variety of means. Finally plan and perform a presentation for a TV History show.</i></p>



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	<p style="text-align: center;">retrieve, record and present information from non-fiction.</p>	
<p style="text-align: center;">Block C Empire [5 sessions]</p>	<p>History, Geography, Art and English</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of physical geography and human geography. • Present the human and physical features in the local area using a range of methods. • Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. • Retrieve, record and present information from non-fiction • Provide reasoned justifications for their views. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Create sketch books to record their observations and use them to review and revisit ideas. 	<p><i>Research the fascinating life of Alexander the Great and some of the places he and his troops saw. Recreate some of the episodes in his life through improvisation and performance.</i></p>



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	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	
<p align="center">Block D Trade [7 sessions]</p>	<p>History, English, Geography and Art</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. • Gain and deploy a historically grounded understanding of abstract terms such as ‘economy’. • Create their own structured accounts, including written narratives and analyses. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Retrieve, record and present information from non-fiction. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Locate the world’s countries using maps. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for 	<p><i>Understand trading in the Ancient Greek world. Work with maps and discover the goods that were traded by the Ancient Greeks. Learn how the economy worked. Finish by designing, making and playing an Ancient Greek trading game.</i></p>



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	example, pencil, charcoal, paint, clay].	
<p align="center">Block E Home Life [5 sessions]</p>	<p>History, D&T, Art and English</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. Understand Ancient Greece, Greek life, their achievements and influence on the western world. Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. Improve mastery of art and design techniques. Produce creative work, exploring their ideas and recording their experiences. Develop wider skills in spoken language. Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	<p><i>Learn about the lifestyle and clothing of the Ancient Greek people. Research and design your own clothing and artefacts typical of Greek home life. Finally take part in whole class role-play, dressing up and feasting.</i></p>
<p align="center">Block F Buildings [4 sessions]</p>	<p>History, D&T, Art and Computing</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. Understand Ancient Greece, Greek life, their achievements and influence on the western world. Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. Improve mastery of art and design techniques. 	<p><i>Discover the significance of temples to the Ancient Greeks. Research the features and roles of key Greek buildings and attempt to build your own. Finally make a model, shoot a short, small world figure film and then host a movie premiere for another class.</i></p>



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	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	
<p style="text-align: center;">Block G Parthenon Marbles [7 sessions]</p>	<p>History, Art and English</p> <ul style="list-style-type: none"> • Study Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Understand nuances in vocabulary choice and age-appropriate, academic vocabulary. • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Retrieve, record and present information from non-fiction. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p><i>Learn about the great art of the Ancient Greeks through the details on the Parthenon Marbles, learn techniques to help draw figures of people and animals as realistically as possible, and use the Marbles as inspiration for creating drawings, paintings, and sculpture. Finally, learn about and debate the controversy over the ownership of the Marbles.</i></p>



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	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	
<p align="center">Block H Education [4 sessions]</p>	<p>History, D&T and English</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. • Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. • Develop wider skills in spoken language. Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	<p><i>What was it like to go to school in Ancient Greece? Appreciate the role of education in the lives of the Ancient Greeks. Learn about their school days, as well as some of the great thinkers of this period!</i></p>
<p align="center">Block I Aesop [5 sessions]</p>	<p>History, Art and English</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Understand how our knowledge of the past is constructed from a range of sources. • Discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ inc. ‘slavery’. • Create their own structured accounts, including written narratives and analyses. • Construct informed responses that involve thoughtful selection and 	<p><i>Research the historical background of Aesop, his fables and the illustrations. Discuss your learning, create your own fables, and round off the block by explaining Aesop to younger children and reading your own story to them!</i></p>



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	<p>organisation of relevant historical information.</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Try to predict what might happen from details stated and implied. • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Note and develop initial ideas, drawing on reading and research where necessary. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Learn about great artists, architects and designers in history. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	
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<p style="text-align: center;">Block J The Ancient Olympics [4 sessions]</p>	<p>History, D&T and English</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. • Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilisation’. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. • Develop wider skills in spoken language. Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	<p><i>Learn about the significance of the Ancient Greece Olympics. Research the details and structure of the ancient Olympics and recreate significant parts of them in this block!</i></p>
<p style="text-align: center;">Block K Democracy [3 sessions]</p>	<p>History and English</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Learn about Ancient Greece, making a study of Greek life and achievements and their influence on the western world. • Extend confidence, enjoyment and mastery of language through public speaking, performance and debate. 	<p><i>Learn about the development of democracy from its creation in Ancient Greece to systems used today. Plan and run your very own class democratic system.</i></p>