

Big Question: Where is Greece and why is it such a popular destination?

Year: 5	Term: Summer 1	
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the topic title for this half term: 'Where is Greece and why is it such a popular destination?' and explain how it fits in with the whole school topic of 'Travelling and Explorers'. Explain to the children that lots of people like to go to Greece on their holidays. Show the children a map of where Greece is and some photographs of people on holiday there. Can they work out why it is such a popular destination? Explore some of the ideas the children have and then ask the question: Where is Greece, why is it a special place and how is it similar/different to the UK? Explain that in this topic, we will compare the capital city of Greece with the capital city of England and find out what is similar and what is different about the two places. Can they think of any geographical features that we should look at (e.g. climate)? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	Geography
Travellers and Explorers Writing narratives inspired by the following texts: <i>The Unforgotten Coat</i> by Frank Cottrell Boyce and <i>Coraline</i> by Neil Gaimon	Measurement Identifying the difference between area and perimeter, then calculating these in different polygons. Using estimation to support their calculations.	Modern day Greece – geographical differences through the study of human and physical geography of a region in the UK and in Greece. Compare London to modern-day Athens.
Art and Design	Design and Technology	PSHE and Citizenship
Kapow Scheme of Work <i>Sculpture and 3D</i> Interactive Installation	Kapow Scheme of Work <i>Electrical Systems</i> Doodlers	Jigsaw Scheme of Work Relationships PSHE Association Economic Wellbeing
Science	RE	Computing
Living things and their habitat <i>Life cycles and reproduction in plants and animals</i> NOT HUMANS	2022 Newham Agreed Syllabus <i>What impact do beliefs have on actions?</i> Why are Muhammad and the Qur'an important to Muslim people?	NCCE Scheme of Work <i>Creating Media</i> Introduction to vector graphics
PE	Music	Spanish
Complete PE Scheme of Work Sports' Day and Capture the Flag	The history of music and music for special occasions. Handel – <i>Zadok the Priest</i> Copland – <i>Fanfare for the Common Man</i> Bob Marley – <i>Three Little Birds</i> Bobby McFerrin – <i>Don't Worry be Happy</i>	Manners Children will learn some manners at the table, all the items to set the table and they will compare Spanish and British eating times.
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes 		

- and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet:
- Words with the /i:/ sound spelt ei after c
- Words containing the letter-string ough
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Distinguish between statements of fact and opinion
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
- Devices to build cohesion, including adverbials of time, place and number
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (App2)
- Verb prefixes: e.g. dis-, de-, mis-, over-, re-

Maths

Pupils should be taught to:

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres,
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes,
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water.

Geography

Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Working towards

I can **locate on a map** the world's continents, including Europe and **identify** key human and physical characteristics of Greece and the UK.

Expected

I can **label a map** with the world's continents, the UK and Greece. I can **describe** Greece's key human and physical characteristics.

Greater depth

I can use a **variety of resources to locate and label** the world's continents, Greece and the UK. I can **explain** how Greece's key human and physical characteristics impact on the rest of the world (e.g. tourism).

Art and Design

In this unit, the children will be learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.

Working towards

I understand that installation art is large, interactive and that the location it is positioned in is important. I can give an opinion on various pieces of installation art.

Expected

I understand some basic ideas about spatial dimensions, problem-solving in 3D art construction and how to plan and display an installation. I can explain the choices I have made to improve the viewer experience.

Greater depth

I can talk knowledgeably about spatial dimensions, problem-solving in 3D art construction and how to plan and display an installation. I can explain what idea my piece communicates and how my installation engages my audience.

Design and Technology

In this unit, the children will explore series circuits and be introduced to motors. They will explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.

Working towards	Expected	Greater depth
I know that a motorised product is one which uses a motor to function.	I understand how to complete a product analysis.	I can talk about the differences between how different products function.

PSHE and Citizenship and Emotional Literacy/Social Skills

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.
- I can recognise the feeling of jealousy, where it comes from and how to manage it (in the context of friendships and sibling relationships).
- I understand how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.

Do **not** cover:

- I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend.

Instead:

Financial Wellbeing

How Money is Used

- To learn about the role money plays in people's lives. I can recognise where money comes from and how it is used. I can describe different attitudes people may have towards money. I can evaluate different ways to pay and identify which options are more useful or appropriate in different contexts. I can analyse what influences people's decisions about spending money and how they manage those influences.

Making Decisions About Money

- To learn that decisions can be made about spending money based on budget, value, and needs. I can identify how budget, value, and needs can influence decisions about spending money. I can explain different ways that money can be saved and kept safe, and why this is important. I can explain the importance of keeping track of money.

Working towards	Expected	Greater depth
I can tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you some reasons why using technology to communicate could lead to harm for myself or others.	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe. I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures.

Science

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can describe the life process of reproduction in some plants and animals.

Working towards	Expected	Greater depth
I can explain how plants reproduce. I can explain how new plants can be grown from cuttings and bulbs.	I can explain how plants reproduce. I can also describe the differences in the life cycles of different animals. I can describe the process of reproduction in some animals.	I can describe the process of reproduction in plants and some animals. I can also explain the differences between the life cycles of different animals.

RE

Pupils should be taught about the life and teachings of Muhammad and develop their understanding of why he is significant to Muslims. They should reflect on how the practice of quiet contemplation could be used in their own lives.

Working towards	Expected	Greater depth
	I can compare and contrast practices that are important to a Muslim person	As expected, + I can reference quotations from people or from the

I can compare and contrast practices that are important to a Muslim person with my own life.	with my own life, analyse the similarities and differences and explain the values that lie behind them.	Qur'an and hadith when giving explanations .
<p>Computing</p> <p>Pupils will start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Pupils will layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p>		
<p>Working towards</p> <p>I can add and remove objects to create a drawing; manipulate the objects to create a drawing; move objects on the screen; position an object on top of another and select and group objects to move them.</p>	<p>Expected</p> <p>I can add and remove objects to create a drawing of a chosen artefact; use copy and paste to maintain consistency within the drawing; manipulate an object's size, colour, and proportion to represent a chosen artefact; purposefully position and rotate objects; move objects to different layers to create a specific aspect of a drawing; manipulate multiple objects concurrently and I can group objects to make them easier to work with.</p>	<p>Greater depth</p> <p>I can enhance the drawing by adding additional objects, for example to represent light and shade; I can manipulate objects to achieve desired effects to create a drawing with consistent proportions; I can trial placing objects in different places to see what suits the overall image; position objects to make more complex shapes; combine grouped objects together to form bigger groups and ungroup objects to make a change and then regroup as necessary. I can say how my project can be improved.</p>
<p>PE – Sports Day & Capture the Flag</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>		
<p>Working towards</p> <p>I can participate in different events.</p>	<p>Expected</p> <p>I can participate in different events and recognise how to improve my performance.</p>	<p>Greater depth</p> <p>I can participate in different events, recognise how to improve my own performance and take leadership in a team situation.</p>
<p>Music</p> <p>The history of music and music for special occasions. Selected children will also work with the Guildhall Orchestra on a special music project.</p>		
<p>Working towards</p> <p>I can give a brief description of the history of music.</p>	<p>Expected</p> <p>I can explain how music from the past reflected the society of the time.</p>	<p>Greater depth</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<p>Spanish</p> <p>Children will learn some manners at the table, all the items to set the table and they will compare Spanish and British eating times.</p>		
<p>Working towards</p> <p>I can listen and understand a simple sentence I can respond to some familiar questions with support I can join in with the words of song, story or rhyme I can say, read and write a more complex sentence with support</p>	<p>Expected</p> <p>I can listen and understand a more complex sentence I can ask and answer a variety of questions with support I can manipulate vocabulary to say a more complex sentence positive and negative with support I can read (aloud) and show understanding of a more complex sentence I can write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives, adverbial phrase I can demonstrate understanding of gender and the position of colour adjectives</p>	<p>Greater depth</p> <p>I can produce confidently a more complex sentence including e.g. positive, negative, nouns, adjectives, adverbs and definite/indefinite article I can ask and answer confidently a variety of questions I can write complex sentences from memory with accuracy I can apply the rules of adjectival agreement with accuracy</p>
<p>Educational Visits and Visitors</p> <ul style="list-style-type: none"> • Visit a mosque as part of RE. • Visit a Greek Orthodox Church as part of learning about Greek culture and belief. • Visit the Handel House as part of learning in music. 		
<p>Sequence of Key skills/objectives/context (Key teaching points)</p>		

- Explore what is already known about Greece – in the context of where it is (recap continents, oceans, seas, countries and capitals).
- Understand what a geographer looks for when studying a country (physical and human features, trade, climate, population etc.).
- Understand key geographical features of Greece – and in particular of its capital city – Athens.
- Compare and contrast the key geographical features of Athens with London.
- Draw and use maps and atlases.
- Consider how the features of Greece have made it a popular tourist destination.
- Evaluate where a person would rather spend their holiday (London or Athens) and give explanations and justifications for the answer.

Key Vocabulary

Geography

Atlas Change over time Coast Compass Continent Country Economy	Europe Globe Hemisphere Human Land use Map Mountain Ocean Physical	Rural Sea Time difference Tourism Trade Urban Valley <i>Also include city names and key rivers and landmarks</i>
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Additional Information

Evidence in the books and on display

- A map of the world and a map of Europe, each with Greece highlighted. A map of Greece and its surrounding countries/sea. The same, but with the UK.
- Table of facts about Greece’s most important geographical aspects: e.g. environmental regions, key physical and human characteristics (weather, land use etc.) and major cities. Then the same for the UK.
- Comparison between Athens and London.
- Investigating into why Greece is a popular tourist destination (e.g. analysis of brochures, leaflets, TV ads, websites etc.).
- Create own leaflet about why people should visit Greece on holiday.

Outcomes

- The children will be able to locate Greece and the UK on a map and be able to talk about major human and physical features of the two locations.
- The children will be able to use a range of maps.
- The children will have a clear understanding of economic activity and the distribution of natural resources in the UK and in Greece.
- The children will be able to explain why people want to go to Greece on holiday.

Helpful Websites

- <http://www.visitgreece.>
- <https://www.mfa.gr/uk/en/about-greece/tourism/gr/>

Strategies for EAL learners and SEN

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

SMSC

Spiritual	Moral	Social	Cultural
-Why is taking a break or having a holiday important?	-What do we need to think about before going on holiday to ensure that	-What types of activities do people take part in on holiday and how to	-How can we find out more about the people in our community and their

	everyone is happy and safe?	these support and develop social interaction?	customs around holidays and food?
FUNDAMENTAL BRITISH VALUES			
<p>Democracy</p> <p>-What is democracy?</p> <p>-How have the government encouraged people to rest and take holidays (think about transport links, bank holidays etc.).</p>	<p>Individual Liberty</p> <p>-Are we free to go wherever we want and do whatever we want?</p>	<p>Tolerance and Mutual Respect</p> <p>-What similarities and differences are there between the religions we are studying and how can we learn about their traditions and customs?</p>	<p>Rule of Law</p> <p>-How do the laws change when we travel to different countries and do those laws apply to us if we are from Britain?</p>
Links to Rights Respecting Schools			
<p>Article 12 – Every child has the right to express their views, feelings and wishes in all matters.</p> <p>Article 29 – Education must develop every child’s talents, abilities and personality.</p>			
Links to Safeguarding			
<ul style="list-style-type: none"> • Talk about how to keep safe when on holiday: <ul style="list-style-type: none"> ○ Travelling on different forms of transport ○ Water safety ○ Stranger danger ○ Sun safety ○ Looking after your belongings ○ Country code ○ Different rules in different countries 			
Celebrating Heritage			
<ul style="list-style-type: none"> • Looking at the culture of a place different to the UK. 			