

<p>Year Group: 6</p> <p>Name of project: Ancient Greece</p> <p>Term: Autumn 1</p>	<p>Summary of current hook:</p> <p>The children take part in a day-long Greek workshop, carried out by an external company. The children problem-solve Greek puzzles, explore Greek games and sports, take part in the story-telling of a myth and carry out a fact-finding task.</p>	<p>Summary of current celebration:</p> <p>Children share the myths they have written with another year group.</p>
<p>Learning Journey</p> <p>History</p> <ul style="list-style-type: none"> • Ancient Greece- a study of Greek life and achievements and their influence on the western world • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>P.E</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns <p>English</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		
<p>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> • The children study the structure, techniques and language involved in Greek mythology and then write their own, focussing on the message it holds for the reader. • They write non-chronological reports about Ancient Greece and the different aspects of life e.g. Olympics, daily life, social structure, gods and goddesses. • They develop their descriptive writing and compositional skills by producing writing depicting Greek scenes. • Opportunities also to write detailed, meaningful work in project sessions such as a balanced argument and a battle overview. 		<p>Key dates</p> <p>Friday 6th September : Hook event workshop</p>
<p>Integrity</p> <ul style="list-style-type: none"> • Opportunities for group work in which the strengths of each team member need be drawn upon • When studying an older civilisation, there is a need to approach learning with an open mind and not being drawn to instant conclusions 	<p>Determination and Effort</p> <ul style="list-style-type: none"> • Children must explore a range of resources in order to discover key information in order to then seek answers and generate ideas • Discussion and debate child-led; opportunities to voice ideas and pose questions • Chances to implement creativity, imagination and new learning into their writing • Focus and concentration are key when performing their Greek dance 	<p>Respect</p> <ul style="list-style-type: none"> • The children develop an understanding of a different culture and the reasons behind decisions made by those people • The children listen carefully to the views and ideas of others, and when offering a contrasting idea, do so respectfully and in an articulate manner
<p>Growth Mindset</p> <ul style="list-style-type: none"> • Children will need to seek out and be prepared to work through different strategies in order to solve problems and find answers • When producing writing, there are plenty of opportunities to listen to the work of others and offer effective and meaningful feedback as well as taking on such ideas from others • Resilience and enthusiasm needed throughout the dance unit to produce work they can reflect proudly on 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Children are encouraged to come up with their own answers and reasons to key focussed questions: • ‘Which ancient Greek concept has had the largest impact on life and society today?’ • ‘Was Greek democracy real democracy?’ • Through listening and discussing with their peers, children are able to challenge, change and alter viewpoints if they feel they have been convinced otherwise or can convince others 	<p>A school within a garden</p> <ul style="list-style-type: none"> •