



Ancient Romans v Ancient Greeks

Year 5 Spring 2024



Intent: Children will develop a knowledge of Ancient Rome and Greece. They will be able to compare the two and have some understanding of how they have impacted the way we live today.

Skills, and Knowledge:

- To make a timeline of key events.
- To use historical sources to infer information about the past
- To make a balanced argument based on historical knowledge
- To find out why Alexander the Great was a significant figure.
- To analyse the historical impact of Alexander the Great
- To identify key Ancient Greek gods and goddesses from historical sources
- To evaluate stories from history by examining sources of evidence
- To consider how we can know about what daily life was like so far in the past
- To explore the influence of Ancient Greece and Rome on various areas of modern life
- To consider the significance of different legacies on life today

Sticky Knowledge:

- Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands.
- Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.
- The Romans invaded Britain in 43AD and ruled for around 400 years.
- Roman soldiers were strong and tough. They had to carry their equipment such as tents, weapons, cooking pots as well as wearing their armour across the north of England.
- Rich Romans liked to eat exotic food, such as stork, roast parrot and even flamingo!
- When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introducing coins, straight roads, laws and a legal system.

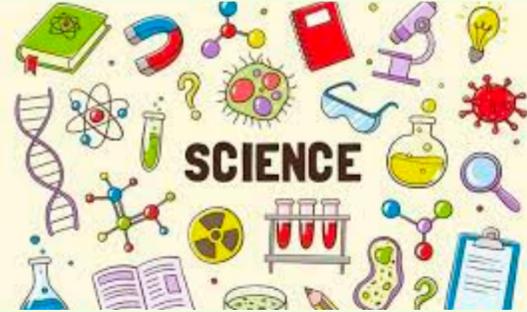
Key Vocabulary: Senate, philosophy, Polis, consul, Empire, Emperor, democracy, government, mythology, Olympics, invade, Gods/Goddesses.

Subject Composite:

A day in the life of an Ancient Roman and an Ancient Greek.

Impact:

Children will have experience of historical enquiry, posing questions, constructing accounts and role playing situations. Children will understand the parallels and contrasts between then and today.



Intent: Children, test and group everyday materials and explore their properties. They build on their knowledge of electricity to tests different electrical conductors and insulators. Children will gain an understand of how to carry out a range of scientific enquiries to explore the properties of materials and explore their potential uses.

Skills and knowledge:

- 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.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic.
- Use and develop keys and other information records to identify, classify and describe living things and materials.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graph.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.
- Use tests results to make predictions to set up further comparative and fair tests.

Sticky knowledge:

- Materials can be transparent, translucent or opaque. Most metals are non-magnetic.
- Only a few metals are magnetic including iron and steels.
- An electrical conductor is a material that allows electricity to flow through it.
- Metals are good electrical conductors. An electrical insulator is a material that does not allow electricity to flow through it.
- Plastic, wood and paper are electrical insulators.
- Materials are selected for specific uses due to their properties.
- I can give examples of this.

Vocabulary: transparent, translucent, opaque, magnetism, hardness, electrical conductor, electrical insulator, circuit, cell, bulb, independent variable, dependent variable, controlled variable, thermal insulator, thermometer, control beaker, temperature, properties, wood, metal, plastic, lifespan

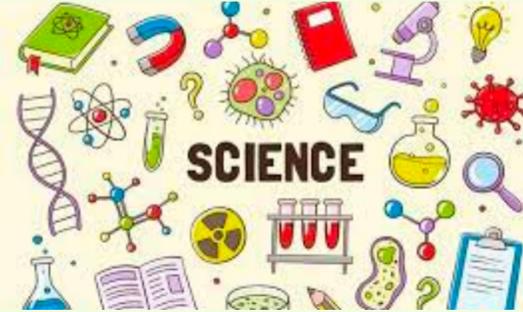
Subject composite: Children investigate materials using a range of enquiry methods.

Impact: Children will have a clear knowledge of materials and will be able to talk about the use of materials for certain jobs giving reasons for their choices.

Linked Texts: Who let the Gods Out by Maz Evans, Maximus- Race to the Death, My Family and other Romans, We are the Romans, The Romans: Gods, Emperors and Dormice, A Visitors Guide to Ancient Greece, Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greece, Greek Heroes: Top Ten Myths and Legends!

Trips and Visits: Bath and Bristol Residential

Topic Finale Composite:



Intent: Children will build on their understanding of life cycles to explore the life cycles of humans. They will also explore puberty.

Skills and knowledge:

- Describe the changes as humans develop to old age.
- Plan different types of scientific enquiry to answer questions. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Sticky knowledge:

- The human life cycle has six main stages - foetus, baby, child, adolescent, adult and elderly adult.
- After puberty, humans can reproduce.
- Most babies and toddlers hit certain milestones in their first two years such as crawling and walking.
- Key changes that happen to females during puberty include; the start of periods, growth of underarm and pubic hair, mood swings, spots and growth of breasts.
- Key changes that happen to males during puberty include; growth of body hair, growth of the penis and testicles, spots, mood swings and deepening of the voice.
- A person is classed as an adult from the age of 18 onwards.

Vocabulary: adolescent, baby, foetus, toddler, child, elderly adult, life cycle, milestone, womb, reproduce, puberty, hormone, life expectancy, gestation, mammal, offspring, correlation, anomaly

Subject composite: Children will take part in discussions and scientific enquiries to explore the topic of human life cycles.

Impact: Children will understand more about themselves, their bodies, how they have developed so far in their lives and what will happen in the future.



Intent: They are introduced to the process of making monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations.

Skills and Knowledge:

- I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work.
- I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.
- I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.
- I can use my sketchbook to explore my ideas.
- I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.
- I can share my thinking and outcomes with my classmates. I can listen to their views and respond.
- I can share my response to the artwork made by my classmates.
- I can photograph my work, thinking about lighting, focus and composition.
- I can evaluate and understand why this process happens after production.

Sticky Knowledge:

- That when artists create one off prints using a simple printmaking process it is called a monotype.
- Monotypes can be made when a plastic or metal plate is painted onto with any material that will transfer marks to paper under pressure.
- A monotype is a standalone print whereas a monoprint is a print that is part of a series.
- Monotype gives us between mark making and outcome to make images with texture and a sense of history.

Key Vocabulary: monotype, transfer, distance, mark-making, texture, collage, sculptures, installations, zine
Subject Composite: Create your own visual poetry zine using collage and monotype.

Impact: Children can explore colour, line and a relationship between text and image on the page



Intent: Design, make and evaluate a drawbridge (product) for me (user) to keep people safe (purpose).

Skills and Knowledge:

- Designing: Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- Develop a simple design specification to guide their thinking.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.
- Making: Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished.
- Work within the constraints of time, resources and cost.
- Evaluating: Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.

Sticky Knowledge

- A pulley is a wheel on a fixed axle with a groove in it to guide a rope or cable
- A pulley changes the direction of the force needed to lift the object
- A simple pulley system can be used to create a draw bridge for a castle
- Draw bridges were first developed in Egypt 4000 years ago

Key Vocabulary: pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, annotated, functionality, innovation

Subject Composite: Children to make a draw bridge.

Impact: Children will develop their skills in engineering and will have a deeper understanding of design, make, evaluate cycle.