



**Class: Natterer's  
Cycle B  
Terms 5 and 6  
Title: Who Holds the Power?  
Main subject focus: Geography (and History)**

**Big enquiry questions worth asking: Who holds the power?  
(Geography)**

History – Ancient Greece

Geography – physical and human features, locational and place knowledge, economic activity and trade links

**Learning Theme Big Question: Who Holds the Power?**

**Why is this so important?**

1. Studying the Ancient Greeks' life and achievements and their influence on the western world helps us to understand significant aspects of the history of the wider world including the nature of ancient civilisations – the continuing legacy of Ancient Greeks, and their influence on education, language, architecture, government and the Olympic Games.

2. Journeys – Trade

The children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.

**Other questions worth asking:**

How can we find out about the civilisation of Ancient Greece?

1. Who were the Ancient Greeks?
2. What do artefacts tell us about what life was like in Ancient Greece?
3. Can we learn anything from Greek myths and legends?

Can we thank the Ancient Greeks for anything in our lives today?

4. What are the similarities between our schools, government, language and those in Ancient Greece?
5. How have the Olympic Games changed since they were first held in Ancient Greece?

describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**What do we want the children to know? (Knowledge)**

The children will use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key



events and individuals from this period. We will explore the continuing legacy of Ancient Greeks and the children will learn about their influence on education, language, architecture, government and the Olympic Games. The emphasis will be on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.

The children will use an atlas to locate countries and will know the journey of how at least one product gets to their home in detail. They will be able to explain what 'fair trade' means and describe where in the world several different fruits originate plus name and locate several countries where their clothes and food originate. They will explain the views of different groups of people on a geographical issue and understand that there are advantages and disadvantages to imported and locally produced products. They will explain: how cotton clothing is produced; that each type of fruit grows in particular climatic conditions and understand there are many routes that products can take before arriving in our homes.

**What will be your real life project?**

Final activity: Which is the most important legacy of the Ancient Greeks?

**Trips and visits**

Fieldwork: the children will go on a field visit to investigate the products available in the local area, and find out about which products are produced locally and which are imported. They will be posing their own enquiry questions and collecting their own information to answer the questions.

**Key vocab:** 1. ancient, modern, civilisation, ancient civilisation, myths, legends, government, democracy, autocracy, artefact, primary source, secondary source, citizens, archaeology, architecture. 2. trade, journey, originate, seasonal, Fair Trade, import, export, local, climate,

Key knowledge (from NC)	Key knowledge and vocabulary (in bold)	Key skills progression
<p><b><u>As historians we will...</u></b></p> <ul style="list-style-type: none"> <li>find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period</li> <li>learn about the continuing legacy of Ancient Greeks and explore their influence on education, language, architecture, government and the Olympic Games</li> <li>make with other ancient civilisations</li> </ul>	<ul style="list-style-type: none"> <li>to infer information from artefacts about what life was like in Ancient Greece</li> <li>to consider the utility and limitations of using artefacts in isolation from other historical sources</li> </ul> <p><b>VOCABULARY: ancient, modern, civilisation, ancient civilisation, government, democracy, autocracy, artefact, primary source, secondary source, citizens, archaeology, architecture, myths, legends</b></p>	<ul style="list-style-type: none"> <li>developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</li> </ul>



<p><b><u>As geographers we will...</u></b></p> <ul style="list-style-type: none"> <li>• find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes.</li> <li>• map the journeys taken by items, and research the pros and cons of buying local or imported goods.</li> <li>• explain what 'fair trade' means and describe where in the world several different fruits originate plus name and locate several countries where their clothes and food originate.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the views of different groups of people on a geographical issue</li> <li>• understand that there are advantages and disadvantages to imported and locally produced products</li> <li>• understand that there are various outcomes for items of clothing that are no longer wanted</li> <li>• explain how cotton clothing is produced</li> <li>• explain that each type of fruit grows in particular climatic conditions</li> <li>• understand there are many routes that products can take before arriving in our homes</li> <li>• understand that our shopping choices have an effect on the lives of others.</li> </ul> <p><b>VOCABULARY: trade, journey, originate, seasonal, Fair Trade, import, export, local, climate</b></p>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of 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</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<p><b><u>As scientists we will...</u></b> learn about forces</p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>Learn about electricity</p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> </ul>	<p>Forces</p> <p>A force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.</p> <p>Air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object.</p> <p>A mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top</p>	<ul style="list-style-type: none"> <li>• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>• report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>



<ul style="list-style-type: none"> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.</p> <p><b>VOCABULARY: Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</b></p> <p>Electricity</p> <p>Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. If you use a battery with a higher voltage, the same thing happens.</p> <p>Adding more bulbs to a circuit will make each bulb less bright. Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter.</p> <p>Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well.</p> <p>Recognise circuit symbols to draw simple circuit diagrams.</p> <p><b>VOCABULARY: Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage</b></p>	<ul style="list-style-type: none"> <li>• use test results to make predictions to set up further comparative and fair tests</li> </ul>
<p><b><u>As designers we will...</u></b>          be focusing on the artistic style of cubism. We will explore what cubism is, reflect on art produced by Pablo Picasso and Georges Braque and create our own art work in this style. We will also be developing our sketchbook work through exploring different mark making techniques for observational drawings.</p>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Produce art work in the style of Pablo Picasso and Georges Braque.</li> <li>• Develop sketchbook work though exploring different mark marking techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Make good choices of resources and references to help me develop ideas.</li> <li>• To work independently to develop a range of ideas which show curiosity, imagination and originality.</li> <li>• To work systematically when investigating, researching and testing ideas and plans using sketchbook work.</li> <li>• To communicate how to further develop technical and craft skills.</li> </ul>



		<ul style="list-style-type: none"><li>• To describe, interpret and explain that work, ideas and ways of working of some important artists, craftspeople, designers and architects.</li></ul>
<p><b><u>As a theologian we will...</u></b> Consider what it means to belong to a religion, with the focus on Judaism. We will describe some of the things that are the same and different for religious people and will ask question about who we are and where we belong.</p>	<p>Children will:</p> <ul style="list-style-type: none"><li>• Understand the people who belong to a group or community have shared interests, values and beliefs.</li><li>• Learn about some of the shared beliefs of those who belong to the Jewish religion.</li><li>• Learn about the mezuzah and its significance to Jewish households.</li><li>• Investigate the Shema as a means to understanding core Jewish beliefs.</li><li>• Made a mezuzah relating the importance of Jewish people having their core beliefs on the door post.</li><li>• Learn about Shabbat.</li><li>• Learn about an important milestone in the journey of Jewish life: bar/bat mitzvah and consider important milestones in their own lives.</li><li>• Learn the history behind the celebration of Pesach, connecting what they know about other religions with Pesach.</li><li>• Learn about the different parts of the Seder plate and their significance and links with the story of Moses and the flight from Egypt.</li><li>• Learn about the main features of a synagogue and the importance of worship in the synagogue in Jewish life and practice.</li><li>• Learn that there are some significant differences in dress and/or practice amongst Jewish people around the world, but that the core beliefs of all Jews remains the same.</li></ul>	<ul style="list-style-type: none"><li>• Use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups.</li><li>• Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others.</li><li>• Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups.</li></ul>



<p><b><u>As communicators we will...</u></b>          develop our understanding of computer programming. We will use a coding software called 'Scratch' in order to create our own quizzes. We will consider how conditions can be used and adapted when coding.</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Explain that a condition can only be true or false.</li> <li>• relate that a count-controlled loop contains a condition.</li> <li>• compare a count controlled loop with a condition-controlled loop.</li> <li>• explain that a condition-controlled loop will stop when a condition is met.</li> <li>• explain that when a condition is met a loop will complete a cycle before it stops.</li> <li>• Explain that a loop can be used to repeatedly check whether a condition has been met.</li> <li>• Explain the importance of instruction order in 'if...then...else...' statements.</li> </ul>	<ul style="list-style-type: none"> <li>• To choose a condition to use in a program.</li> <li>• To create a condition-controlled loop.</li> <li>• To use a condition in an 'if...then...; statement to start an action.</li> <li>• To use selection to switch program flow.</li> <li>• To use 'if...then...else...' to switch program flow in one of two ways.</li> </ul>
<p><b><u>As athletes we will...</u></b>          Learn to play tennis and different athletic events</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• enjoy communicating, collaborating and competing with each other</li> <li>• develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> </ul> <p>In athletics we will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>• When to initiate skill replication in a range of different contexts.</li> <li>• Generate &amp; implement ideas and strategies to improve performances.</li> </ul>	<p>In tennis, we will practice:</p> <ul style="list-style-type: none"> <li>• Sending – strong side</li> <li>• Receiving</li> <li>• Hitting</li> <li>• Balance</li> <li>• Movement pattern – front/back + side to side</li> <li>• Anticipation</li> </ul> <p>In athletics, we will practice:</p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping</li> <li>• Throwing</li> <li>• Relay exchange</li> </ul>	<p>Understand, use and recall the following knowledge relating to Tennis activities:</p> <ul style="list-style-type: none"> <li>• When to initiate techniques in a range of different contexts.</li> <li>• Develop basic gameplay where teams must score more points than opposition.</li> </ul> <p>Tennis - Application of game rules.</p> <ul style="list-style-type: none"> <li>• Build on the ability to send and receive a ball towards a target area.</li> <li>• Involve opportunities to gradually use skills in a competitive environment.</li> <li>• Encourage working in pairs in a variety of roles and maintain set rules.</li> <li>• Push participates physical capacity.</li> <li>• How best to work cooperatively with a pair.</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Build on running, jumping and throwing skills developed previously.</li> <li>• Incorporate the replication of basic techniques in a competitive situation.</li> </ul>



- Application of event rules
- How best to work cooperatively with others.

- Involve opportunities to plan tactically.
- Allow students to take on different roles.