Birchfield
PRIMARY SCHOOL

Year 5 Curriculum Overview
Term 3.1

Teaching Team:

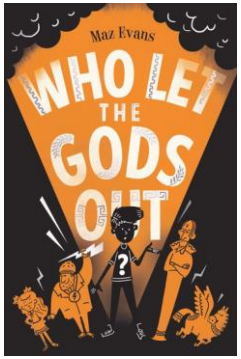
Mr Johnson, Miss Fisher, Miss Harrison, Mrs Patel

SLT: Mrs Saboor

PE Day: Tuesday

Homework: Homework is set on Friday and returned by Wednesday. Children are given additional homework to support their learning in class.

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	What was life like in Ancient Greece?
Significant People	Noor Inayat Khan (Linked to the value of Resilience)
Class Texts	Who Let the Gods out by Maz Evans?  **(Themes: Bravery, Illness vs Health, Greek Myths, Luck vs Fate, Life vs Death, Trickery and Love.)**

Reading	**Reading Domains** 2b retrieve and record key information/key details from fiction. 2d make inferences from the text / explain and justify inferences with evidence from the text. Children will continue focussing on word reading, in particular how suffixes change the meaning of a word and identify words with the same suffix. Children will continue to develop their skills of skimming and scanning ensuring they read the text carefully to locate key details/information to support them with their responses. Following this, children will continue to develop their inference skills and justifying their point using relevant information from the text and applying Point, Evidence, Explain (P.E.E) method to construct their responses.

Writing	This half term, children will continue to be exposed to different genres and apply the appropriate skills, whilst having an awareness of purpose and audience. To begin with, children will be writing narratives with an emphasis on characterisation and setting description. Furthermore, the SPaG focus will be the use of subordinating conjunctions to separate clauses and to bring better cohesion to their writing. In addition, children will identify and use different types of punctuation, including colons and semi-colons. Following this, children will be exposed to discussion texts and will use models to write a balanced argument on a particular topic, linked to either the enquiry or something relevant to their lives.
Maths	During this half-term, children will continue their learning on co-ordinates. They will be learning about translation and symmetry, reflection and angles, measuring angles and calculating angles. They will be learning how to use a protractor to measure angles. Children will continue to solve worded problems and develop their skills of reasoning, which will involve children being introduced to SATS based questions to prepare them for Year 6.
Geography	This project teaches children about the Geography of Greece. Children will use Atlases and google earth to look at the geographical features of ancient Greece, including islands, significant city states, landmarks, surrounding seas and countries.

History	This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of Ancient Greece. Children will be learning about Ancient Greek artefacts and will be able to sequence them in chronological order. They will be studying four periods of Greek history, comparing life in each period and how it changed over time. This includes the Minoan civilisation, Mycenaean civilisation, Greek Dark Age and Archaic period.
Science	This half term children will be learning about earth and space and forces. This project teaches children about our Solar System and its spherical celestial bodies. They will describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night. Children will also be introduced to the idea that a lever is a simple machine that can give a mechanical advantage. They will also learn about pulleys and gears that provide a mechanical advantage. This half term will conclude with a Lab Session linked to our previous topic, animals including humans (from Spring 2).
DT – Architecture	This project teaches children about how architectural style and technology has developed over time. Children will then use this knowledge to design a building with specific features.

Music	This half term the learning will be focussed on 'dancing in the street' by Martha and The Vandellas. This unit presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.
Computing	In this unit, children will use physical computing to explore the concept of selection in programming using the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Children will be introduced to conditions as a means of controlling the flow of actions in a program. They will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, Children will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, children will apply the stages of programming design.

PSHE	This half term children will be learning about how drugs common to everyday life (including smoking/vaping – nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. • That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. • How laws surrounding the use of drugs exist to protect them and others. • Why people choose to use or not use different drugs. • How people can prevent or reduce the risks associated with them. • That for some people, drug use can become a habit which is difficult to break. • How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. • How to ask for help from a trusted adult if they have any worries or concerns about drugs.
RE	In RE, we will be covering two units. Children will be learning about being temperate, self-disciplined and seeking contentment and being accountable and living with integrity. Children will learn about a variety of religious traditions and non-religious world views.
PE	Children will be taking part in tennis and cricket lessons.

Knowledge Organiser:

Groundbreaking Greeks

Ancient Greek lands were made up of the Greek mainland, surrounding islands and Greek colonies across the Mediterranean Sea. Ancient Greece was almost entirely surrounded by sea, and the mountains on the mainland made travelling by land difficult.

Significant periods of Greek history

Ancient Greek history can be divided into seven main periods or civilisations: Neolithic, Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period and Hellenistic period. Greece is often referred to as the birthplace of Western civilisation because of the advances that its people made in politics, science, mathematics, philosophy, literature and art.

Minoan civilisation

The Minoan civilisation existed between c3000 BC and c1100 BC on the Greek island of Crete. At the civilisation's peak, around 10,000 people lived in 90 cities. As Europe's first developed civilisation, the Minoans lived in towns with roads, wells and a basic sewerage system. They were capable farmers and skilled craftspeople. Their architects oversaw the building of palaces. They were also skilled in making pottery. They traded goods, such as olive oil, pottery and cloth. The Minoans also used an early writing system known as Linear A.

Reconstruction of the palace of Knossos

Mycenaean civilisation

The Mycenaean civilisation existed between c1600 BC and c1100 BC on the Greek mainland. They took control of Crete in c1450 BC. The Mycenaeans were excellent warriors. They invaded and settled in areas around the Mediterranean Sea and developed trade links with Egypt, Cyprus and many Greek islands. The Mycenaean chiefs lived in palaces within fortified hilltop citadels. The Mycenaean people were influenced by the Minoans. They developed the Minoan Linear A script into Linear B and were the first people to speak the Greek language.

Artist's impression of the citadel at Mycenae

Dark Age and Archaic period

In c1100 BC, the Minoan and Mycenaean civilisations collapsed and society began to decline. Greece entered its Dark Age. Many people left Greece and skills, including writing, were lost. The few remaining people lived in small family groups and reared livestock for food. They also began to mine iron to make spears and tools. Then, around 800 BC, Greece entered the Archaic period. This was characterised by the re-emergence of society, government, art and architecture. A new alphabet was devised, the population grew, city states developed and the first Olympic Games were held.

Classical period

The Classical period started in c500 BC and ended in 323 BC. It is known as the golden age of ancient Greece because many discoveries and advancements were made. People in the Classical period believed in gods and mythology from earlier periods, although philosophers and scientists at the time began to challenge those beliefs. Their architecture featured symmetrical designs and columns. Like the Minoans and Mycenaeans before them, people in Classical Greece established trade links both within Greece and with surrounding countries.

Aerial view of the Acropolis

City states

During the Classical period, ancient Greece was a collection of city states, rather than one united country. Each city state, known as a *polis*, included a city and its surrounding villages, farms and land. Each city state had its own government and hierarchy, although they spoke the same language and followed the same religion. The design of each city was also similar. They all had a connection to the sea for trade and transport, outer walls for protection, a variety of buildings inside the city walls and an acropolis built on a hill. Despite similarities and trade links between the city states, they were often at war with each other in a bid to gain power and land.

Family life and social class

In ancient Greece, class and gender determined the roles people could play in society and at home. Only male citizens were allowed to vote and make decisions. Below them in society came men called *metics*, who were not citizens and lastly, slaves. Men worked as politicians, landowners, artists, architects, sculptors, scientists and scholars. Women were expected to run the home, bring up the children, supervise the slaves and make clothing. They were not allowed to own land, vote or take part in politics.

Significant people

Ancient Greece is known for its many great thinkers, including philosophers, political leaders, scientists, mathematicians, historians and writers.

Pythagoras (c580–c500 BC) was a philosopher and mathematician. He developed a method to help people to calculate the longest side of a right-angled triangle.

Cleisthenes (c570–c508 BC) was a political leader in Athens. He developed the first democratic system.

Pericles (c495–429 BC) was a political leader in Athens. He ordered the construction of the Acropolis and Parthenon.

Socrates (c470–c399 BC) was a great philosopher. He used questions to help people to examine their knowledge and beliefs.

Hippocrates (c460–c375 BC) was a doctor. He carried out medical research and became known as the 'father of medicine'.

Plato (c427–c347 BC) was a philosopher and student of Socrates. He founded the first university in Athens.

Alexander the Great (356–323 BC) was a military leader. He expanded Greece's territory to create the ancient world's largest empire.

Timeline

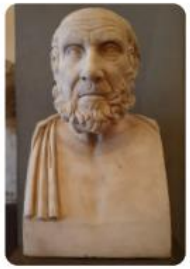
c6000–c3000 BC	People start to farm and make produce in Neolithic Greece.
c3000–c1100 BC	The Minoan civilisation exists on the island of Crete.
c1600–c1100 BC	The Mycenaean civilisation exists on the Greek mainland.
c1450 BC	The Mycenaeans take control of Crete.
c1100–c800 BC	Greek cities are destroyed or abandoned during the Greek Dark Age.
c800–c500 BC	Greece develops quickly and city states are founded in the Archaic period.
776 BC	The first Olympic Games are held in Olympia.
c507 BC	Cleisthenes introduces the world's first known democratic system to Athens.
c500	The Classical period begins.
356 BC	Alexander the Great is born.
323 BC	Alexander the Great dies and the Classical period ends.
323–30 BC	Greece becomes divided during the Hellenistic period.
30 BC	Ancient Greece is conquered by the Romans.

Lasting legacies

Democracy

The world's first democratic system was created in Athens in the fifth century BC. The system was designed to give the Athenian people a say over how their city was run. Today's democratic systems, although different from Athens', follow the same principles and allow ordinary citizens to have a say in how their country is governed.

Philosophy and mathematics



Socrates, Plato and Aristotle were some of the greatest philosophers of their time, and their ideas are still influential today. Socrates' method of questioning and discussion, known as the 'Socratic method', is still used in schools and universities. The ancient Greeks also made hugely significant advances in mathematics and the ideas of mathematicians, such as Pythagoras and Archimedes, are still relevant today.

Olympic Games

The Olympic Games were invented in ancient Greece. It was one of the greatest sporting and religious festivals of its time and drew in competitors and spectators from all parts of Greece. Today's Olympic Games share some of the same core values of excellence, respect and friendship that underpinned the original Olympic Games.

Arts and culture

Theatre was an important tradition in ancient Greece. Over 40 plays have survived from the Classical period. Poetry was another source of entertainment and education. Epic Greek poems have provided information about historical and mythological events. Sculpture was an important part of ancient Greek art and their method of painting designs onto pottery was also distinct and inspired many other civilisations.

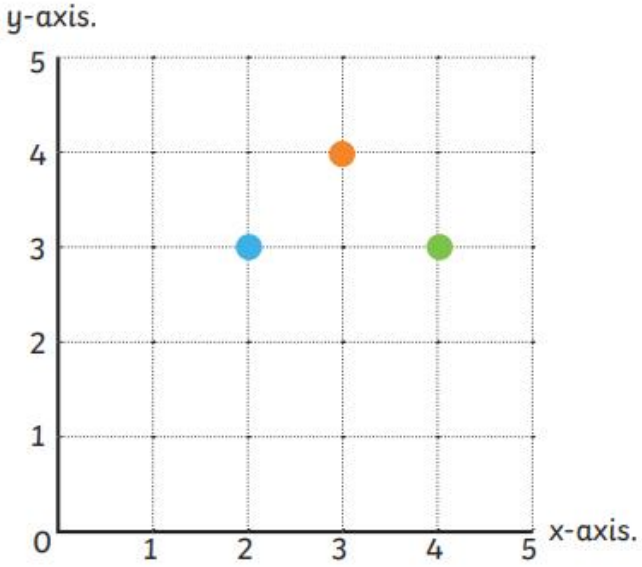
Glossary

acropolis	The upper fortified area of a Greek city that is usually built on a hill.
architect	Someone who designs buildings and makes sure that they are built correctly.
Athenian	A person from Athens.
citadel	A central fortified area of a city or town.
city state	A city and the area surrounding it with an independent government.
civilisation	A highly developed culture, including its social organisation, government, laws and arts.
democracy	A political system, which allows people to have a say in the way their country is governed.
empire	A group of countries or states ruled by a single authority, such as an emperor or monarch.
mathematician	Someone who studies, teaches or is an expert in mathematics.
mythology	A collection of religious and cultural stories.
Parthenon	A temple on the Acropolis in Athens.
philosopher	Someone who studies basic ideas about knowledge and reasoning.
warrior	A soldier with skill and experience in fighting.

Position and Direction — Knowledge Organiser

Key Vocabulary

- coordinate
- quadrant
- x-axis
- y-axis
- reflection
- mirror line
- translation
- horizontal
- vertical



Coordinates are a useful way to locate a position on a map or grid.

The numbers across the horizontal line of the grid are on the **x-axis**.

The numbers on the vertical line of the grid are on the **y-axis**.

We always read or write the number on the x-axis before the y-axis.

The x and y position are written in brackets with a comma.

The coordinate of the orange spot is **(3, 4)**.

To help you remember which point to read or write first, simply remember to move 'along the corridor and up the stairs'.

In other words, move on the **x-axis** and then move on the **y-axis**.

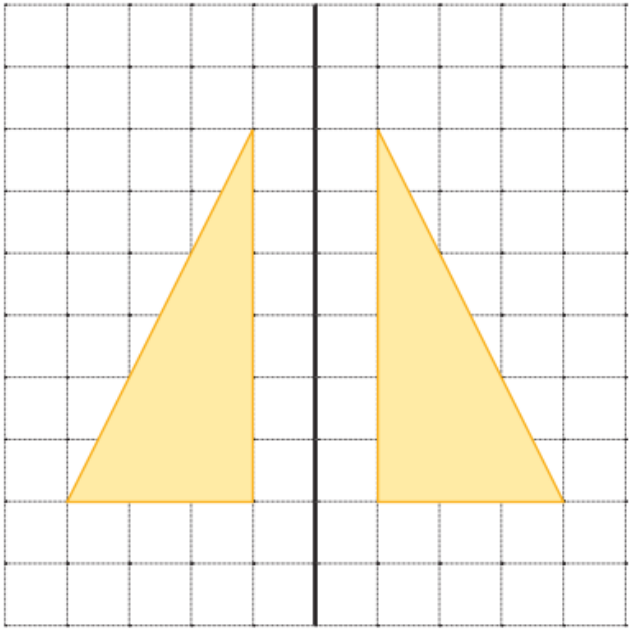
Position and Direction

Knowledge Organiser

Reflection

A shape is reflected when is flipped over a mirror line.

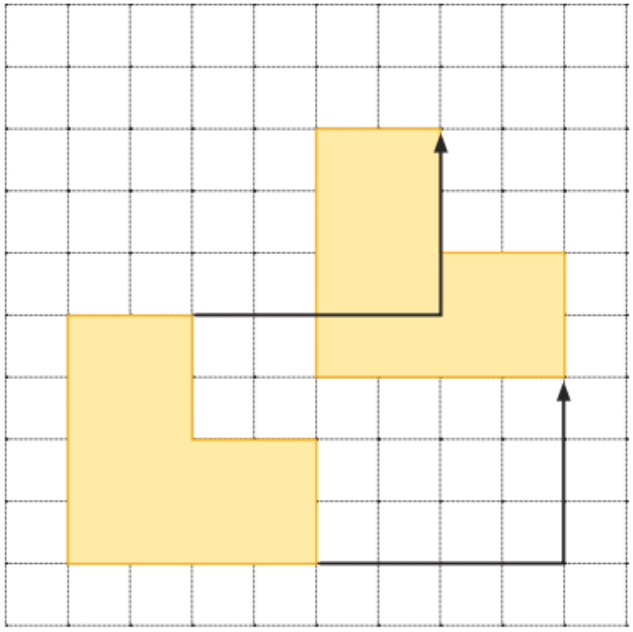
The reflected image is congruent to the original. This means that the measurements of the sides and angles have not changed. Each point of the reflected shape is the same distance from the mirror line as the original shape.



Translation

In maths, translation means moving an object on a grid. The object is moved without changing the size, turning or reflecting it.

When translating an object on a grid, it can move up or down, left or right.

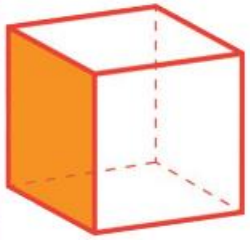


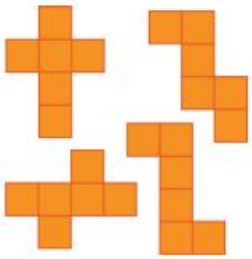
Key Vocabulary
Shape
Three Dimensional
3D Object
Nets
Models
Faces
Edges
Vertices
Cube
Prism
Pyramid
Rectangular Prism
Triangular Prism
Square-based Pyramid
Triangular-based Pyramid
Angles
90 degrees
Acute
Obtuse

Shape

I can connect 3D objects with their nets and other 2D representations. ☐

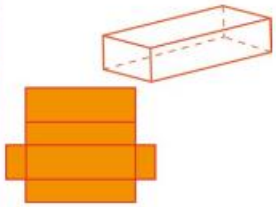
Cube

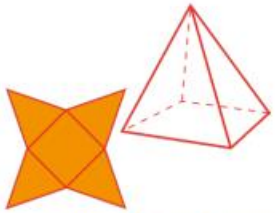




Rectangular Prism

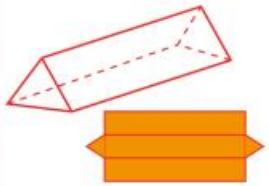
Square-based Pyramid

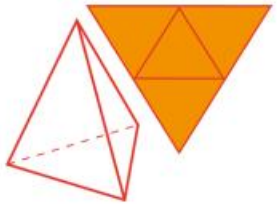




Triangular Prism

Triangular-based Pyramid





Geometric Reasoning

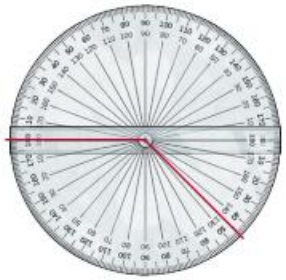
I can estimate, measure and compare angles using degrees. ☐

Right Angle: 90°

Straight Angle: 180°

Acute Angle: less than 90°

Reflex Angle: between 180° and 360°



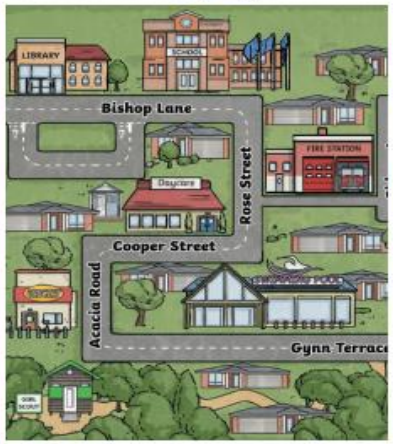
Obtuse Angle: greater than 90°

I can construct angles using a protractor. ☐

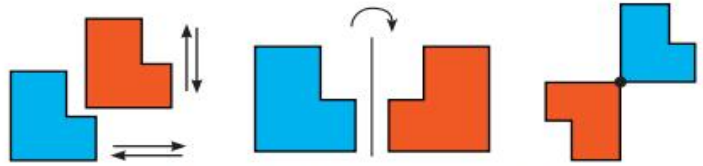
Read from zero on the outer scale of your protractor.

Count the degree lines carefully.

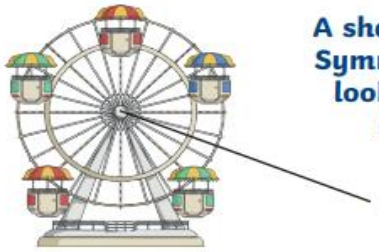
Key Vocabulary	Location	Transformation
Maps	I can use grid references to describe locations. ☐	I can describe translations, reflections and rotations of 2D shapes. ☐
Paths		
Grid		
Scale		
Legends		
Coordinate		
y-axis		
x-axis		
Turns	I can describe routes using landmarks and directional language. ☐	I can identify lines of rotational symmetry. ☐
Left		
Right		
Forward		I can enlarge 2D images and compare the resulting properties to the original. ☐
Environment		
Symmetry		
Lines of Symmetry		



"Walk along Bishop Lane past the Library and School. Turn right onto Rose Street and go past the Fire Station, turn right onto Cooper Street and you are at the Daycare."

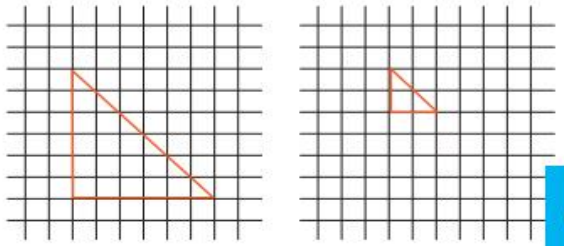


Translation - Slide Reflection - Flip Rotation - Turn



A shape has Rotational Symmetry when it still looks the same after some rotation

Centre Point



Home Learning

- Use the internet and the library to research Ancient Greece.
- Discuss what it might have been like to live as an ancient Greek.
- Investigate and research what the key beliefs of the ancient Greeks were.
- What did Greek art look like?
- Build an Ancient Greek Parthenon (see link below)

Useful Links:

Make your own Greek temple | University of Cambridge Museums

Who were the ancient Greeks? - BBC Bitesize

Ancient Greece | British Museum

Maths - Topmarks Search

Earth and space - KS2 Science - BBC Bitesize

What is a subordinating conjunction? - BBC Bitesize