

## Is life always fair?

Oppression	Rights	Democracy	Injustice	Equality
<b>History:</b> <ul style="list-style-type: none"> <li>Introduction of the question: <i>Is life always fair?</i></li> <li>Ancient Greeks – focus on this time period and its impact on the world today.</li> <li>Fairness and unfairness in society.</li> <li>To research historical figures who have experienced injustice.</li> <li>To understand class system in the Ancient Greek times</li> <li>To know about everyday life in Ancient Greek times.</li> <li>To understand the significance of democracy during Ancient Greece.</li> <li>To understand the severity and impact of slavery throughout key historical periods.</li> </ul> Vocabulary: <i>clue timeline ancient modern similar past sources of evidence (primary and secondary) earlier different Britain impact historians archaeologists civilisations settlements societies cultures</i>	<b>History Targets - A Year 6 Historian</b> <ul style="list-style-type: none"> <li>I can place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>I can summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>I can summarise how Britain has had a major influence on the world.</li> <li>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>I can identify and explain differences, similarities and changes between different periods of history.</li> <li>I can identify and explain propaganda.</li> <li>I can describe a key event from Britain's past using a range of evidence from different sources.</li> <li>I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> </ul>	<b>Science</b> Electricity: <ul style="list-style-type: none"> <li>I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</li> <li>I can compare and give reasons for why components work and do not work in a circuit.</li> <li>I can draw circuit diagrams using the correct symbols.</li> </ul> Vocabulary: <i>cell battery switch bulb motor buzzer series parallel circuit crocodile clips wire complete circuit symbol circuit diagram fuse wire bright dim filament electromagnet conductor insulator plug mains electricity</i>	<b>Art:</b> Spring 1: Make Ancient Greek pots using paper mache and mod roc.  *Pencils, charcoal and pastels Paper mache Mod roc  .	<b>DT:</b> Spring 2: Celebrating Culture and Seasonality - Greek foods Pulleys and Gears – moving cam toy
<b>Geography:</b> <ul style="list-style-type: none"> <li>Greece – investigate the area using maps and e-resources.</li> <li>Location and map work.</li> </ul> Vocabulary: <i>natural environment different home improved towns villages seasons journey location natural resources</i>	<b>Geography Targets - A Year 6 Geographer</b> <ul style="list-style-type: none"> <li>I can use Ordnance Survey symbols and 6 figure grid references.</li> <li>I can answer questions by using a map.</li> <li>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</li> <li>I can describe how some places are similar and dissimilar in relation to their human and physical features.</li> <li>I can name the largest desert in the world and locate desert regions in an atlas.</li> <li>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</li> </ul>			

		<ul style="list-style-type: none"> <li>I can explain how time zones work and calculate time differences around the world.</li> </ul>		
<b>English:</b> <ul style="list-style-type: none"> <li>Trash – Andy Mulligan – writing from two different characters’ points of view</li> <li></li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>Fractions</li> <li>Ratio</li> <li>Algebra</li> <li>Decimals</li> </ul> <b>Cross-curricular:</b> Greek number system/problem solving	<b>Stimulus/Visits:</b> <b>WOW Day - Monday 9<sup>th</sup> January</b> Greek food tasting Greek alphabet/names Greek maths Greek torch making Greek God and Goddess scavenger hunt Ancient Olympics - PE		
<b>Additional Links:</b> <b>PE:</b> Term 1: Gymnastics Term 2: Tag rugby  <b>Computing:</b> Programming  <b>Music:</b> Stand alone	<b>PSHE: JIGSAW</b> <ul style="list-style-type: none"> <li>Dreams and Goals (Spring 1)</li> <li>Healthy me (Spring 2)</li> </ul>	<b>Links to previous learning:</b> <ul style="list-style-type: none"> <li><b>History</b> – chronology, comparison of time periods, describing a key events using a range of sources.</li> <li><b>Geography</b> - Locating countries in Europe/focus on physical geography of Britain</li> </ul>		