**The Great, The Bold and The Brave**

Year 5 Learning Journey

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Start Date: | Sunday 10 September | Unit Length: | | 12 weeks |
|  | **Links to Host Country (Qatar)**   * Children will find out about government systems in Qatar. * Children will think about reasons for immigration to and from Qatar. | | During this unit our students will be:  Collaborators    Thinkers  Adaptable | |
| **The Great, The Bold and The Brave**  The history of western civilisation begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their own ideas and cultures – creating the world we know today. We will need to be historians, geographers, musicians and artists to investigate and develop our understanding of different historical civilisations and their impact on our world. What were some of the biggest contributions of these civilisations? How do their legacies impact upon the world we live in today? | | | | |
| **Entry Point**  For the Entry Point, children will take on the role of architects to recreate famous buildings from ancient Greece and Ancient Rome. Children will research the buildings they are creating and will then present their models to the rest of the class. | | | | |
| **Knowledge Harvest**  The children will record what they already know (or think they know) about Ancient Greece and Ancient Rome. They will think about what these two civilisations might have had in common. They will then make a list of things that they would like to find out during this unit. | | | | |
| **History**   * Children will work in groups to create a map of Ancient Greece, using clues to find the location of different states. * Find out what life was like in Ancient Athens and Sparta and how this compares to life now. * Children will use green screens to retell the events of the Persian War. * We will research buildings from Ancient Greece and Ancient Rome. * Children will find out about legendary figures from Ancient Greece. * Children will take on the role of an estate agent and will create brochures for Ancient Rome homes. * We will then develop our knowledge of towns and cities before creating guidebooks for Ancient Rome. * Children will create timelines, outlining the key events that took place in Ancient Greece and Ancient Rome. * We will research the factors that contributed to the Fall of the Roman Empire. * Children will find out about the Anglo-Saxons in Great Britain. * We will compare Ancient Greece and Ancient Rome to the Anglo-Saxons. | | | | |
| **International**   * We will find out about the government within Qatar and how this impacts decisions made within the country. * Children will compare the Athens and Sparta’s political systems. * We will compare democratic and republican systems. * As a class, we will think about the reasons for migration and how politics impact immigration. | | | | |
| **Art**   * As a class, we will explore pieces of art and artists from Ancient Greece and Ancient Rome. * Children will create mosaics in the style of those found in Ancient Rome. | | | | |
| **Music**   * Children will create compositions that could be played in a Greek theatre. * We will listen to and discuss music from Disney’s ‘Hercules’. * Children will then write their own lyrics to a song about Ancient Greece. | | | | |
| **Exit Point**  For the Exit Point, children will plan and set up a whole-class exhibition, to share their learning with other classes within the milepost. This will include pieces of art, research and digital learning. | | | | |
| **Assessment**   |  |  |  |  | | --- | --- | --- | --- | | History 3.07 Be able to classify and organise events and societies both chronologically and regionally. | | | | | **Mastering** | **Secure** | **Developing** | **Emerging** | | I can:   * Create a time map to show the events and societies in different regions. * Think about how different events may have happened in more than one place and it isn’t always possible to say which happened first. | I can:   * Explain why I have chosen these events to show the main paints in the history of a civilisation. * Talk about how ideas, languages and other things moved from one place to another. * Talk about how a civilisation from the past lived. * Decide if events only had an effect where they happened or beyond. | I can:   * Compare groups of people from the past who lives in the same area but not at the same time. * Compare groups of people from the same time period who lived in different places. | I can:   * Put the societies into the correct order on a given, dated timeline. * Decide the periods of history when different events took place. * Put objects from different periods of time into groups of things used in the same way. | | | | | |