

<p>Title: <b>Ancient Romans vs Ancient Greeks</b></p>	<p><b>Project overview</b>  <i>The aim of the project is to understand the lifestyle of the Romans/Greeks and the influence of their empires.</i></p>	<p><b>Hook</b>  Roman artefact exploration  <i>Greek murder mystery</i></p>	<p>English Overview:  Autumn 2:  Historical Story  Recount Text</p>	<p>Multiplication  Division  Fractions</p>
<p>Year group 5 Term A2 and S1</p>	<p><b>Key Vocabulary</b>  Romans, soldiers, gladiators, invasion, mosaic, Boudicca, Julius Caesar, emperor, Roman numerals, crotchet, quaver, quavers, minim and a rest. Acropolis, assembly, democracy, oligarchy, olympics, titans, tyrants, empire, soldiers, Pythagoras, Hipocrates, Parthenon, Aristotle and mathematician.</p>	<p><b>Intended outcome</b>  <i>By the end of the project we want the children to be able to create a Roman/Greek drama performance</i></p>	<p>Guided Reading  There's a Boy in The Girls Bathroom Louis Sacher    Spring 1:  Grammar Focus    Guided Reading  Wonder- R.J Palacio</p>	
<p><b>Driving question</b>  Clash of the Empires: Who had the greatest influence on the western world?</p>			<p>Resources  Tile mosaic pieces, PVA glue  Tile adhesive, Clay, PE equipment, fabric cloths, wax, wood</p>	<p>Areas of learning  <i>History  Music  PE  Geography</i></p>
<p>How does learning build on prior understanding?  Other year groups and other learning?</p>	<p>Content  What will we learn?</p>	<p>Creativity  How will we show our learning in different ways?</p>	<p>Ethos  How does the project embed our values?</p>	<p>How will this project prepare for future learning?</p>

<p>History: -Looking at how empires changed the world. Railways and their driving force (Year 3) -How did the Romans get around and pave the way for future transport? Warriors (Year 4) -What came after the Romans? Why did they leave?</p> <p><b>Music:</b> A New Discovery (Year 2) Railways and their driving force (Year 3) Warriors and Wild Water (Year 4)</p>	<p>-The legacy of Roman Britain -How was Roman Britain connected to the wider world? -Understanding how Rome controlled Britain and how Britain revolted -To know there were different periods of Ancient Greece To know that Ancient Greece was not a unified country by a collection of cities. -To recognise the influence of Ancient Greece on cultures that came after.</p>	<p><b>D&amp;T:</b>Creating our own greek vases. Design, make and evaluate a Roman chariot. <b>PE:</b> traditional greek dancing <b>Art:</b> Printing and creating mosaics Sketching of Parthenon <b>English:</b> Write our own Greek inspired play.</p>	<p>Don't forget community links too or people who embody those values To respect others' ideas. To work collaboratively and cooperatively with others. To be responsible of their own actions and consequences of these during D.T and P.E To learn and appreciate different cultures and their development. To think how different cultures have shaped modern society.</p>	<p><b>History:</b> Stone age (Year 6) -What came before the Romans? -Comparing with another historical period.</p> <p>Japan (Year 6) Using Britain's revolt against Rome to think about the different interpretations of the past</p> <p><b>Geography:</b> Nations (Year 6) -Use of transport and links on their own nation.</p>
--	--	---	--	--