

Oratory REAL Project Overview Summer

'Shine as to be a light to others'



Year: 6

Teacher: Miss Corns

Teaching Assistant: Mrs Westley

| Project Name | Project Summary | Essential Question |
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| Ancient Greece | Children will learn about the Ancient Greeks and their beliefs, ways of life and achievements. Children will find out how the Ancient Greeks have influenced society today. | What is the legacy of the Ancient Greeks? |

How will your children meet the 4 components of effective REAL Projects?

| RIGOROUS | ENGAGING |
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| <p><i>How will the children show in depth subject knowledge?</i></p> <p>Through the creation of work to show at the exhibition.</p> | <p><i>How will your children engage in the learning?</i></p> <p>Working towards a real purpose – Year 6 production</p> |
| AUTHENTIC | LEARNING |
| <p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Family members will be invited to the exhibition.</p> | <p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Through a series of outcomes that have been critiqued and improved. The exhibition.</p> |

REAL Project Planner Summer

| Project Start | Project End |
|---------------|-------------|
| <i>May</i> | <i>July</i> |

| Key Outcomes | Trips and Experiences | Immersion - Classroom |
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| <p style="text-align: center;"> Persuasive letter Set of instructions Newspaper Report Non-chronological report Explanation Text Biography Persuasive leaflet Shadow theatre Year 6 production Mini-Olympics </p> | <p>Year 6 Production</p> | <p style="text-align: center;"> Mt. Olympus/Greek Gods Olympics theme Greek theatre Greek myths </p> |

| Exhibition Venue | Exhibition Plan |
|--------------------|--------------------------|
| <p>School Hall</p> | <p>Year 6 production</p> |

Weekly REAL Project Planning Summer

| Date | Key Outcomes | Milestones and Skills |
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| <p>Weeks 1 & 2</p> <p>21st – 25th May</p> <p>Who were the Ancient Greeks?</p> | <p>*Project launch – Make shields; food tasting</p> <p><u>The Geography of Greece</u></p> <p>*Produce map of Europe</p> <p>*Describe the geography of Greece</p> <p>*Timeline</p> <p>*Persuasive writing – Come to Greece</p> <p><u>Life in Ancient Greece</u></p> <p>*Research life in Ancient Greece – homes, trade, clothes.</p> <p><u>City-states</u></p> <p>*Explanation text comparing life in Athens to life in Sparta – write in role as a citizen of each city explaining what life was like Athens – education, Greek alphabet.</p> <p><u>Greek Army</u></p> <p>*Research the Hoplites/Greek army</p> <p>*Make Hoplite models</p> <p>*Make Greek shields</p> <p>*Produce a newspaper report about the Battle of Marathon.</p> <p>*Trojan horse</p> | <p><u>English</u></p> <p>*Identify the audience for writing.</p> <p>* Choose the appropriate form of writing using the main features identified in reading.</p> <p>* Note, develop and research ideas.</p> <p>* Plan, draft, write, edit and improve.</p> <p><u>History</u></p> <p>*Use sources of evidence to deduce information about the past.</p> <p>*Select suitable sources of evidence, giving reasons for choices.</p> <p>*Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>*Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>*Refine lines of enquiry as appropriate.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*Use dates and terms accurately in describing events.</p> <p><u>Geography</u></p> <p>*Identify and describe how the physical features affect the human activity within a location.</p> <p>*Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>*Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> |
| <p>Weeks 3 + 4</p> <p>4th – 8th June</p> <p>11th – 15th June</p> | <p><u>Democracy</u></p> <p>*Democracy in Ancient Greek times.</p> <p>*Democracy today.</p> <p>*Persuasive speeches</p> <p>*Hold an election</p> | <p><u>English</u></p> <p>*Identify the audience for writing.</p> <p>*Choose the appropriate form of writing using the main features identified in reading.</p> <p>* Note, develop and research ideas.</p> <p>* Plan, draft, write, edit and improve.</p> <p><u>History</u></p> |

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| <p>What is democracy?</p> | | <ul style="list-style-type: none"> *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Understand that no single source of evidence gives the full answer to questions about the past. *Refine lines of enquiry as appropriate. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. *Use dates and terms accurately in describing events. |
| <p>Weeks 5 + 6</p> <p>18th – 22nd June</p> <p>25th -29th June</p> <p>How did the Olympics begin?</p> | <p><u>Greek Gods and temples</u></p> <ul style="list-style-type: none"> *Fact files of the Ancient Greek Gods *Labelled diagram of a Greek temple <p><u>Olympics</u></p> <ul style="list-style-type: none"> *Research why the Olympics began *Biography of a famous Olympian *Plan a mini-Olympic games *Letter persuading someone to adopt a healthy lifestyle *Design a Greek vase with an Olympic scene. | <p><u>English</u></p> <ul style="list-style-type: none"> *Identify the audience for writing. *Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve. <p><u>History</u></p> <ul style="list-style-type: none"> *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Understand that no single source of evidence gives the full answer to questions about the past. *Refine lines of enquiry as appropriate. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. *Use dates and terms accurately in describing events. <p><u>R.E.</u></p> <ul style="list-style-type: none"> *Explain how religious beliefs shape the lives of individuals and communities. *Explain some of the different ways that individuals show their beliefs. <p><u>Science</u></p> <ul style="list-style-type: none"> *Identify and name the main parts of the |

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| | | <p>human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>*Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>*Describe the ways in which nutrients and water are transported within animals, including humans.</p> |
| <p>Week 7</p> <p>2nd – 6th July</p> <p>Who were the great thinkers of the ancient Greek society?</p> | <ul style="list-style-type: none"> *Greek alphabet *Spellings *Pythagoras *Aristotle *Architecture | <p><u>English</u></p> <ul style="list-style-type: none"> *Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve. <p><u>History</u></p> <ul style="list-style-type: none"> *Use sources of evidence to deduce information about the past. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Understand that no single source of evidence gives the full answer to questions about the past. *Refine lines of enquiry as appropriate. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| <p>Week 8</p> <p>9th -13th July</p> <p>What are the similarities and differences between the Greek theatre and modern day theatre?</p> | <ul style="list-style-type: none"> *Information poster about the Greek Theatre *Compare the Greek theatre to the modern theatre *Make masks *Year 6 production – modern day theatre | <p><u>English</u></p> <ul style="list-style-type: none"> *Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve. <p><u>History</u></p> <ul style="list-style-type: none"> *Use sources of evidence to deduce information about the past. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Understand that no single source of evidence gives the full answer to questions about the past. *Refine lines of enquiry as appropriate. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and |

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| | | <p>experiences of men, women and children.</p> <p><u>Art</u></p> <p>*Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>*Combine colours, tones and tints to enhance the mood of a piece.</p> |
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