



## Year 6 – Autumn 1

### Greece



SMSC Links
<p><b>Spiritual</b></p> <p>Develop a sense of fascination, curiosity and mystery when learning about other countries.</p>
<p><b>Moral</b></p> <p>Children will explore the advantages and disadvantages that tourism brings.</p> <p>They will consider whether the benefits outweigh the noise and litter pollution that tourism brings.</p>
<p><b>Social</b></p> <p>Children to work collaboratively when creating their Greek dish.</p>
<p><b>Cultural</b></p> <p>Recognise similarities and differences between food cultures.</p> <p>How is culture shared?</p>

Trips and experiences
<p><b>Celebrations</b></p> <p>Greek food festival</p>
<p><b>British Values</b></p> <p>Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths</p>



## Geography – Why do people holiday in the Mediterranean?

**Foundations of previous learning.** In LKS2, the children have learnt about the main climate zones of the world. They understand that a country's climate is affected by its location and distance from the equator and the tropics. They can name the oceans and seas of the world and identify the land use patterns in the UK. They have compared the UK to other countries including Kenya, Brazil and other European cities.

### Overview and rationale

In this unit, children will develop an overview of the Mediterranean with a focus on Greece. They will further develop skills in map working, enquiry, research and critical thinking, including using and interpreting a range of sources of geographical information. Children will be able to explain how the physical geography of Greece has had an impact on human activity i.e. tourism, migration, land use and jobs. The children will consider the advantages and disadvantages that tourism brings to a country. This learning will support and lay the foundations for when the children learn about the Ancient Greeks in history.

### Skills

- Investigate places:**
- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
  - Identify and describe how the physical features affect the human activity within a location.
  - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics
- Investigate patterns:**
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
  - Understand some of the reasons for geographical similarities and differences between countries.
  - Describe geographical diversity across the world.
- Communicate geographically including map skills:**
- Use the eight points of a compass.
  - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

### Knowledge

- Greece is a country in the continent of Europe located around the Mediterranean Sea. Greece is a peninsular country with approximately 3000 islands.
- About 80% of Greece is mountainous. It has a landscape of forests, rivers, mountain ranges and beaches.
- The climate can range from hot and dry to cold mountain forests, depending on the region and time of year. The northern part of Greece can be very cold and snow is not uncommon.
- Many cities in Greece are located near the coast.
- Many tourists visit Greece, especially Athens and the islands.
- Greece has many villages, towns and cities. The capital city of Greece is Athens, which is a port city.
- Tourism can bring both advantages and disadvantages to a country. Advantages include: income for the country, jobs, and cultural celebrations.
- Disadvantages include: Pollution, crowded areas, noise pollution, litter and damage to wildlife.

### National curriculum coverage

Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links. Pupils should be taught to locate the world's countries, using maps to focus on ...Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

### Assessment Tasks

- Map skills:** Use maps and atlases to locate and describe the location of Greece using 8 points of a compass.
- Investigate places:** identify and describe how the physical features affect the human activity within a location.
- Investigate places:** Identify and explore the advantage and disadvantages of tourism for a country.

### Sequenced Learning activities

- To locate Greece and describe its location in Europe and in the Mediterranean.
- Explore a range of maps to describe the physical landscape of Greece and explain how this influences human activity.
- Explore the climate of the Mediterranean and explain how this has an impact on tourism.
- Identify Greek cities understanding where they are located. Explain how the human geography of Athens has changed over the years.
- Research which parts of Greece generate the most tourism and explain the reasons why.
- Identify and explore the advantage and disadvantages of tourism for a country.

### Vocabulary

Greece, continent, Europe, Mediterranean, peninsular, island, sea, mountains, rivers, beaches, earthquakes, climate, coast, export, harbour, seafaring, tourists, capital city, trade, weather

### Big Ideas

- Comparison** – What are the similarities and differences between Greece and the UK?
- Humankind** – Why do tourists visit Greece? What are the advantages and disadvantages this brings?
- Place** – Why is Athens significant?
- Investigation** – Which parts of Greece generate the most tourism? Why is this?
- Change** – How has Athens changed?

### Curriculum drivers

**Emotional Intelligence** - How do you feel when you visit a new country or place?

**Aspirations and possibilities for all** – Discuss with the children why it is important to travel to different countries. What jobs support the travel industry? Why are they important?

**Oracy** - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

Design and Technology – Cooking and nutrition		
<p><b>Foundations of previous learning:</b> Children are taught about cooking and nutrition every year. They will continue to build upon their knowledge of where our food comes, food preparation and cooking skills. Children will use the knowledge and skills they developed when making savoury tarts (Yr 3) biscuits (Yr 4) and bread (Yr 5).</p>		
Overview and rationale	Skills	Knowledge
<p>In this unit, the children will continue to develop their knowledge of cooking and nutrition. In support of their Greek topic, the children will research the ingredients used in traditional Greek food. The children will research the Greek chef Asimakis Chaniotis and use his work as inspiration for their design. At the young age of 28, Athens born and raised Asimakis Chaniotis became the youngest Michelin Star chef in London. Children will prepare, weigh and combine food using a range of techniques controlling the cooking temperature where necessary. They will have an understanding of a healthy, balanced diet and will know how to store and handle the ingredients safely.</p>	<p><b>Where food comes from:</b></p> <ul style="list-style-type: none"> <li>• Know that food is grown, reared and caught.</li> <li>• Know how food is processed into ingredients that can be eaten or used in cooking.</li> </ul> <p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate.</li> <li>• Know that to be active and healthy, food and drink are needed to provide energy for the body.</li> <li>• Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> <li>• Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> <li>• Adapt recipes to change the appearance, taste, texture and aroma e.g. by adding or substituting one or more ingredients.</li> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> </ul>	<ul style="list-style-type: none"> <li>• Our food is grown, reared or caught.</li> <li>• The Mediterranean diet has been linked with good health, including a healthier heart.</li> <li>• The Mediterranean diet is high in vegetables, fruits, nuts, beans, cereals, grains, fish, and unsaturated fats such as olive oil. It usually includes a low intake of meat and dairy foods.</li> <li>• Food must be prepared in a hygienic and safe manner.</li> <li>• Cross contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean object touch cooked or ready to eat food.</li> <li>• You should use a separate chopping board/utensils for meat and vegetables.</li> <li>• Hand washing and cleaning equipment is important to kill germs.</li> </ul>
National curriculum coverage	Assessment opportunities	
<ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>1 – Food knowledge.</b> To explain what a healthy diet is made up from and how diets around the world are based on similar food groups.</p> <p><b>2 – Design.</b> Research existing products, draw annotated sketches and generate a simple design specification to meet the users needs.</p> <p><b>3 - Final piece:</b> Children to design, make and evaluate their product against the design criteria.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> <li>1. Children will investigate Asimakis Chaniotis as a significant Greek chef. They will explain that diets around the world are based on similar food groups.</li> <li>2. They will taste a range of Greek ingredients and carry out a sensory evaluation. Children should share their likes and dislikes and understand that everyone has different preferences.</li> <li>3. Focus task – demonstrate skills needed for Greek dish.</li> <li>4. Design and communicate plans for their product</li> <li>5. Make their product following a recipe drawing on the skills learnt in the focus tasks.</li> <li>6. Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ol>	<p>Mediterranean diet, eat well plate, diet, hygiene, safe, clean, purpose, success criteria, design success, improvements, packaging, ingredients, measurement, tools, ingredients</p>	<p><b>Comparison</b> –How does Greek food compare to food in the UK?</p> <p><b>Humankind</b> – Why is cooking important? Why is it important that we have a varied diet?</p> <p><b>Creativity</b> – What traditional Greek food will you make? How will you design it to meet the users needs?</p>
Curriculum drivers		
<p><b>Emotional Intelligence</b> - Do you enjoy cooking? How does it make you feel? Why is it important that we have hobbies and interests? Can cooking help you when you feel sad/angry?</p>	<p><b>Aspirations and possibilities for all</b> – Children to explore why cooking is an important skill. Children will investigate Asimakis Chaniotis as an inspirational chef.</p>	<p><b>Oracy</b> - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

	Computing – Bletchley Park	Music – Happy
<b>Overview</b>	Bletchley Park is considered the home of modern computing. In this 10-week topic, children can discover the history of Bletchley and learn about code breaking and password hacking. This will consolidate the children’s historical learning about WW2, which they studied in Year 4. They will have the opportunity to demonstrate some of their digital literacy skills by creating presentations about historical figures.	All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy? Children have a very good understanding of how the interrelated dimensions of music all work together. Children will have studied Motown music in Year 5, which this song is built upon.
<b>Key Knowledge and assessment</b>	<ul style="list-style-type: none"> <li>Codes can be used to send messages that you don’t want other people to read and so can be used to hide important information.</li> <li>A caesar cipher is a type of code. This is when we shift the letters of the alphabet in one direction or another, so in this case A becomes B, B becomes C, C becomes D, etc.</li> <li>During World War II, both the Allies and Axis used secret codes to send messages to their troops. The Germans had a particularly difficult to crack code called the Enigma Code, which relied on a special machine called the Enigma Machine.</li> <li>Every day hundreds of men and women in Bletchley Park would desperately try to solve the cipher using complex maths and incredible problem solving skills.</li> <li>A man called Alan Turing suggested creating a computational thinking machine, which could try to solve the code much quicker than humans could. His machine, the Bombe, is considered the forefather to modern day computers!</li> <li>It is important to have a secure password to ensure others cannot hack our accounts.</li> <li>There have been lots of other computing heroes in the last 200 years who have completely changed the face of computing i.e. Margaret Hamilton and Steve Jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Happy is a song written, produced and performed by Pharrell Williams. Happy was the most successful song of 2014.</li> <li>Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.</li> <li>This song uses classic Soul instruments - a keyboard, bass and drums.</li> <li>The instrumentation, arrangement and studio mix are very important here. The song has been mixed in the studio to sound as if it is from an older Soul era like the Motown era.</li> </ul>
<b>Key Skills and assessment</b>	<ul style="list-style-type: none"> <li>Using the understanding of historic computers to design a computer of the future.</li> <li>Evaluating code to understand its purpose.</li> <li>Understanding the importance of secure passwords and how to create them.</li> <li>Using search engines safely and effectively</li> <li>Recognising that updated software can help to prevent data corruption and hacking.</li> <li>Using search and word processing skills to create a presentation.</li> </ul>	<p><i>Please see Charanga Key Skills map for Year 6</i></p> <ul style="list-style-type: none"> <li>Using your instruments, listen and play your own answer using three notes: A, G and B.</li> <li>To think about the message of songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
<b>Key Vocabulary</b>	Bletchly Park, WW2, code, code breaking, presentation, messages, Enigma, maths, passwords, hacking, data corruption.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo
<b>Big Ideas</b>	<p><b>Significance</b> – Why was Bletchley Park significant?</p> <p><b>Change</b>– How have computers influenced our past and evolved over time?</p>	<b><i>Creativity is evident throughout all music lessons</i></b>
<b>Curriculum Drivers</b>	<p><b>Emotional Intelligence</b> - How does it feel when someone hacks into our account? How do you feel when people are unkind? How do we manage this? Where do we go for help?</p> <p><b>Aspiration and possibilities for all</b> – Explore with the children famous significant historical heroes.</p>	<p><b>Emotional Intelligence</b> - What makes you happy? The Dalai Lama said; “Happiness is not something ready made. It comes from your own actions”</p> <p><b>Aspiration and possibilities for all</b> – Explore with the children famous musicians and expose the children to famous artists from around the world.</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

	PSHE – Being Me! What makes a healthy and happy relationship?	RE – Judaism (Rosh Hashanah and Yom Kippur / Shabbat)
<b>Overview</b>	In this unit, the children will explore what makes a healthy and happy relationship. They will investigate the characteristics of healthy friendships and family life, as well as those relationships online. They will discuss that all families come in all shapes and sizes and every family is like to face pressures from time to time. They will understand the importance of seeking advice if relationships make you feel unhappy, worried or unsafe.	In this topic, the children will firstly make connections in Judaism between repenting and being forgiven through the celebrations of Rosh Hashanah and Yom Kippur. In the second part of this topic, the children will make connections between the Jewish belief in a Creator God and the role assigned to humans in taking responsibility for others and for the environment. They will find about the Jewish day of rest, Shabbat, and how a Jewish family do things differently to the six ordinary weekdays. Children will have the opportunity to reflect on their own beliefs as well as make comparisons.
<b>Key knowledge/ skills and assessment</b>	<ul style="list-style-type: none"> <li>• Having good manners, showing courtesy and respect to others is important for all relationships.</li> <li>• Families come in all shapes and sizes. They are important because they provide love, care, help, money, clothes, security etc.</li> <li>• Like friendships, families can also face challenges, and this can put family relationships under pressure or stress and make them more difficult.</li> <li>• Feelings and emotions can affect people’s behaviour and family relationships especially when they are faced with pressures.</li> <li>• Nobody should experience violence within a relationship.</li> <li>• Friendships both online and offline should have the same expectations.</li> <li>• We have a responsibility for our own behaviours and actions.</li> <li>• Communication and permission seeking are important.</li> <li>• Know how to respond if a family member/friend is making them feel worried, unsafe or uncomfortable.</li> <li>• Explain where and how to access support and help, including from professionals</li> </ul>	<ul style="list-style-type: none"> <li>• On Rosh Hashanah, the shofar is sounded 100 times in the synagogue. It is the celebration of the Jewish new year.</li> <li>• A shofar is an ancient musical horn typically made of a ram's horn, used for Jewish religious purposes.</li> <li>• Jews believe that fasting and prayer help to focus on wrongs done and actions to put them right.</li> <li>• The Shema is the Jewish declaration of faith.</li> <li>• Jews believe that God created the world in 6 days and one the 7<sup>th</sup> he rested. Shabbat is the name of the day of rest in Judaism. Shabbat happens on the seventh day (Saturday) of every week.</li> <li>• Shabbat includes family prayers, bread and wine, and time away from the busy life.</li> </ul> <p><b>Learning about religion:</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how beliefs shape the lives of individuals and communities.</li> <li>• Compare and contrast the lifestyle of different faith groups.</li> <li>• Explain some of the different ways that individuals show beliefs.</li> </ul> <p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Show an awareness of morals and right and wrong rules.</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>
<b>Key Vocabulary</b>	Relationships, families, pressure, difficulty, challenges, mental health, online relationships, trust, expectations	Judaism, Rosh Hashanah, Shofar, synagogue, fasting, repent, Shema, creation, Shabbat, reflection
<b>Big Ideas</b>	<p><b>Humankind is evident throughout all PSHE topics</b></p> <p><b>Significance</b> – Who are the significant people in our lives. What do they provide us?</p> <p><b>Comparison</b> – How do online relationships compare to other relationships we have?</p>	<p><b>Humankind is evident throughout all RE topics</b></p> <p><b>Comparison</b> –How do your own values and rules for living compare with those of Jews? Reflect on similarities and differences</p> <p><b>Significance</b> – Why is the Shabbat important to Jews?</p>
<b>Curriculum Drivers</b>	<p><b>Emotional Intelligence</b> - Children will explore how their feelings and emotions can affect people’s behaviour. They begin to understand what pressures people face and how we can manage this.</p> <p><b>Aspiration and possibilities for all</b> – Explore with the children the characteristics of healthy relationships understanding we all have a right to be treated with respect.</p>	<p><b>Emotional Intelligence</b> - Children to reflect on things which provide continuity, identity and a sense of belonging.</p> <p><b>Aspiration and possibilities for all</b> – What values do we need to be successful?</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

