



Believe Succeed & Grow

Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School



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Upper KS 2 Upper School	Year A	Term Autumn	Key Question Ancient and Awesome?	Overview heading Famous People
Trip/Visitor Year 5 – Birch Hall Year 6 - Theatre		Hook/Theme Day For teachers to decide		Link to other topic/s Hamilton Trust Plans – Blocks A, B and K compulsory
Subject	Objectives/Content			
History	Block A <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. Understand Ancient Greece, Greek life, their achievements and influence on the western world. Block B <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world. Block K <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Learn about Ancient Greece, making a study of Greek life and achievements and their influence on the western world. Extend confidence, enjoyment and mastery of language through public speaking, performance and debate. 			
Geography/History	Use globes and map to identify location of Greece, Ancient Greek empire and main towns and cities of Greece, including Athens, Sparta and Marathon.			
Science/History	Animals including humans, Year 5 and Year 6. Classification work builds on Year 4 learning. Aristotle – ‘The history of animals’ Greeks loves to study the world around them including living organisms.			
Art/DT	Sculpture – clay, famous people who have been sculptured and who have been sculptures. Basic clay based techniques Understand and use perspective in drawings including vanishing point.			
Book Links				



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History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- ☐ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☐ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☐ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ☐ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☐ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☐ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should study Greek life and achievements and their influence on the western world

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:



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☐ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

☐ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

☐ are competent in the geographical skills needed to:

☐ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

☐ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

☐ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught:

☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

☐ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.



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Aims

The national curriculum for science aims to ensure that all pupils:

- ☐ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ☐ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- ☐ are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider **Science 169**

school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and



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researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Pupils should:

Animals including humans, Years 5 and 6:

Minimum:

- ☐ build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal) muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.☐ describe the changes as humans develop to old age.
- ☐ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ☐ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- ☐ describe the ways in which nutrients and water are transported within animals, including humans.

Further:

- ☐ draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- ☐ work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.



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☒ learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

☒ work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Design and Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- ☒ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ☒ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ☒ critique, evaluate and test their ideas and products and the work of others



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☒ understand and apply the principles of nutrition and learn how to cook.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

☒ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

☒ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

☒ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

☒ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

☒ investigate and analyse a range of existing products

☒ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

☒ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge



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- ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ☐ apply their understanding of computing to program, monitor and control their products.



Stone Age Topic Planning by Hamilton Trust

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Discover the lasting influence of the Ancient Greeks on the western world. Investigate the timeline and four main periods of the Greek Empire. Explore different kinds of historical sources and evaluate their usefulness. Marvel at Alexander the Great and the empire under his leadership. Learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings. Research the historical background of Aesop and his fables. Learn about the roles and rights of free men, women, children and slaves in Ancient Greece and research democracy. Examine the exciting Olympics and its modern legacy.

Block	Key NC Objectives	Outcome
Block A Timeline [5 sessions]	History, D&T and Art <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. • Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. 	<i>Find out about the four main time periods of the Greek Empire. Learn key information from each era and wow your invited guests as you teach them everything you have learned about the chronology of the Ancient Greeks.</i>
Block B True or False [4 sessions]	History and English <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Reading comprehension including making comparisons within and across books, distinguish between statements of fact and opinion, retrieve, record and present information from non-fiction. 	<i>Think and question like a historian. Explore different kinds of historical sources. Check the fascinating myths of the Trojan War and the Minotaur against primary sources. Record a Mythbusters radio show. Research the lost city of Atlantis using a variety of means. Finally plan and perform a presentation for a TV History show.</i>



<p>Block C Empire [5 sessions]</p>	<p>History, Geography, Art and English</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of physical geography and human geography. • Present the human and physical features in the local area using a range of methods. • Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. • Retrieve, record and present information from non-fiction • Provide reasoned justifications for their views. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<p><i>Research the fascinating life of Alexander the Great and some of the places he and his troops saw. Recreate some of the episodes in his life through improvisation and performance.</i></p>
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<p>Block D Trade [7 sessions]</p>	<p>History, English, Geography and Art</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. • Gain and deploy a historically grounded understanding of abstract terms such as 'economy'. • Create their own structured accounts, including written narratives and analyses. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Retrieve, record and present information from non-fiction. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Locate the world's countries using maps. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	<p><i>Understand trading in the Ancient Greek world. Work with maps and discover the goods that were traded by the Ancient Greeks. Learn how the economy worked. Finish by designing, making and playing an Ancient Greek trading game.</i></p>
<p>Block E Home Life [5 sessions]</p>	<p>History, D&T, Art and English</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear 	<p><i>Learn about the lifestyle and clothing of the Ancient Greek people. Research and design your own clothing and artefacts typical of Greek home life. Finally take</i></p>



	<p>narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Develop wider skills in spoken language. Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	<p><i>part in whole class role-play, dressing up and feasting.</i></p>
<p>Block F Buildings [4 sessions]</p>	<p>History, D&T, Art and Computing</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. • Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<p><i>Discover the significance of temples to the Ancient Greeks. Research the features and roles of key Greek buildings and attempt to build your own. Finally make a model, shoot a short, small world figure film and then host a movie premiere for another class.</i></p>



<p>Block G Parthenon Marbles [7 sessions]</p>	<p>History, Art and English</p> <ul style="list-style-type: none"> • Study Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Understand nuances in vocabulary choice and age-appropriate, academic vocabulary. • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Retrieve, record and present information from non-fiction. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<p><i>Learn about the great art of the Ancient Greeks through the details on the Parthenon Marbles, learn techniques to help draw figures of people and animals as realistically as possible, and use the Marbles as inspiration for creating drawings, paintings, and sculpture. Finally, learn about and debate the controversy over the ownership of the Marbles.</i></p>
<p>Block H Education [4 sessions]</p>	<p>History, D&T and English</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. 	<p><i>What was it like to go to school in Ancient Greece? Appreciate the role of education in the lives of the Ancient Greeks. Learn about their school days, as well as some of the great thinkers of this period!</i></p>



	<ul style="list-style-type: none"> • Gain and deploy a historically-grounded understanding of abstract terms such as 'empire' and 'civilization'. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. • Develop wider skills in spoken language. Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	
<p>Block I Aesop [5 sessions]</p>	<p>History, Art and English</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Understand how our knowledge of the past is constructed from a range of sources. • Discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' inc. 'slavery'. • Create their own structured accounts, including written narratives and analyses. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p><i>Research the historical background of Aesop, his fables and the illustrations. Discuss your learning, create your own fables, and round off the block by explaining Aesop to younger children and reading your own story to them!</i></p>



	<ul style="list-style-type: none"> • Try to predict what might happen from details stated and implied. • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Note and develop initial ideas, drawing on reading and research where necessary. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Learn about great artists, architects and designers in history. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	
<p>Block J The Ancient Olympics [4 sessions]</p>	<p>History, D&T and English</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. • Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilisation’. • Understand Ancient Greece, Greek life, their achievements and influence on the western world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose. • Develop wider skills in spoken language. Confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	<p><i>Learn about the significance of the Ancient Greece Olympics. Research the details and structure of the ancient Olympics and recreate significant parts of them in this block!</i></p>
<p>Block K Democracy [3 sessions]</p>	<p>History and English</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding 	<p><i>Learn about the development of democracy from its creation in Ancient Greece to systems used today. Plan and</i></p>



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	<p>of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none">• Learn about Ancient Greece, making a study of Greek life and achievements and their influence on the western world.• Extend confidence, enjoyment and mastery of language through public speaking, performance and debate.	<p><i>run your very own class democratic system.</i></p>
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