

Year 5 Autumn 1

Enquiry: *The story of the Trojan Horse – fact, myth or legend?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> • What the term ‘civilisation’ means • Why Greece 2500 years ago became one of the most important places in the ancient world • The area of the modern world that was once part of the empire of Ancient Greece • The major achievements of the Ancient Greece civilisation • What a city state is and why there were so many in Ancient Greece • Why the city of Sparta and Troy began a war that lasted ten years • Why Greek armies laid siege to Troy • What the so called ‘trojan horse’ was believed to have been • The story of the trojan horse • The difference between a myth and legend • Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world <p style="text-align: center;">Evident Knowledge Threads</p> <ul style="list-style-type: none"> • Legacy • Empire • Chronology • Society 	<ul style="list-style-type: none"> • Maps • Paintings • Sculptures • Engravings • Mosaics • Statues • Manuscripts • Written account <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> • Understand what the term ‘civilisation’ means • Explain why Greece 2500 years ago became one of the most important places in the ancient world • Identify, locate and observe the area of the modern world that was once part of the empire of Ancient Greece • Understand the major achievements of the Ancient Greece civilisation • Explain what a city state is and reach an informed judgement as to why there were so many in Ancient Greece • Explain why the city of Sparta and Troy began a war that lasted ten years • Understand why Greek armies decided to lay siege to Troy • Explain what the so called ‘trojan horse’ was believed to have been • Describe the story of the trojan horse • Explain the difference between a myth and legend • Evaluate a range of evidence and reach an informed judgement as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, justifying their views <p>Pupils working at greater depth will also:</p> <p>Evaluate evidence and reach an informed conclusion as to how life in Britain around 1350 BC compared with that in Ancient Greece</p> <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> • About life in Bronze Age Britain • What a ‘civilisation’ is • About the Maya and Ancient Greece civilisations
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