

## Learning Web- Term 2a

<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>- <b>Read</b> and discuss range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- <b>Writing:</b> Draft &amp; write, evaluate &amp; edit a range of text types, incl. – Information, scripts, newspaper stories, letters &amp; emails             <ul style="list-style-type: none"> <li>• Create text for the exhibition:                 <ul style="list-style-type: none"> <li>○ Information booklets</li> <li>○ Scripts for the actors</li> <li>○ Letters &amp; emails</li> <li>○ Brochure</li> <li>○ Stories</li> <li>○ Newspaper stories</li> </ul> </li> </ul> </li> <li>- <b>Drama:</b> to develop creative and imaginative writing pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role... opportunities to create their own improvised, devised and scripted drama.</li> <li>- <b>TfW:</b> Greek Heroes (Tales of Greek Hereos)</li> </ul>	<p><b><u>Maths</u></b></p> <p>MMS 5- Block 3</p>	<p><b><u>Science- Forces-</u></b></p> <p>work alongside staff from the Centre For Life to deliver Science sessions related to Mantle and forces- the building of temples using pulleys etc</p>
<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>- A study of Greek life &amp; achievements and their influence on the western world: Hoplites, culture, society, religion, family, role of women, war, mythology, sport/leisure</li> <li>- Developing historical study skills</li> </ul>	<p><b><u>Music-</u></b> (discrete to Mantle)</p>	
<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>- Location knowledge, place knowledge, human &amp; physical geography, geographical skills</li> <li>- Maps: territory, regions, place names, cities, seas &amp; oceans, geographical features</li> </ul>	<p style="text-align: center;"><b>Designers of museum exhibitions</b></p>	<p><b><u>Art/ DT</u></b></p> <p>Design &amp; make artefacts for the exhibition:</p> <ul style="list-style-type: none"> <li>- Develop techniques, including control &amp; their use of materials, with creativity, experimentation &amp; an increasing awareness of different kinds of art, craft &amp; design.</li> </ul>
	<p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>- Myths, religion &amp; worship – Gods, mythology and religion</li> </ul>	<p><b><u>Computing</u></b></p> <p><b>Scratch:</b></p> <p><b>We are programmers, software developers, game developers</b></p> <ul style="list-style-type: none"> <li>- create characters and backgrounds</li> <li>- animate characters</li> <li>- add sounds to animations</li> </ul>

		<ul style="list-style-type: none"> <li>- create and source assets</li> <li>- create a storyboard</li> <li>- create a prototype of a game</li> </ul>
<u>PSHE</u>	<u>PE</u> <ul style="list-style-type: none"> <li>- NUFC led activities</li> <li>- REAL PE</li> </ul>	<u>Mantle/Drama</u> <ul style="list-style-type: none"> <li>- <b>Drama:</b> to develop creative and imaginative writing pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role... opportunities to create their own improvised, devised and scripted drama.</li> </ul>

<p><b><u>The Client</u></b></p> <p>British museum</p>	<p><b><u>The Commission</u></b></p> <ul style="list-style-type: none"> <li>• To visit the archaeological site</li> <li>• To work with the archaeologists to safely bring back the artefacts</li> <li>• For a new temporary exhibition at the BM on life in Ancient Greece</li> <li>• To design the exhibition: <ul style="list-style-type: none"> <li>- Display the objects in an exciting and informative way</li> <li>- Explain to visitors the context of the exhibition and the finding of the body</li> <li>- To explain about the historical context – role of the hoplites</li> <li>- To create a possible reconstruction of the young soldiers life using historical sources</li> </ul> </li> </ul>	<p><b><u>The Hook</u></b></p> <p><b>Context:</b> The remains of a young hoplite from Ancient Greece are found in a cave. It appears from the evidence that the soldier was trapped in the cave when the roof fell in. Along with the remains of his body, archaeologists discover his weapons, armour and a bag of personal possessions</p>
<p><b><u>The Outcome/ Finalisation</u></b></p>	<p><b>Responsible team:</b></p> <p><b>Museum exhibition designers</b></p> <ul style="list-style-type: none"> <li>• With a history of designing interesting and informative exhibitions for a number of different museums</li> <li>• Team are famous for using interactive displays, including actor and live action as well as dramatic reconstructions</li> </ul>	<p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>• How have Ancient Greece life &amp; achievements influence the western world?</li> <li>• What would be left of a body in these conditions after 2,000 years?</li> <li>• What is the young soldier's story?</li> <li>• What does this tell us about Ancient Greek culture?</li> <li>• What was the role of the hoplites in A. Greek culture and society?</li> <li>• How were hoplites trained, prepared etc for their role?</li> </ul>
<p><b><u>Lines of Investigations:</u></b></p> <ul style="list-style-type: none"> <li>• Study the role of Hoplites – training, preparation etc</li> <li>• Study contemporary sources – historical records, paintings on vases, wall paintings, etc</li> <li>• Study different media for information – books, pictures, documentaries, fictional retellings (film, TV etc)</li> </ul>	<p><b><u>Lifts/ Tensions</u></b></p>	

<ul style="list-style-type: none"><li>• Study stories, plays and mythology</li><li>• Study the work of historians and archaeologists</li><li>• Study how reconstructions and interpretations are created of real historical people from the evidence – coherence, 'historical' accuracy</li></ul>		
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