

## Greenfields Academy (Primary) - Long Term Planning – Topic

### Academic Year Overview 2020/21 – Primary 1

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	Gods and Mortals		Srumdiddlyumpcious		Tremors	
➔	<i>History (5 weeks)</i>	<i>Geography (3 weeks)</i>	<i>Geography (3weeks)</i>	<i>MFL (5 weeks)</i>	<i>Geography (6 weeks)</i>	<i>History (2weeks)</i>
➔		<i>Computing (3 weeks)</i>	<i>Computing/History (3 weeks)</i>			<i>Computing (2 weeks)</i>
Weekly Sequence	<b>KEY:</b> <b>C – Coverage</b> <b>N – New Learning</b> <b>R – Recall of prior learning</b> <b>A – Assessment</b> <b>SC – Taught during COVID19 school closure</b>					
<b>1</b>	Staff Training	<b>C – Geography</b> N – Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. Make a simple sketch map to show the states of ancient Greece including important geographical features such as islands, seas and mountains.	<b>C – Geography</b> N – Match pictures of unusual foods to their country of origin using a world map to locate them.	<b>C – MFL</b> N – To identify countries around the world in which French is a prominent language.  N – To greet people in different ways.	<b>C – Geography</b> N – Use models and diagrams to find out about the Earth's layers. Use various resource materials to learn about each layer and present this verbally to the class. Record their findings in an accurate, detailed and clearly labelled diagram. Add written facts about each layer. N – Explain that the crust is the part that we live on and is split into sections called tectonic plates.	<b>C – History</b> N – Become archaeologists, discovering the ashen casts of the Pompeii bodies. What stories do the images tell? What evidence do they give about the eruption? Make a list of deductions, then check out their accuracy using a range of historical sources. N – Encourage children to find out in detail the deadly effects the volcano had on Pompeii and the surrounding area.

2	Staff Training	<p>C – Geography N – Locate Greece on a globe or world map, identifying the continent on which it lies and which countries surround it. Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain and settlements. Plot the journey made by Icarus and Daedalus from the island of Crete to Sicily.</p>	<p>C – Geography N – Research the journey taken by a banana (or another non-native fruit or food item of their choice) from its country of origin to the fruit bowl. Use a range of sources to gather information and plot routes on a world map.</p>	<p>C – MFL R – To greet people in different ways.  N – To use an English to French dictionary.</p>	<p>C – Geography N – Use a world map, globe or atlas to identify the locations of volcanoes, including the remarkable ‘Ring of Fire’. Make simple sketch maps to show volcano locations, indicating main towns, cities and continents, oceans and other significant geographical features. NB Famous volcanos to locate might include Mount Vesuvius, Krakatoa, Mount St Helens, Mount Tambora, Mauna Loa, Eyjafjallajokull, Mount Pelée, Thera, Nevado del Ruiz and Mount Pinatubo.</p>	<p>C – History N – Find out what a busy Roman town would have looked like at the time of the explosion. What kind of people would have lived there? What type of jobs would they have done? What was life like for children in Roman times?</p>
3	<p>C – History N – Visit or loan ancient Greek artefacts from a local museum and become ‘history detectives’! Look carefully at exhibitions, artefacts and museum signage and listen to experts talking about the topic. Ask questions to find out more information. Begin to collate information by drawing and note-making.</p>	<p>SC – Geography N – Look at and investigate the island of Crete and the Palace of Knossos using world maps. Draw a simple sketch map to show the shape of the island and use travel brochures and websites to find out why it is popular with today’s travellers. Does the Minotaur’s labyrinth (maze) really exist?</p>	<p>C – Geography N – Find out about fair trade by interviewing a charity representative or a parent who buys fair trade products. Find out what fair trade goods are and why people buy them rather than non-fair trade products.</p>	<p>C- MFL N – To exchange names in French.  N – To discuss how they are feeling in French.</p>	<p>C – Geography N – Find out what causes a volcano to erupt. Look at diagrams, animations, models and geographical source materials to understand the process. Make labelled diagrams to explain their findings using geographic vocabulary such as lava, vent, magma, force, gas, mantle, crust and effusive and explosive eruptions.</p>	<p>C – Computing N – Use a range of historical resources (including ancient firsthand accounts of the eruption) to gather their information. Children could create mind maps, mini books or scrapbooks in which they collate their images, text, notes, photographs, downloaded images and information</p>
4	<p>C – History N – Order events and dates from ancient Greek history on a timeline. Place and date significant events and people such as the first Olympic Games, the first Persian war and the Battle of Marathon,</p>	<p>SC – Computing N – Use satellite mapping to explore Greece. Locate key landmarks. N – Print screen key images of Greece using satellite mapping to be used in next lesson.</p>	<p>C – Computing N – Use appropriate software to design posters and adverts to promote fair trade products.</p>	<p>C – MFL R – To discuss how they are feeling in French.  N – To use appropriate phrases for the situation.</p>	<p>C – Geography N – Use world maps and atlases to locate the province of Naples in Italy and the location of Mount Vesuvius. Make a sketch map to show the region, local towns, seas and oceans and map co-</p>	<p>C – Computing N - Use a web mapping tool for a satellite view of the area. Provide aerial images of Mount Vesuvius to help children appreciate the volcano’s vast size.</p>

	the Peloponnesian Wars, the reign and death of Alexander the Great, the discovery of displacement by Archimedes, the invasion of the Romans and the end of the city states, Athens and Macedon.			N – To know numbers to 20 in French and use them in sentences.	ordinates. Produce a key for their map.	
5	<p>C – History N – Use a range of historical source materials including books, artefacts, images and information books to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor. Record their findings using drawings, labels, notes, ICT and written work.</p>	<p>C – Computing N – Use PowerPoint and other presentation packages to reflect on their learning throughout the project. Create a presentation to share with others the part of the project that most interested or fascinated them, then share this with an invited audience.</p>	<p>C – Computing N – Use appropriate software to design posters and adverts to promote fair trade products.</p>	<p>C – MFL A – To listen to and respond to instructions in French. N – To demonstrate their understanding with actions.</p>	<p>C – Geography N – Study and discuss a range of images of earthquake damage. Describe what happens during and after an earthquake. How do earthquakes affect people and the environment? Discuss ideas, share existing knowledge and pose questions for further research.</p>	Enrichment and Transitions
6	<p>C – History N – Find out about other famous Greeks such as Plato, Aristotle, Parmenides, Archimedes, Pythagoras and Alexander the Great. Use a range of historical resource materials to find out the information and record on 'Top Trump' style cards. Decide as a class the categories for each card.</p>	<p>C – Computing A – Use PowerPoint and other presentation packages to reflect on their learning throughout the project. Create a presentation to share with others the part of the project that most interested or fascinated them, then share this with an invited audience.</p>	<p>C – History N – Use a range of historical resource materials to find out more about the man, James Lind. Work in pairs to create a time line of his lifetime, beginning in 1716 and ending in 1794. Which pair was able to find out the most information? Do any of our dates conflict each other? Why might this happen?</p>		<p>C – Geography A – Visit a local library to source information about other forms of natural disaster. Choose one particular event and make a simple information poster or leaflet to present key facts and information about it. Children might research floods, drought, storms, cyclones, hurricanes, avalanches and wildfires. They could also search newspapers for recent examples.</p>	Enrichment and Transitions
7	C – History	Enrichment Week				

N – Look at a selection of images of ancient Greek soldiers. Find out what they wore and what weapons they fought with. Draw a detailed illustration of a Greek soldier, correctly labelling his uniform and weapons.

N – Listen to the story of the Battle of Marathon and the heroism of the Greek messenger, Pheidippides. Consider how this legend has continued into modern life. How many 'marathons' are run worldwide today?

