Curriculum home learning

W.B. 7th March

Lesson 1 - Spanish

Lesson 2 - Computing

Lesson 3 - History

Lesson 4 - History

Lesson 5 - Geography

Lesson 2 - Spanish

¿Qué tiempo hace?

Learning Intention

I can read a variety of short, simple texts and listen to short excerpts in Spanish.

Success Criteria

On Fire: I can complete a reading and listening activity independently without the wordbanks.

Hotter: I can read a short paragraph and pick out the key vocabulary.

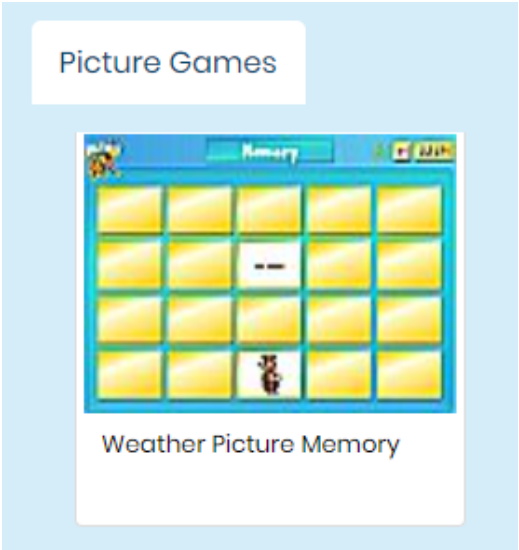
Hot: I can listen to words and match them based on the sounds.

Starter

Pupil games area

Complete the Weather Picture memory game to recap key vocabulary from last week.

Pupil login:
hortongrange
spanish



https://www.languageangels.com/schools/index.php

RECAP

For today's lesson we are going to need to recap our days of the week!

Who can remember them?

You are now going to complete a reading exercise.

Firstly, label any of the words that you know! (You will know more than you think!!)

You will then answer the questions on the next slide as best as you can.

HA to answer in Spanish and English if possible.

¡Hola!

Me llamo Antonio. Tengo diez años y vivo en Madrid.
Hoy hace mal tiempo. Está nevando y hace frío.
¡Hace diez grados bajo cero!
Estoy bien porque hoy no tengo que ir a la escuela. ¡A mí me encanta jugar en la nieve!

Can we work out what the questions mean? (answers on next slide)

1) ¿Cuántos años tiene Antonio?

Antonio tiene _____años.

2) ¿Cómo es el clima en Madrid?

Hace _____en Madrid.

3) ¿Hoy hace sol en Madrid?

No, _____

4) ¿Está teniendo un buen día hoy Antonio?

_____

1) ¿Cuántos años tiene Antonio?

Antonio tiene _____años.

How old is Antonio?

2) ¿Cómo es el clima en Madrid?

Hace _____en Madrid.

What is the climate like in Madrid?

3) ¿Hoy hace sol en Madrid?

No, _____

Is it sunny today in Madrid?

4) ¿Está teniendo un buen día hoy Antonio?

_____

Is Antonio having a good day today?

Answers

1) ¿Cuantos años tiene Antonio?
Antonio tiene diez años.

2) ¿Cómo es el clima en Madrid?
Hace mal tiempo en Madrid.

3) ¿Hoy hace sol en Madrid?
No, hace frío y está nevando.

4) ¿Está teniendo un buen día hoy Antonio?
¡SI! (Él no va a la escuela hoy).

Lesson 2 - Computing

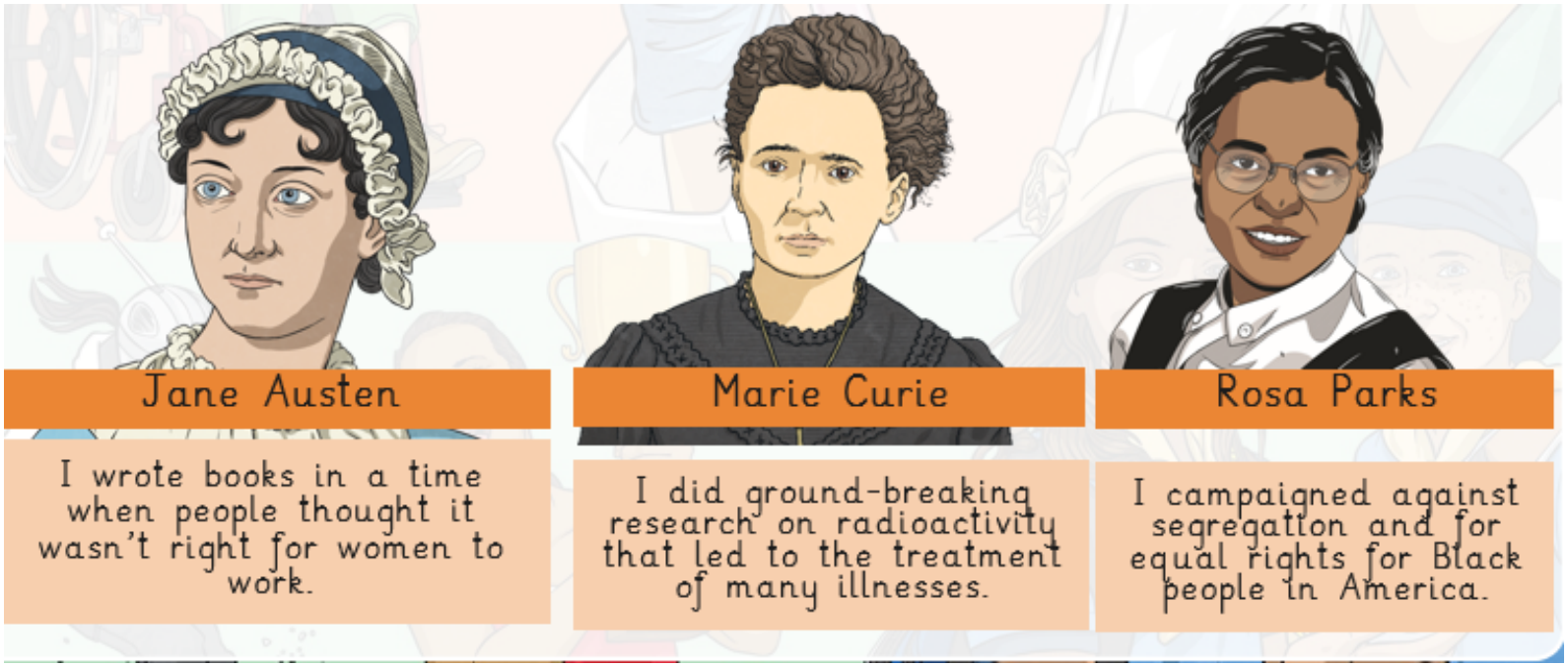
INTERNATIONAL
Women's Day

What are you good at?

Think About It
Do you have to be a male to be good at some things and a female to be good at others?

Yesterday was International Women's day!

International Women's Day is an event that celebrates amazing things achieved by women. It is also a day in which we learn about equality and think about how we can all live in a way that respects the rights of all people and challenges inequality and bias.



Why do we celebrate it?

International Women's Day was first celebrated over 100 years ago in 1910. The aim was to have equality for men and women across the world.

However, important rights, such as health and education, are still not realised for some women.

Why are the rights not the same in every country?

What could we do to help?

The aim of International Women's Day is for everyone to be encouraged to pursue their dreams and ambitions free from bias and stereotypes and to encourage us all to challenge inequality through our thoughts, words and actions.

Today, we are going to learn about an inspirational woman called Katherine Johnson.

Who do you think she might be?

Why might people find her inspirational?

Most places of education in the United States were segregated. In 1938, a law was passed that each state had to offer African-American people the same educational opportunities as white people. They could do this either by building universities just for African Americans or by integrating their current universities.

In 1939, Katherine Johnson was one of three African-American students (and the only woman) to start studying at West Virginia University.

In 1953, Katherine started working in the computing section of the National Advisory Committee for Aeronautics (NACA). NACA researched and developed flying and would eventually become NASA (National Aeronautics and Space Administration). The people working in Katherine's section were known as 'computers' because of their rapid ability to do complex calculations.

She worked on the Freedom 7 project when Alan Shepherd became the first American to go into space. Katherine performed calculations to help work out when spacecrafts should be launched in order to make them land in the right place.

https://www.youtube.com/watch?v=nKxgieXQ82w

The section Katherine worked in was segregated, only African-American people worked there. Even the toilets and eating areas were segregated.

Katherine was part of many famous Space missions including Apollo 11, Apollo 13 and the Space Shuttle programme for a mission to Mars.

On the 24th February 2020, Katherine died at the age of 101. NASA posted on social media saying, 'her legacy of excellence broke down racial and social barriers while helping get our space agency off the ground'.

Why is she considered inspirational?

Activity

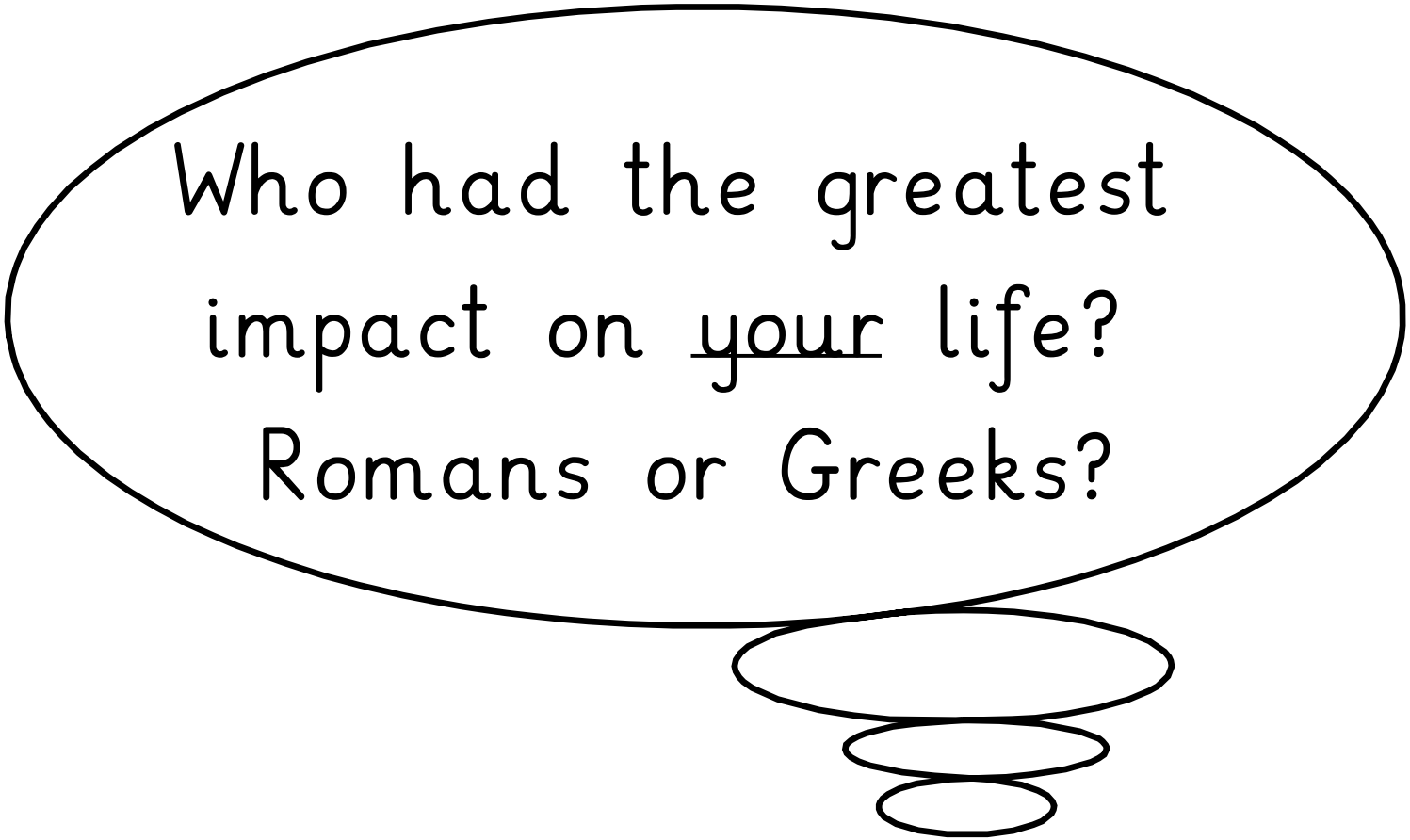
You will be completing a fact file about Katherine Johnson on PurpleMash. Login and check your 2Dos.

There is information and word prompts on the page. There is also a link to extra information.
Remember to use capital letters and to spell all words correctly!

Lesson
3

Comparing the Roman and Greek influence

Today we are going to consider the following question...



Learning Intention: To understand how different civilizations impacted our modern day lives.

Success Criteria:

On Fire: I can consider counter-arguments against my opinion and make reasonable counter-arguments back.

Hotter: I can form a clear justified opinion on which civilization has had the greatest impact on my life.

Hot: I can form a clear opinion on which civilization has had the greatest impact on my life.

Prior knowledge

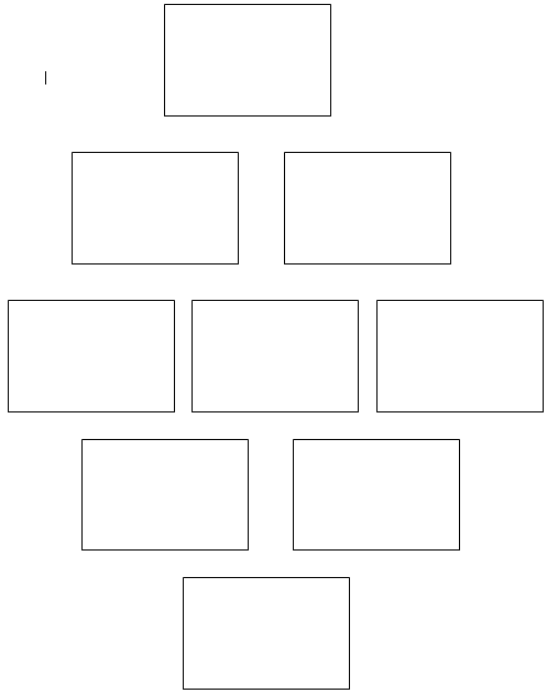
What can we remember about Roman inventions/discoveries?

What did the Ancient Greeks invent/discover?

On the next slide you will see 10 pictures showing different inventions/discoveries from different civilizations. You need to order these, using the diamond on how much influence they have had on your life.

You only have 9 boxes so the invention that has had the least influence on your life will not go on the diamond.

Think carefully before you write them in. This is going in your books!

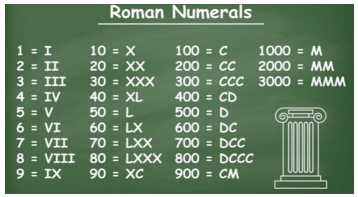


Roads

The Alphabet

Aqueduct

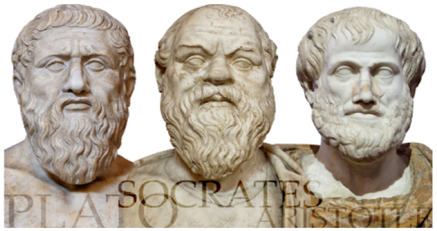
Roman numerals



Democracy

Jury System

Concrete



Modern day thinking

Sewage systems

Olympics / competitive sports

Compare your diamond to your partners.

How are they similar, how are they different?

What reasons do you have for the choices you made?

Now sort the pictures out on your tables into which are Greek inventions/discoveries and which are Roman.

Greek

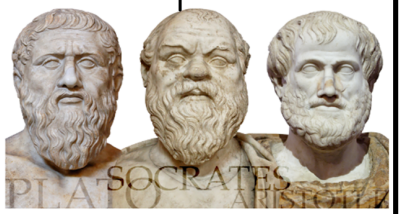
The Alphabet

Jury System

Democracy

Olympics / competitive sports

Modern day thinking



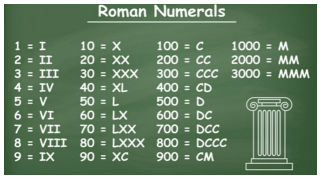
Roman

Aqueduct

Roads

Sewage systems

Roman numerals



Concrete

Now you need to look at the inventions which you put as the most influential on your life and see who they were invented by - the Romans or the Greeks.

From looking at your top 4 or 5 inventions, which civilization has influenced your life the most?

You are going to write an explanation of which civilization has had the greatest impact on your life.

You are not focusing your explanation on just one invention but stating which civilization has had the greatest impact on your life. To do this you need use the different inventions as justification.

For example:

The Greeks had the greatest impact on my life. This is because they invented the Olympics, competitive sports and the Alphabet. As I really enjoy competitive sports and have played different sports throughout my life this has had a big impact on my life. I also won first place at the school sports day in the javelin, this would not have happened had the Greeks not invented the sport javelin. Furthermore, I studied languages at University. Many of the words I have learnt in English, French and Spanish have originated from the Greek alphabet. Without the Greek alphabet and my degree, I would not be a teacher today. Even though the Romans invented roads which I use everyday to drive to work, the Greeks invented more things that have influenced my life.

Vocabulary

Ancient Greeks

Romans

This is because.....

Another reason for this.....

Also.....

Furthermore...

Although.....

Even though.....

the greatest/most significant impact...

invention

discovery

Lesson
4

Alexander the Great vs Alfred the Great

Learning Intention: I can identify and compare historically significant people.

Success Criteria

On Fire: I can evaluate and critique the reliability of a source and explain why or why not it is reliable.

Hotter:I can make accurate and reasoned inferences from different sources to further my historical understanding.

Hot:I can use a range of sources build up my historical knowledge and understanding.

Today we are going to consider:

In our previous learning we were looking at how significant inventions and discoveries from the Ancient Greeks how influenced our modern day lives.

Today we will focus on a significant person in Ancient Greece.

That person is <u>Alexander the Great.</u>

What other significant people have we looked out throughout our history topics?

What do these people have in common?

Today you will be working in pairs to use the historical sources to make inferences about Alexander the Great, what he did and why he is remembered as 'great'.

You will be looking at primary and secondary sources.

What is a primary / secondary source?

You will also need to evaluate/critique the sources in terms of reliability.

What does reliability mean?
Why might a source not be reliable?

Some sources could have been interpreted by artists or a story passed down over centuries. Some may even be a strong opinion by a certain person. We therefore need to be careful with the information we trust and deem 'reliable'.

Activity 1

Work with your partner to complete the table.

Source (Number and Description)	What does it tell us about Alexander the Great?	Primary or secondary?	Is it a reliable source of evidence? Explain why / why not.

What have we found out about Alexander the Great?
What sources did we use?
Were the sources reliable?

Watch this Horrible Histories video all about Alexander the Great...

https://www.youtube.com/watch?v=rwbQ7xtBwWw

Prior knowledge

Previously we studied Alfred the Great

Who can remember what made Alfred so great?

He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.

Activity 2

You need to decide which leader had the most significant impact on their people and which is the 'greater'.

Use examples from the sources/prior knowledge to justify your answer.

Who is 'greater' Alfred or Alexander?

I think that ..... is the greater leader because....

Also...

Even though...

impact

significant

Lesson 5

Geography - mountains

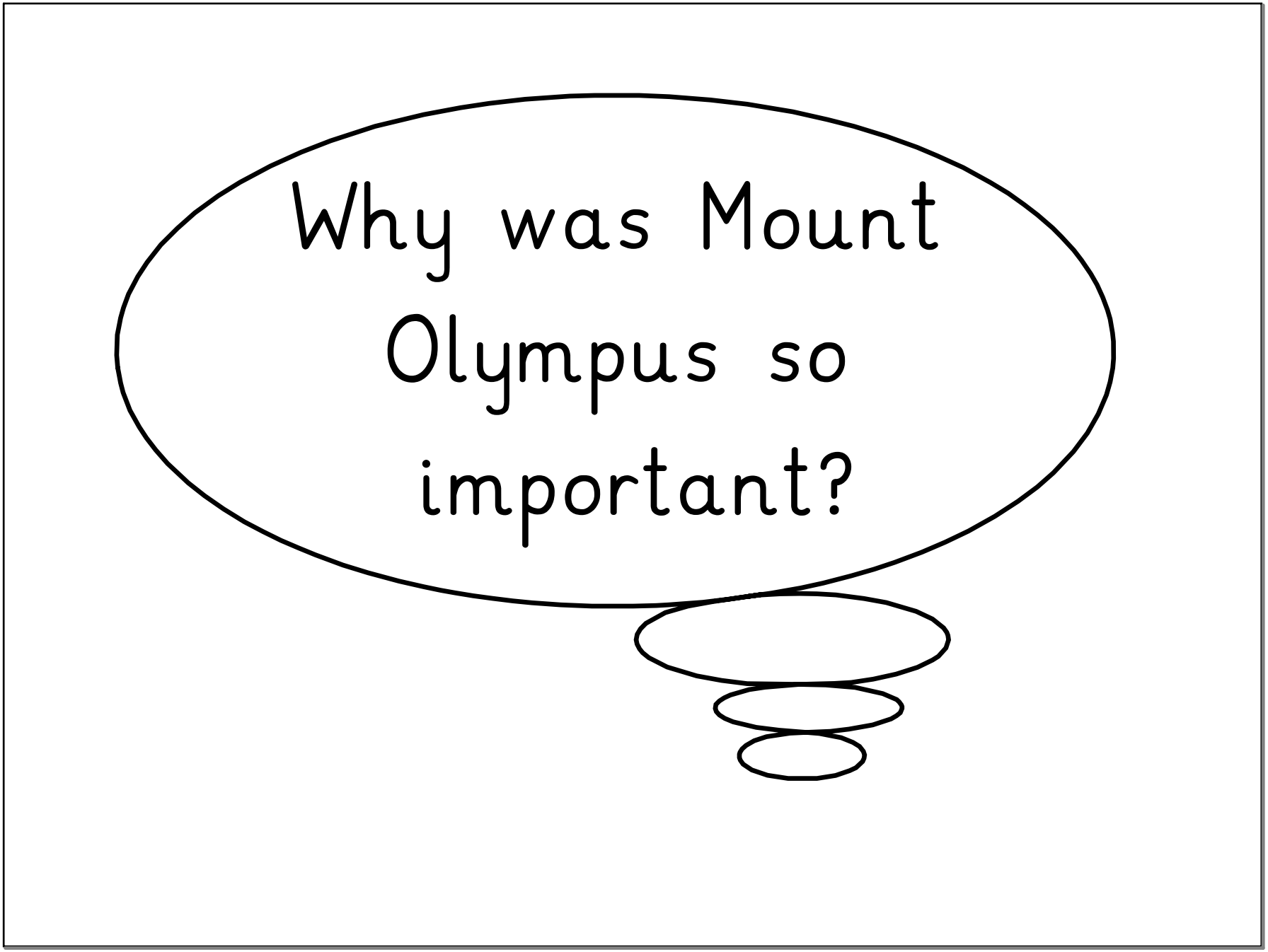
Learning Intention: To locate mountain ranges across Europe.

Success Criteria:

On Fire: I can use the atlas to gather different information about mountains, their heights and locations.

Hotter: I can use an atlas independently to locate mountain ranges across Europe.

Hot: I understand what a mountain is and how it is different from a hill.


Why was Mount Olympus so important?

What is Mount Olympus?

What do we already know about it?

Mount Olympus is a mountain located in Greece.

It was very important to the Ancient Greeks and their beliefs.

What is a mountain?

If you had to write a definition of what a mountain is what would you write?

You have 3 minutes to come up with a definition

in your group.

Write your definition on a white board.

mandybarrow.com

The Mountain Environment

What is a Mountain?

The dictionary defines a mountain as that which is '***higher and steeper than a hill***'.

A mountain is a landform that rises high above the surrounding terrain in a limited area. They are made from rocks and earth.

Generally, mountains are higher than 600 metres. Those less than 600 metres are called hills.

What do Mountains look like?

Mountains usually have steep, sloping sides and sharp or slightly rounded ridges and peaks.

Mountains can be rocky and barren. Some have trees growing on their sides and very high mountains have snow on their peaks.

Some common features of mountains include the following:

- the summit, or the top of a mountain;
- the slope, or side of the mountain; and
- a very steep valley between young mountains, known as a gorge.

Where are Mountains found?

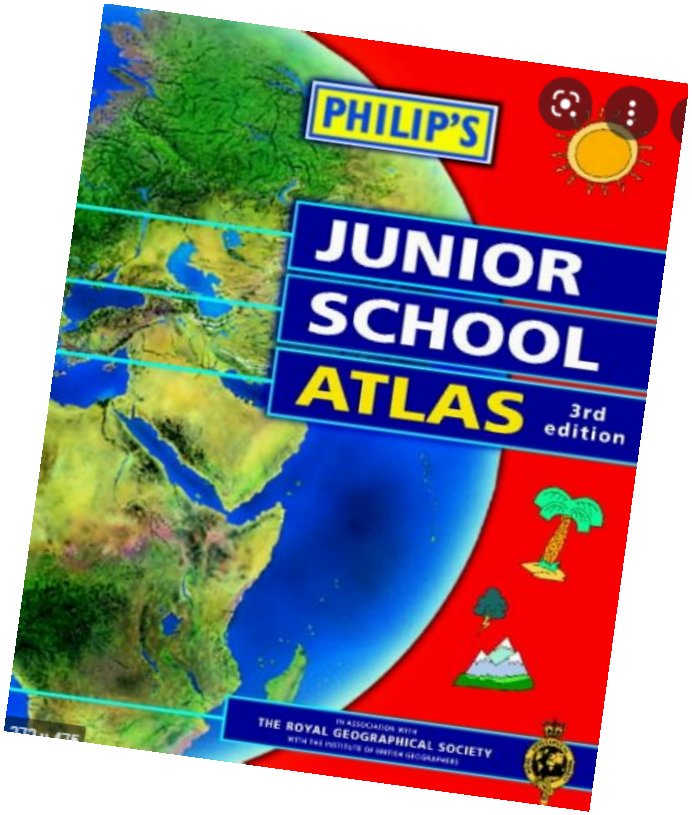
Mountains exist on every continent and even beneath our great oceans.

However, there is no accepted definition of a mountain. In the UK a mountain is usually defined as a summit which is at least 600m.

We are going to use atlases over the next few lessons.

How do we use an Atlas?

How can we use the contents pages to support us?



Teacher to model key information about an atlas

Activity 1

Use the atlas to locate the following mountain ranges.

Shade in the location of the mountain range on your map.

Remember to label each of the mountain ranges.

Pyrenees

Alps

Apennines

Ural

Carpathians

Dinaric Alps

Top tips

- Your shading must be neat and the map should be clearly labelled!
- Some of the mountain ranges will be on the mountains pages.
- Other will be clearer on continent pages - use the index if you are not sure!

SEN to use KSI atlas to locate world mountain ranges

Activity 2

1. Using the atlas to locate Greece, can you make a prediction of what mountain range Mount Olympus can be found in?

2. Use the atlas to find the highest mountain in Europe

3. Use the atlas to find the names and heights of the 3 highest mountains in the world.

4. Use the atlas to find which countries the 3 highest mountains are located in.

SEN if finished: Can you find and label the following mountains?

Mount Kilimanjaro	Mount Cook	Mount Elbrus
Mount Everest	Mount Wilhelm	Mount McKinley