

Topic Enrichment Pack Assessment Grid : Ancient Greece : Year 5/6

| Ancient Greece | | | | | | | | | | | | | | | |
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| <div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div> | | | | | | | | | | | | | | | |
| Art | | | | | | | | | | | | | | | |
| Lesson 1 | Do children understand the significance of the comedy and tragedy masks both in the past and today? | | | | | | | | | | | | | | |
| | Can children design and create a mask based on the features of ancient Greek comedy and tragedy masks? | | | | | | | | | | | | | | |
| | Can children evaluate their finished artwork? | | | | | | | | | | | | | | |
| Lesson 2 | Can children identify the style and features of ancient Greek pottery? | | | | | | | | | | | | | | |
| | Can children design and decorate a pot in the ancient Greek style? | | | | | | | | | | | | | | |
| | Can children evaluate their finished artwork and the work of others fairly? | | | | | | | | | | | | | | |
| Lesson 3 | Do children know why ancient Greek sculptures are important to us today? | | | | | | | | | | | | | | |
| | Can children work with soap to create a sculpture? | | | | | | | | | | | | | | |
| | Can children evaluate their finished artwork and say what they think and feel about it? | | | | | | | | | | | | | | |
| Computing | | | | | | | | | | | | | | | |
| Lesson 1 | Do children understand what a website is and how it is constructed? | | | | | | | | | | | | | | |
| | Can children add basic elements to a Google Site to create a website? | | | | | | | | | | | | | | |
| | Can children edit and amend a Google Site to make it appropriate to the purpose? | | | | | | | | | | | | | | |

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| Computing | | | | | | | | | | | | | | | | | |
| Lesson 2 | Can children use a variety of written sources to find information? | | | | | | | | | | | | | | | | |
| | Can children use hyperlinks to create a multiple choice quiz? | | | | | | | | | | | | | | | | |
| | Can children edit fonts, colours, backgrounds and insert images and transitions in a PowerPoint presentation? | | | | | | | | | | | | | | | | |
| DT | | | | | | | | | | | | | | | | | |
| Lesson 1 | Do children know what a labyrinth is and its links to ancient Greece? | | | | | | | | | | | | | | | | |
| | Can children design and plan their own model labyrinth? | | | | | | | | | | | | | | | | |
| | Can children evaluate their finished products and say what they think and feel about them? | | | | | | | | | | | | | | | | |
| Lesson 2 | Can children investigate different ways of strengthening materials? | | | | | | | | | | | | | | | | |
| | Can children design and create a model of the Parthenon? | | | | | | | | | | | | | | | | |
| | Can children evaluate a finished product according to design criteria? | | | | | | | | | | | | | | | | |