

 <p>Gillespie Primary School</p> 		Ancient Greece	Year 4	Autumn 2019
		Key Questions		
		<ul style="list-style-type: none"> • Who were the Ancient Greeks? • What was life like in Ancient Greece? • What were the main cities in Ancient Greece? • What was the difference between Athens and Sparta? • How did their achievements influence the modern world? 		
Starting Point	Children's contribution to planning	Outcomes for Learners		
What do we already know about Ancient Greece? What do we want to know about Ancient Greece?	Use student's feedback from starting point as an ongoing investigation over the term – new information will be added to the display	<p>English</p> <ul style="list-style-type: none"> • To produce a range of descriptive writing pieces including settings, character descriptions, diary entries etc. • To read and enjoy myths • To create our own myths set in Ancient Greece. • To write the missing chapter of the class novel. • To use the layout of a play script and use that to create a short performance. • Class assembly presentation • To use a newspaper report format in writing <p>Maths</p> <ul style="list-style-type: none"> • White Rose Scheme of work. <p>History:</p> <ul style="list-style-type: none"> • To understand the chronology of Ancient Greece • To produce a detailed information brochure about daily life in Ancient Greece. • To recognise the impact of Ancient Greece on today's world. <p>Geography</p> <ul style="list-style-type: none"> • Produce a map of Ancient Greece • Produce a map comparing Ancient Greece and Greece today • Create a travel brochure for Greece today focusing on climate, mountains, volcanoes, travel time, language etc. 		
Trips & Core Resources				
Islington red box resources				
History off the Page –				

Cross Curricular Links to Topic

Core		Foundation	
		Cooking	
		Create some simple Greek Dishes (bread and hummus)	
		Computing	
		PowerPoint unit focusing on Ancient Greek daily life (done with Angela)	
		Art	
		Study and draw inspiration from Ancient Greek sculpture, architecture, mosaics and pottery	
		PE	
		The legacy of the Olympics and The Marathon	
		Geography	
		<ul style="list-style-type: none"> • Locating Greece on a map and identify the changes between Ancient Greece major cities and major cities in Greece today • Climate and geographical features of Greece now and then • Physical features of Athens and Sparta. 	
		History	
		Time period and location <ul style="list-style-type: none"> • Ancient Greek daily life: food, activities, rich and poor, entertainment, Gods and beliefs. • Their influence on the Western World, focusing on democracy. 	
English <ul style="list-style-type: none"> • Stories set in Ancient Greece • Greek myths – Theseus and the Minotaur, Perseus and the Gorgons, The Adventures of Odysseus • Newspaper report – Perseus slays gorgons • Report on life in Ancient Greece • Plays featuring Ancient Greek characters 	Maths <ul style="list-style-type: none"> • Measuring duration in science experiments • Counting systems in Ancient Greece • Money in Ancient Greece • Reading a thermometer • Grid references to find locations in Ancient Greece 		
Science <ul style="list-style-type: none"> • States of matter – water • How did the Ancient Greeks supply water • Calculating the length of time for water to freeze/boil 	SMSC <p>The Ancient Greeks believed in a vast array of Gods. They were often involved in daily life and recurring characters in myth.</p> <ul style="list-style-type: none"> • Spiritual – How does this compare with our different modern day beliefs • Moral – the actions of the Gods and heroes in myths • Social – differences between daily life in Ancient Greece and now • Cultural – the impact the Ancient Greek civilisation has had on modern day life – eg; the Olympics 		

National Curriculum Objectives (not topic linked)

<p>Science</p> <p>States of Matter</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	<p>RE</p> <p>Key question: Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> * Explore and express the characteristics of what makes a person inspirational to others * Explore some of the stories of Jesus from the New Testament and discuss what Christians (and others) can learn from them about being a good person * Outline key attitudes and values that Christians strive to attain, and compare these with those of other religions * Through the study of holy days, explain why Jesus is so important to Christians today <p>Computing</p> <p>Coding</p> <ul style="list-style-type: none"> • Use sequence, selection and repetition in programs • Work with various forms of input and output • Explore/ refine procedures using repeat to achieve solutions to problems • Explore instructions to control software or hardware with an input using 'if then' commands <p>Online Safety</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly • Recognise acceptable / unacceptable behaviour • Identify a range of ways to report concerns about content and contact • Use the internet as a tool for research <p>Spreadsheets</p> <ul style="list-style-type: none"> • Formatting spreadsheets
<p>History</p> <ul style="list-style-type: none"> • the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day 	<p>Geography</p> <ul style="list-style-type: none"> • Describe and understand aspects of human geography • Describe and understand aspects of physical geography

<ul style="list-style-type: none"> • Have a clear understanding of chronology of British and World History and where periods of time fit in • Have a clear narrative within the period studied (can retell main events from period) • Use appropriate vocabulary to describe periods of time • Ask and answer questions about change, causes of change, similarities, differences and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information (links to writing) • Understand how information about the past is collected from a variety of sources 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and features studied
<p>Art</p> <ul style="list-style-type: none"> • create sketch books to record observations and review and revisit ideas • experiment with a range of media (art materials) to develop techniques, including the control and use of materials • increase awareness of different kinds of art, craft and design • evaluate and analyse different creative works (their own, their peers, famous artists) using the language of art, craft and design • understand the historical and cultural development of art forms 	<p>Science/DT/Cooking focus.</p> <p>Linked to changing states in Science. Children identify the melting point of different chocolates. Their aim is to create a bar of chocolate for someone with allergies/vegan or someone of their choosing.</p> <ul style="list-style-type: none"> • design purposeful, functional products based on design criteria • communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • use a range of tools and equipment to perform practical tasks • select from and use a range of materials and components
<p>Music</p> <p><u>Introduction to Strings</u></p> <p>Beginning Vamoosh Book 1: Violin, Viola and Cello</p> <p>-Choosing an instrument</p> <p>-Learning String ensemble ettiquette</p> <p>-Learning open strings on string instruments.</p> <p><u>Mamma Mia</u><i>(Charanga)</i></p>	<p>PE (Get Set 4 PE scheme)</p> <p>Netball</p> <ul style="list-style-type: none"> • To develop ball handling skills. To practise throwing and catching. • To develop passing and moving. To be able to play within the footwork rule. • To develop passing and moving towards a goal. • To develop the shooting action • To play small sided games using netball rules. • NC objective. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,

	netball, rounders and tennis], and apply basic principles suitable for attacking and defending Gymnastics (Rochelle's objectives to follow)
PHSE & Growth mindset <ul style="list-style-type: none"> • Britain as a democratic society • How laws are made • Drugs that are common in everyday life • The effects and risk of drugs, alcohol and tobacco 	French (using Language Angels SOW) <ul style="list-style-type: none"> • Greetings and introductions • Classroom Instructions • Simple Descriptions

Termly Overview of Cross Curricular & Blocked units of Work

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Stories set in Ancient Greece Greek myths – Theseus and the Minotaur, Perseus and the Gorgons, The Adventures of Odysseus	Spiritual – How does this compare with our different modern day beliefs Moral – the actions of the Gods and heroes in myths Time period and location Ancient Greek daily life:	PowerPoint unit focusing on Ancient Greek daily life	Social – differences between daily life in Ancient Greece and now Cultural – the impact the Ancient Greek civilisation has had on modern day life – eg; the Olympics	Plays featuring Ancient Greek characters Create Ancient Greek style wall paintings
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Plays featuring Ancient Greek characters	Locating Greece on a map, the changes between Ancient Greece major cities and major cities in Greece today Countries with links to Greece Climate and geographical features of Greece now and then	Newspaper report – Perseus slays gorgons	Report on life in Ancient Greece	Travel Brochure for Greece (climate, location, flight time etc)	

