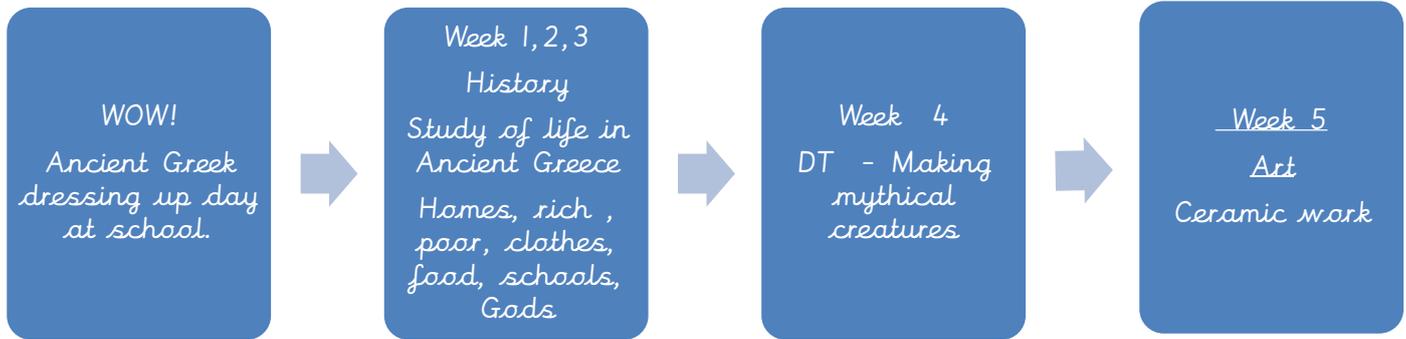


Year 3/4 History based unit Ancient Greece (5 weeks)

Overview of unit: Children will complete a study of Greek life and the ancient Greeks' achievements and their influence on the western world. We will begin with an immersive themed day led by an expert from an outside agency. We will then study Greek life and the influence it had on today. They will revisit key skills from the units based on the Stone Age. After this the children will make mythical creatures using mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Following this, they will create ceramic work in the style of the ancient Greeks.



History

Ongoing history skills

- Understand how our knowledge of the past is constructed from a range of sources.
- Ask historically valid questions about change, cause of change, similarities and differences and their significance.
- Note connections, contrasts and trends over time.
- Revisit and use appropriate historical vocabulary to communicate, including:
 - **time period**
 - **era**
 - **change**
 - **chronology**

Previous knowledge

Local history, Changes in living memory and over time (toys) & significant events from History (Gunpowder plot, GFOL, Moon landings)

Computing skills:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

PSHE skills used to research:

- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Previous knowledge

Recognise that they share a responsibility for keeping themselves and others safe. When to say yes, no, I'll ask or I'll tell.

DT skills

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

- Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

DT Vocabulary: Hydraulics, systems, pulleys and winding mechanisms.

Previous knowledge

Explore how they can be made stronger, stiffer and more stable. Explore and use mechanisms (levers, sliders, wheels and axels). (Toys)

Art skills

- Record observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including sculpture
- Learn about great artists, architects and designers in history (linked to sculpture).

Art vocabulary: ceramics, sculpture, architects

Previous knowledge -

Sculpture - Papier Mache (Polar Explorers.)

Sculpture - Ceramics (At the seaside)

PSHE skills

Health and Prevention:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic First Aid:

- know how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

PSHE Vocabulary: healthy, physical, risk, dental, hygiene, germs, bacteria, immunisation, vaccination.

Previous knowledge: What constitutes and how to maintain a healthy lifestyle, e.g. physical activity, rest, healthy eating and dental health. How to maintain personal hygiene.

How some diseases are spread and how to prevent them

Knowledge:

- A study of Greek life and achievements and their influence on the western world - a more general overview study to help pupils understand the long arc of development, compared with the Romans which was a more specific aspect.
- Children will learn about the continuing legacy of Ancient Greeks, exploring their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied.

- Know that sculpture is a form of art which can be made from a vast array of materials.

Vocabulary:

- time period
- era
- change
- chronology
- ceramics

Planning notes:

Possible characteristic features of the past we could study:

- the houses and settlements
- the culture and leisure activities
- the clothes, way of life and actions of people
- buildings and their uses of people
- describe the things people believed
- how the lives of rich and poor people from the past differed

DT:

Children given lots of choice for what to use and time to explore different ideas. Could be making hydraulic mythical creatures (mouths open using air pressure) but could do something different using gears, pulleys, cams, levers and linkages

PSHE:

Compare health and prevention in Ancient Greece to now.