

## Year 3 History based unit Ancient Greece (6 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 historical skills from the units based on the Stone Age. After this the children will make mythical creatures using pneumatic systems in their products. Following this, they will create ceramic work in the style of the ancient Greeks. They will end the unit by comparing health and wellbeing in Ancient Greece with modern life

### History

#### History Skills

##### Investigate and interpret the past

- I can describe some of the primary sources I have looked e.g. photos, artefacts, pictures, visits to museums etc
- I can identify and give reasons for different ways in which the past is represented
- I can compare different versions of past events
- Have an overview of world history
- I can describe characteristics features of the past e.g. ideas, beliefs, attitudes and experience of men, women and children

##### Understand chronology

- I can place the period being studied on a time line
- I can use dates and words related to the period studied and the passing of time
- I can sequence several events or artefacts chronologically

##### Able to communicate historically

- I am beginning to use appropriate historical vocabulary to communicate my ideas including: dates, time period, era, change, chronology
- I can communicate my historical knowledge through discussion, drawing, drama/role play, making models, writing, using ICT

#### 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.

#### Vocabulary time period, era, change, chronology

#### Previous knowledge

##### Have an overview of world history

- I can describe historical events
- I recognise that there are reasons why people in the past acted as they did.

##### Able to communicate historically

- I can demonstrate an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.

- I can communicate my historical knowledge through discussion, drawing, drama/role play, making models, writing, using ICT

### Understand chronology

- Explain changes that have occurred in my life and describe memories of these key events e.g. When I was 4 I went to school, When I was 2 my sister/brother was born
- Label time lines of artefacts/ pictures with words such as: past, present, older, newer
- Beginning to use dates when appropriate

### Able to communicate historically

- I can use phrases such as: years, decades, and centuries to describe the passing of time

## Art skills

### Sculpture progression

- Develop confidence working with clay and joining two parts successfully
- Use pinch, slab and coil techniques to produce larger clay pieces. Produce more intricate surface patterns/ textures to work, Add colour once clay has dried
- Use pipe cleaners/ sculpting wire to create sculptures of human forms.
- Explore carving as a form of 3D art.
- Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas

### Knowledge

- Know what sculpture is
- Know that sculpture is a form of art which can be made from a vast array of materials.
- Look at examples of classical sculpture
- Understand some of the common features of classical sculpture

**Art vocabulary:** ceramics, sculpture, architects, materials, carving

### Previous knowledge

- Investigate clay/papier-mâché pinching, rolling, twisting, scratching, coiling, adding details and textures using tools
- Use a sketchbook to plan and develop simple ideas and making simple informed choices in the media they want to use.
- Look at sculptures by known artists and natural objects as starting points for own work.

## PSHE skills

### Health and Wellbeing:

- Risks and hazards; safety in the local environment and unfamiliar places
- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services

### Knowledge

See skills

**PSHE Vocabulary:** healthy, physical, risk, safety, hygiene, germs, bacteria, medicines, allergies

### Previous knowledge:

*Safety in different environments; risk and safety at home; emergencies*