

Ancient Greece – Year 3 (5 then 7)

Session	<u>National Curriculum objective</u> Children are to learn about:	Activity
1	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world to develop a chronologically secure knowledge and understanding of British, local and world history	KWL Ancient Greece and put Ancient Greece on timeline – recap Stone Age, Iron Age and Bronze Age and add Ancient Greece where it needs to be. Write any questions they may have
2	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world to develop a chronologically secure knowledge and understanding of British, local and world history <u>Geography</u> Develop an awareness of how places relate to each other.	Locate Greece on a map and look at how it has changed. Compare modern Greece to UK now and Ancient Greece to the SA/IA/BA. In depth timeline – ordering key events in Ancient Greek times. Choose one event that interests them, research it and make a poster about it in topic books
3	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greek democracy – sorting members of Greek society into democracy/not included and comparing democracy between UK now and Ancient Greece
4	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world <u>Geography</u> Recognise there are similarities and differences between places. Explain about weather conditions/patterns around the UK and parts of Europe	Olympics – ppt to go through Olympics and then compare to UK events. Ancient Greek Olympic board game as extension. Compare life in Greece with life in UK and similarities/differences between the two. Discuss weather in Greece and how it differs from here – which sports would be appropriate in a hotter country? Which season would be best to have the Olympics?
5	<u>Geography</u> Make plans and maps using symbols and keys	Draw own map of Greece with key to show coasts, mountains, forests etc (doesn't have to be accurately placed, just identify features of Greece's land and add them onto their map with a key)
6	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	The Battle of Marathon – add onto timeline the date of the Battle. https://www.youtube.com/watch?v=gNAxqaoPLO0 Go through ppt and videos about battle and fill in differences between the 2 sides. Chn to predict which side will win and why. Then after learning everything, write blog in character and explain how the Athenians won with such a small army

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7	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Society – learn about the different members of an Ancient Greek family and their place in society. Compare and contrast with today's views https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q
8	<u>DT</u> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Talk about the different food groups and name food from each group.	Greek cooking (falafel and baklava) and tasting (one class at a time in science room – alternate sessions 7 and 8) – fill in tasting sheet with readily available foods whilst waiting for things to cook
9	<u>DT</u> To investigate key events/ inventors in design and technology and discover how they helped to shape the world.	Ancient Greek inventions and how they've shaped the world – water mill, cartography (map making), curing of diseases. What would the world be like now if these things hadn't been invented?
10	<u>Art and Design</u> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Create printing blocks using relief or impressed techniques	Greek pot – scratch art with oil painting? (check with SW/JR) Design of pot in sketch books and then use potatoes to create pattern they'd like to use on the pot with paint (carve potato – impressed technique)
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11	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Beliefs – Ancient Greek gods and goddesses. Discuss similarities and differences with other religions, create Greek god/goddess fact files
12	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Continue fact files for gods/goddesses
13	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Trojan War - children to write a letter home about the Trojan War
14	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Children to compare the city state of Athens and Sparta
15	<u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Houses – compare and contrast Ancient Greek houses with Stone Age-Iron Age and houses today.
16	<u>History</u>	Read and retell the story of Pandora's Box through drama

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	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>(Drama)</u> adopt, create and sustain a range of roles, responding appropriately to others in role, rehearse, refine, share and respond thoughtfully to drama and theatre performances</p>	
17	<p><u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	School – look at what school was like for rich boys and home school for girls. Look at subjects taught and compare to modern day. Make a school timetable for a boy and girl, describing what they'd do in each lesson
18	<p><u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world select from and use a wider range of tools and equipment to perform practical tasks</p> <p><u>Art & Design</u> Add detail to work using different types of stitch, including cross-stitch</p>	Make an abacus (boys) and learn to weave (girls) as they would have in school/home school – how do you feel that you can't do each other's tasks? Then swap and allow them to do both tasks. Possibly make clay tablets with the Greek alphabet
19	<p><u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	Entertainment – a look into Greek theatre – costumes, types of play, music, actors etc. Put together Greek play of their own, selecting music and making own costumes and masks (Ducksters site) (dramanotebook.com)
20	<p><u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>(Drama)</u> adopt, create and sustain a range of roles, responding appropriately to others in role, rehearse, refine, share and respond thoughtfully to drama and theatre performances</p>	Continue to prepare for the play and perform
Fieldwork afternoon	<p><u>Geography</u> Identify physical features of the locality Identify human features of the locality Make more detailed fieldwork sketches/diagrams Use fieldwork instruments; camera, rain gauge</p>	

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	Use 4 figure grid references	
	<u>Science, R.E and computing- see separate plan.</u>	
Music	To know that music can be classified into 4 main periods of music: Baroque, Classical, Romantic Contemporary. To begin to know some key composers for each period of music (e.g) B- Bach, Handel, Vivaldi C- Mozart, Hayden R- Beethoven, Rossini, Schubert C- Debussy, Gershwin, Bernstein. To know music from different periods have a different sound/style.	Sorting activity cards for different pieces of music. Identify the period from the music
	To say whether they like a piece of music and why beginning using the terms melody, rhythm, pitch, dynamics, tempo and structure. To be able to compare and contrast different pieces of music beginning to refer to the above vocabulary.	Comparing music from different periods. Also to be done on morning activities
	To be able to explain my family tree.	Children to identify certain members of a family and to predict which vocabulary matches each picture. Children then create a labelled family tree.
	To be able to identify different rooms in the home.	Children to watch a virtual tour of a home and compare against a list of French words, trying to assume which word is which room. Children then design and label their home.
	To be able to discuss the school subjects.	Children to have stimulus pictures and the French words accompanying and match the word to the picture. Children to practise saying the words and write sentences about the subjects.
	To be able to describe what is in the classroom.	To examine our won classroom and several others (pictures) and identify common features, to learn how to pronounce and spell these in French, then to each host a tour of our classroom and explain the features in French.
	To be able to discuss the items in your pencil case.	To look at the general items in a pencil case and see if we can match these up to the appropriate word, once confident and memorised children can converse over the items in their pencil cases in French.