

Year 3 HISTORY Topic 4: Gods and Heroes

Key Assessment Questions			
	<p><i>What is an ancient civilisation? What other ancient civilisations can you name? Where and when did Ancient Greece exist? What legacy have the Ancient Greeks left? How was life in Ancient Greece different/same as life in Iron Age Britain? How can historians understand the same event differently? Can you give an example?</i></p>		
	<p>SCHOOL VALUES (Spring 1): Justice and Courage Children will explore the idea justice in the context of a civilisation building a system of government and fair rules. Children need to understand that much of how we understand justice today was created by the Ancient Greeks. Children should do a mini focus study on slavery in Ancient Greece. What was slavery? Why was it wrong? Compare with Year 2 learning on Columbus and slavery. Do we have modern slavery in the world today?</p>		
	KNOW	DO	UNDERSTAND
	<p>Know that ancient civilizations were people groups who organized their cities and decided how to live together (politics), how to provide for themselves (economic) and how to protect themselves.</p>	<p>VOCABULARY Revisit terms: ancient civilization, chronological, primary and secondary sources, prehistory, BC and AD. Explain why this period is counted as history beyond living memory. New vocabulary introduced: democracy, philosophy, trading, Western Civilisation, legacy slavery.</p>	
Chronological Understanding	<ul style="list-style-type: none"> Know that BC means anything that happened before Christ was born. Know that AD is events after Christ's birth. Know that Ancient Greece and Ancient Rome both happened from 700BC onwards. Know some key events in Ancient Greece to put onto a timeline: 776 BC First Olympic Games. 450BC City of Athens becomes powerful. 432 BC Parthenon in Athens is finished (building). 404 BC City of Sparta defeats Athens. 146 BC Roman defeat Greeks. End of Ancient Greek Empire. 	<p>Identify the place of Ancient Greece on a chronological timeline with some of Year 1, 2 and 3 known events.</p> <p>Show significant events of Ancient Greece on a timeline, showing that it spans a huge period of time.</p> <p>Understand that historians have coined the terms BC and AD, and split Ancient Greece into chunks of time (bit like 3 ages of prehistory in Britain).</p>	<p>Children should continue to develop chronologically secure knowledge of periods studied.</p> <p>Children should be given the opportunity to think about connections e.g. Ancient Greece, Bronze/Iron Ages and Pompeii.</p> <p><u>Geography Link</u> – all of the learning in this unit should be centred on some understanding of ancient and modern maps of Europe.</p>
	<ul style="list-style-type: none"> Know that democracy is what we live in today. It is a way of organising a country so that the people decide how to be ruled over. Know that philosophy is when people think about and study the meaning of life. Know that trading is and was a way of people to make money by swapping things with people, sometimes another countries. Historical interpretation means that historians don't always agree on when or how something happened. 	<p>Describe what life was like in Ancient Greece (democracy, sport, theatre, gods, slavery, philosophy, economy and trading).</p> <p>Explain how democracy worked in Ancient Greece and how historians know.</p> <p>How could David of Athens beat the Goliath of Persia? (The Battle of Marathon. A history mystery)* Consider different explanations/interpretations of the same event.</p> <p>Why do we have so many versions of the original marathon run? * Consider arguments of at least 2 different historians.</p>	<p><u>PSHE and British Values</u> Children should do a mini focus study on slavery in Ancient Greece. What was slavery? Why was it wrong? Compare with Year 2 learning on Columbus and slavery.</p> <p>Children begin to build schemata of how historians use evidence to build arguments.</p>
Enquiry (Sources and Interpretation)	<ul style="list-style-type: none"> Know that life in Modern Day Greece is very different life in Ancient Greece. Know that while at the same time in Greece, Britain was in the Iron Age with Celtic tribes who were at war with each other. Know that Western Civilisation is modern life in Western Europe and North America. A legacy is something from a time in history that has been passed down and remains today. 	<p>Explain ways that Modern Greece is different from Ancient Greece (food, clothes, music, theatre and technology, and transport). Geography Link</p> <p>How do historians compare life in Ancient Greece with life in Iron Age Britain during the same period?</p> <p>Describe some ways that the Ancient Greeks have influenced our lives today. What legacy have they left?</p>	<p>Note contrasts over time. Understand how to make links between events and changes within and across different periods, countries and societies.</p> <p>Children should understand the huge impact that Ancient Greeks have on our lives today and ways in which Ancient Greece gave Western Civilization its beginnings.</p>

Year 3 Geography

Gods and Heroes

Assessment Questions		
<p>- Where in the world is Greece? Show on map. In which continent is Greece? What is the capital city? Describe some physical features of Greece? What are some biomes?</p> <p>- How is Greece's climate different to Britain's? Why is this? Describe some human features of Greece (landmarks, population, tourism etc) Why do people want to visit?</p> <p>- What are differences between maps of Ancient Greece and modern-day Greece?</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I know that Greece is in Europe and is closer to the equator than the UK.</p> <p><u>Human and Physical Geography</u> I know some physical features of the country and can state how it is different to England (mountainous, coasts, beaches, climate, crops, rainfall)</p> <p>I can name what kind of biome's are mostly found in Greece. Inland is mostly, forest, woodlands and scrub) due to very hot, sunny summers and mild, rainy winters.</p> <p><u>Vocabulary</u> Greece, Athens, Greek islands, Europe, Mediterranean Sea, climate, equator, Mount Olympus, inhabited, population, northern hemisphere, southern hemisphere, biomes landmarks Geography Core Concepts: Landmarks Settlement Climate Population Environment (BIOMES)</p>	<p><u>Locational Knowledge</u> NC:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>I can find Greece and some Greek Islands on a map of the world and can explain why it is a popular holiday destination due to its climate and position on the earth.</p> <p>Using a map of Europe, I can find countries which border Greece and explain what a peninsula is (Bulgaria, Macedonia, Albania) or are situated nearby.</p> <p><u>Place knowledge</u> NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><u>Human and physical geography</u> NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Compare climate, weather patterns, biomes, land form, vegetation and animal life of Greece to that of UK.</p> <p>Describe aspects of human geography of Greece (tourism, trade links, types of settlement now and in Ancient Greece).</p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>With support, use eight compass points to state Greece's position in relation to the UK.</p>	<p>This unit is predominantly historical, with the children learning all about Ancient Greece. However, it does provide some opportunities for the children to increase their locational knowledge of the world and revise the names continents and oceans of the world.</p> <p>They will also look at Greece's position in relation to the equator, in contrast to England, and will be able to explore some of the physical differences in the land and climate. Children should know some basic facts about the Greece, for example its capital city, population, climate, highest mountain, names of some Islands.</p> <p>They could also look at how you could get to Greece from England.</p>

Year 3 ART Topic 4: Gods and Heroes

Assessment Questions

What is a sculpture?

Tell me about the different clay techniques you used.

Justice and courage

KNOW	DO	UNDERSTAND
<p>Can explain what a sculpture is. Can develop my clay techniques.</p> <p>Can use/choose different clay techniques for different purposes e.g. Coiling to create a vessel; hatching and slip to attach relief work.</p> <p>Key vocabulary: Sculpture 3D Technique Craft Tradition Vessel Coil Hatching/Cross hatching Slip Contemporary Ceramicist</p>	<p>Sculpture: vessels from different cultures.</p> <p>This unit of work gives children a chance to explore the craft tradition of making vessels and containers (children make Greek clay pots). They develop their own designs and build a three-dimensional form to represent a vessel or container that will hold something special that they would wish for. Children learn to create a coil pot; how to blend clay using water; how to use slip to attach things; how to use hatching/cross-hatching before using slip. They consider examples by contemporary designers and ceramicists and look at work from different cultures.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in clay - evaluate and analyse creative works using the language of art, craft and design <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of clay - about great artists, architects and designers in history. 	<p>Having learnt about Ancient Greek civilisation, children have explored the concept of Greece being where Western civilisation began. They explored lots of different artefacts and understood how they are used as historical sources of evidence. They will then use some of these artefacts to consider and develop their own designs and create their own vessel or container.</p> <p>Children may have used clay before in sessions such as making divas for Diwali or for Black History Day, but not for specifically planned content from the art curriculum, so this will be a new teaching point.</p>

Year 3 MUSIC Topic 4: Gods and Heroes

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • Tuned and untuned percussion can be used to create musical effects • Ostinati can be layered together in different combinations to create musical effects • You need to learn a melody/ rhythm securely and then listen carefully to others when singing in 2 or 3 parts • Songs can be created through phrases, using melodic imitation and rounds • When creating a performance, you need to think about the structure, the balance of parts and the musical effect <p>Vocabulary: ostinato/ostinato tuned and untuned percussion melody rhythm structure/round phrase lyrics layers</p>	<p>Music express: Ancient Worlds (3)</p> <p>Orpheus: The children will listen to a modern day lyre and talk about how it is played and the timbre of the sound. They will listen to music to ‘soothe the dragon’, played on 2 different xylophones, and identify and copy the different ostinato on tuned percussion (adding more soothing sounds with untuned). They will then learn to sing ‘song for Orpheus’ in two groups, using the ostinato as an accompaniment.</p> <p>Hera (Echo): the children will listen to ‘mirror, mirror’ and identify the echoes played within it. They will then sing in 2 parts with a lead and an echo. They will explore this idea further by playing mirroring action games, and using tuned percussion to improvise tunes to copy (identifying changes in pitch). When they are confident, they will put both songs together (Orpheus and Hera) – they will think about how they change the quality of their voice to match the songs.</p> <p>Theseus: The children will learn this song, adding the ostinato parts learnt in the ‘soothe the dragon’ lesson as an accompaniment. The three songs can then be put together and sung in sequence. The children will then have the opportunity to develop the ostinato further by improvising different combinations of notes and rhythms. The whole class will then plan out how to structure a performance of the three songs, performing them as a round, taking into consideration the balance of the parts and the musical effect</p> <p>Cross curricular links:</p> <p>The children may also listen to the story of Troy retold through song via a BBC resource. This can be used as a whole performance. Heroes of Troy</p>	<p><i>This follows on from the environment unit in ‘Amazing archaeologists’, where children began to explore how they could use their voices effectively, and listen to each other to perform in two parts. This unit gives them more opportunity to extend these ideas and to consider how to put them together for a whole performance.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils develop an understanding of the history of music • Pupils use their voices and play musical instruments with increasing accuracy, fluency, control, and expression • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures