

## Theme Overview

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|--|--|---|---|
| Year   | 3  | Term  | Autumn 2  |
| Theme  | Ancient Greeks   | Big Question  | What was great about the Ancient Greeks?  |
| <p>Focus of unit and scope of unit:</p> <p>This unit focuses on the history of the Ancient Greeks and their influence on our lives today, including famous scientist and engineer Aristotle, and the development of democracy and the Olympic Games. It encourages children to study the Greek Gods and understand the importance of the Gods in Greek culture.</p> <p>The science looks at the importance of the skeletal and muscle system and children undertake a science investigation to gather results using standard units of measurement. It looks at vertebrates and invertebrates through researching different animals.</p> <p>The importance of a healthy diet is taught and the important food groups. This feeds into the DT topic which encourages children to create a Mediterranean pitta bread filling, the meet criteria, exposing the children to possible new foods.</p> <p>The art unit builds on the muscles and skeleton as it encourages children to create a bust, using clay techniques to show facial expression, evaluating and improving their work and using historic sculpture as a stimulus.</p> |  |   |   |
| Caring   | Creative   | Critical  | SMSC/Equalities/British Values  |
| <p>The children are taught about democracy and the importance for all to vote and have their say. They will learn what makes a healthy diet and use this knowledge to create a healthy pitta bread filling.</p> <p>They will explore different emotions through sculpture and try and re-create these.</p>   | <p>The children will create their own recipe for a pitta bread filling and create their own clay bust choosing how they wish to represent the emotion.</p> <p>They will be encouraged to carry out their own research on Greek Gods and Athens and Sparta.</p> | <p>Children will be encouraged to use historical sources to draw conclusions about the Olympic Games. They will be encouraged to use evidence to decide whether they would prefer to be an Athenian or Spartan.</p> <p>They will be encouraged to evaluate foods and designs in art and DT to develop their own art and recipe.</p> | <p>Democracy – children will be taught about our government today and how it links with Ancient Greece.</p> <p>Children will be encouraged to reflect on the fact that only men from Greek descent could vote and what that means in our lives today, thinking about the rights of all and protected characteristics.</p> |
| Big Start  | Big Finish   |   | Experience  |
| Historical Greek Fact hunt - around classroom or school.   | Parents invited in to taste Pittas and view learning, including art work.  |   | Visit to Santa – SJJ 40 link  |

## History – Ancient Greeks

|                      |   |  |   |  |
|----------------------|---|--|---|--|
| Year 3               | Term  |  |   |  |
| Sequence of Learning | Previous Learning   |  | Next Steps in Learning  |  |
|                      | <p>Children have undertaken a short local history unit and begun to use a range of sources to gather information.</p> <p>Children have begun to learn words to describe the past and begun to use a simple timeline to draw on key events.</p>  |  | <p>Children will move onto being able to make comparisons between different eras in learning and similarities and differences and understand where more periods of history sit on the timeline of British and European history.</p>   |  |
| Knowledge and Skills | Historical Era  | Historical Theme   |   | Significant People / Events            |
|                      | <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world (GM)</b></p> <ul style="list-style-type: none"> <li>• Know where Ancient Greece was.</li> <li>• Know about how a famous Ancient Greek influenced the world.</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans.</li> <li>• Know about some of the things that the Greeks gave the world.</li> <li>• Know that the Greeks were responsible for the birth of the Olympics.</li> <li>• Know that the Greek Gods were an important part of Greek culture.</li> </ul> | <p><b>Cause and Consequence</b><br/>describe the cause of an event and its consequence.</p> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>• describe similarities and differences between the daily life of people in the past and people today</li> </ul> |   | <p>Olympic Games</p> <p>Archimedes</p> |
|                      | Chronological Understanding   |  | Historical Enquiry and Interpretation   |  |
|                      | <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Place key events on a timeline with support.</li> <li>• <input type="checkbox"/> Know the meaning of BC and AD</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>• Explore the idea that there are different accounts of history.</li> </ul> |  |
| Vocabulary           | <p>Ancient</p> <p>Civilisation</p> <p>Slaves</p> <p>Olympic Games</p>   | <p>Myths</p> <p>AD</p> <p>BC</p>   | <p>Legend</p> <p>Society</p> <p>democracy</p>   |  |

**Design Technology: Create a healthy Pitta Bread**

|                      |   |  |   |
|----------------------|---|--|---|
| Year 3               | Term  |  |   |
| Sequence of Learning | Previous Learning   |  | Next Steps in Learning  |
|                      | Children would have carried out food preparation in KS1 and started to learn about the basics of eating healthily.  |  | The children will move onto using their experience of food to prepare a hot healthy dish and using cutting skills with increasing difficulty. They will start to evaluate products already on the market to determine their own success criteria. |
| Knowledge and Skills | Design  | Make   | Evaluate  |
|                      | <ul style="list-style-type: none"> <li>• Prove that my design meets some set criteria.</li> <li>• Design a product and make sure that it looks attractive.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• Select the most appropriate tools and techniques for a given task.                             <ul style="list-style-type: none"> <li>• independently-begin to peel food(apple, potato)</li> <li>• With moderate supervision cut materials accurately and safely by selecting appropriate tools</li> <li>• Begin to use claw grip with serrated vegetable knife to cut harder foods eg: carrot</li> <li>• Cut foods into evenly sized strips or cubes (peppers, cheese)</li> <li>• Use and select biscuit cutters</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Identify how I could improve my product.</li> </ul>  |
|                      | Cooking & Nutrition / Construction & Structures / Textiles / Mechanisms   |  | Famous Designers  |
|                      | <ul style="list-style-type: none"> <li>• Know what makes a healthy and balanced diet.</li> <li>• Describe how food ingredients come together.</li> </ul> Know where food ingredients come from. |  |   |
| Vocabulary           | Protein<br>Carbohydrate<br>Fat<br>Dairy   | Peel<br>Ingredients  | Evaluate  |

## Art and Design

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|----------------------|---|---|---|
| Year 3               | Term: Sculpture   |   |   |
| Sequence of Learning | Previous Learning   |   | Next Steps in Learning  |
|                      | <p>In key stage 1 children will have used various media for sculpture and used rolling and kneading to make sculptures of known objects.</p>  |   | <p>Children will continue to develop their sculpture skills in Year 4 to create a tile with 3D patterns.</p> <p>Children will apply their knowledge of sculpture and form in Year 6 when looks at modroc masks.</p> |
| Knowledge and Skills | Being an Artist   | Drawing / Painting / Sculpture  |   |
|                      | <p>Understanding different techniques</p> <ul style="list-style-type: none"> <li>• Know how to improve my work over a period of time, mixing media to produce an effect.</li> </ul>   | <p>Knowing and applying techniques</p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Know how to sculpt and carve using clay.</li> <li>• Know how to show facial expressions in my art.</li> </ul> | <p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p><i>Create and form natural shapes from 3D materials.</i></p>   |
|                      | Work of Artists - Appreciation  |   | Work of Artists - Art History   |
|                      | <p><b>The work of artists</b></p> <ul style="list-style-type: none"> <li>• Know how to compare the work of different artists and recognise when art is from different cultures and historical periods.</li> <li>• Know how to identify the techniques used by different artists.</li> </ul> |   | <p>Greek Sculptures</p>   |
| Vocabulary           | <p>Sculpture<br/>statue<br/>slip<br/>clay<br/>bust<br/>3D</p>   |   |   |