



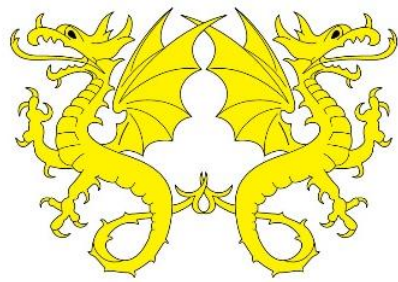
# Dore Primary School

## Y4 Learning Journey 3

### The Ancient Greeks



<p><b>ENDPOINTS</b> Substantive knowledge children will know: Disciplinary knowledge children will know how to / be able to:</p>	<p>To learn about Ancient Greece and how Ancient Greek civilisation has impacted the modern world</p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time (<i>compare with Ancient Egyptian and Stone Age/Iron Age/Bronze Age learning from Y3</i>) and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (<i>within Greek era and between Greeks and Ancient Egyptian and Stone Age/Iron Age/Bronze Age eras</i>). They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources (<i>use of sources about Greek philosophers, Greek myths, Greek artefacts and archaeological remains</i>).</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content (<i>study of The Iliad, birth of democracy and philosophy</i>).</p> <p><b>Geography</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries (<i>Greece</i>), using maps to focus on environmental regions, key physical and human characteristics and major cities</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Design and Technology</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ 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 (<i>chiton and why it's shape and material were suited to Greek climate</i>)</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (<i>use of stitches – running and back stitch for practicality and aesthetics, need for seam allowance</i>)</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>▪ select, use and combine a variety of software (<i>Scratch</i>) on a range of digital devices to design and create a range of programs</li> </ul>
Links to Prior Knowledge:	Geography – Continents, History – Stone Age, Egyptians
Links for Relevance and Currency:	Modern Olympics, Greece / Athens today
Immersion Event / Activity:	Studying Greek myths
Celebration of Learning:	TASC/Computing – retell a Greek myth or legend, D&T – chitons
English Links:	Story in a historical setting – Ancient Greek chariot race, Diary Writing – Alexander and Bucephalus, Myths and Legends – Ancient Greek stories
Maths Links:	Origin of vocabulary for shapes



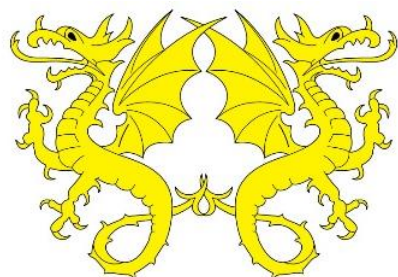
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Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
History	1	<b>Cause and Consequence</b> Suggest causes and consequences of some of the main events and changes in history.	Examining how the geography of Greece influenced the development of Ancient Greek civilisation	Match cause and effect of features of Greek landscape with the development of Ancient Greek civilisation	✓		✓		
	2	<b>Change and Continuity</b> Place events, artefacts and historical figures on a time line using dates.  <i>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</i>	Fitting Ancient Greece into a timeline of history from Stone age to WW2 Identifying the main events in The Chronology of Ancient Greek history	Timeline of key events in Ancient Greek history					
	3	<b>Sources and Evidence</b> Use evidence to ask questions and find answers to questions about the past.  Suggest suitable sources of evidence for historical enquiries.  Describe the social, ethnic, cultural or religious diversity of past society.	Considering different sources of evidence of Ancient Greece (archaeology, coins, writing, pottery) Using evidence from Ancient Greek pottery to make deductions about life and beliefs in Ancient Greece	Drawing and labelling Ancient Greek pottery showing what it tells us about their lives.					
History and English	4	<b>Similarity and Difference</b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Recognising and naming descriptions of Ancient Greek gods. Explaining the difference between religion, myths and legends. English lessons reading and discussing specific Greek myths	Know several of the Greek myths well	✓		✓		
	5	<b>Sources and Evidence</b> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Retelling the legend of The Iliad and the Siege of Troy	Create a film or live retelling the story of the Iliad.	✓				✓
	6	<b>Sources and Evidence</b> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Reading, explaining and retelling the legend of the Trojan Horse	Writing from the point of view of a Greek soldier at the Siege of Troy	✓				
	7	<b>Sources and Evidence</b> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Retelling the legend of The Odyssey	Comic strip of Odysseus and the Cyclops					
	8	<b>Historical significance</b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Exploring using books and websites information about Life in Ancient Athens.	Presentation of knowledge of Life in Ancient Athens using medium of choice.eg poster, power point					✓



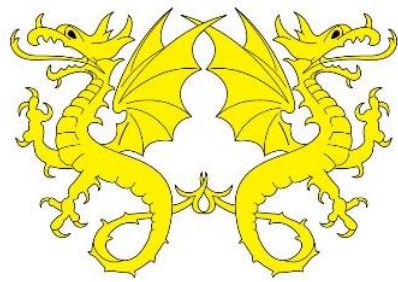
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	9	<b>Sources and Evidence</b> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Comparing and contrasting life and society in Athens vs Sparta. Examining Ancient Greek writing about Athens and Sparta.	Written comparison of Athens and Sparta quoting Ancient Greek sources of evidence.			✓	✓	✓
	10	<b>Sources and Evidence</b> Suggest suitable sources of evidence for historical enquiries.	Greeks and the Persians Reading 'Mission to Marathon' story	Recognise and draw Greek and Persian armour and ships.					✓
	11, 12	<b>Similarities and Differences</b> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest suitable sources of evidence for historical enquiries.	Understanding and explaining the geography and series of events of the life of Alexander the Great.	Work out a score of 'Greatness' for Alexander, based on a 0-10 scoring system for different events in his life.	✓				
History and English	12	<b>Historical significance</b> Suggest suitable sources of evidence for historical enquiries.  Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Re-telling using drama and writing, the story of Alexander the Great and his horse Bucephalus. Examining what this story tells us about the character of Alexander the Great. Considering sources of evidence for this story and subsequent ways it has been retold throughout history.	Perform the story of Alexander taming his horse. Write a three-part diary from Alexander's point of view					
	13	<b>Cause and Consequence</b> Suggest causes and consequences of some of the main events and changes in history.	Describe and explain a range of elements of the legacy of Ancient Greece on modern Western society.	Answer a quiz looking at architecture, words, maths, sport, art and inventions					
Geography	1	Name and locate the countries of Europe and identify their main physical and human characteristics. Key Concepts: Space, Human and physical processes	Identify the location of Greece in Europe. Name and locate seas and significant cities or locations on a map of Greece. Examine the physical geography of Greece	Describe the physical geography of Greece.					
	1	Ask and answer geographical questions about the physical and human characteristics of a location.  Use a range of resources to identify the key physical and human features of a location. Key Concepts: Space, Human and physical processes	Examining how the geography of Greece influenced the development of Ancient Greek civilisation	Match cause and effect of features of Greek landscape with the development of Ancient Greek civilisation.					
	1	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Key concepts: Space	Identify locations in Greece and the modern day countries of Alexander the Great's empire						
Design and Technology	1,2	<a href="#">Understand the need for a seam allowance.</a> Join textiles with appropriate stitching. <a href="#">Select the most appropriate techniques to decorate textiles.</a>	Following instructions to measure, cut out and stitch a Greek chiton for a teddy bear. Add decoration by stitching on braid, ribbon or trim	Make a chiton for a teddy to wear to use when acting out Ancient Greek stories.					✓
TASC	2	Recreate a Greek myth / legend through a medium of your choice			✓				



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Computing	3 or 4 afternoons	Use specified screen coordinates to control movement.	Scratch programming Through decomposing existing programs, children see how the program can be put together to create their own story Further details required – look at the Sheffield Computing package – 4.4. How do I use decomposition to help me write programs? 5.4 How do I use selection to change what happens in programs?	Stories for an existing / rewritten Greek Myth told through Scratch					
		Set the appearance of objects and create sequences of changes.							
		Create and edit sounds. Control when they are heard, their volume, duration and rests.							
		Control the shade of pens.							
		Specify conditions to trigger events.							
		Use IF THEN conditions to control events or objects.							
		Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).							
		Use the functions define, set, change, show and hide to control the variables.							