

Y3-4 Cycle B Spring Term 2 MTP: Ancient Greece

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
History	When does Ancient Greece fit in our history timeline?	What was life like in Ancient Greece? <b>SESSION 2A</b>	What was life like in Ancient Greece? <b>SESSION 2B</b>	What was life like in Ancient Greece? <b>SESSION 2C</b>	Did the Trojan War really happen? <b>SESSION 3A</b>	What Did the Ancient Greeks Leave Behind? <b>SESSION 4A</b>	
	<ul style="list-style-type: none"> <li>✓ To know that the Ancient Greek era came after the Ancient Egyptian era on our history timeline.</li> <li>✓ To know where to place the Ancient Greek era on a timeline using BC and AD.</li> <li>✓ To know some general similarities and differences between the Ancient Greeks and the previous eras studied.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that most of our knowledge of Ancient Greek life comes from Greek pottery which can be identified as both primary and secondary sources.</li> <li>✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ.</li> <li>✓ To understand the similarities and differences between daily life in Athens and Sparta in Ancient Greece.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand the Ancient Greek idea of democracy and how this impacts on the modern world.</li> <li>✓ To use historical knowledge to ask and answer questions.</li> <li>✓ To know that historians can interpret historical sources in different ways and that some sources can be more useful than others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>SESSION 2C</b></li> <li>✓ To know that the Ancient Greeks first introduced the Olympics.</li> <li>✓ To know similarities and differences between the Ancient Greek Olympics and modern-day Olympics.</li> <li>✓ To use knowledge of how the Olympics has changed over time from the Ancient Greek era to the modern day to identify key events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>SESSION 3A</b></li> <li>✓ To know that Homer was the first Greek poet who recounted the events of the Trojan Horse and provided us with information about Ancient Greek life.</li> <li>✓ To know that some historians have interpreted the Battle of Troy as a myth.</li> <li>✓ To know that historians can interpret historical sources in different and that some sources give us different versions of the same event.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>SESSION 4A</b></li> <li>✓ To understand the legacy of the Ancient Greek era on modern life.</li> </ul>	
					What was life like in Ancient Greece? <b>SESSION 2D (PE)</b>	Did the Trojan War really happen? <b>SESSION 3B</b>	What Did the Ancient Greeks Leave Behind? <b>SESSION 4B</b>
					<ul style="list-style-type: none"> <li>✓ <b>SESSION 2D</b></li> <li>✓ To know the event that took place during the Ancient Greek Olympics.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>SESSION 3B</b></li> <li>✓ To know the main event of Trojan war.</li> <li>✓ To know that they select from a range of historical to create the most reliable interpretation of events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>SESSION 4B</b></li> <li>✓ To understand the legacy of the Ancient Greek era on modern life.</li> </ul>
Science	What are electrical appliances?	How does a switch work?	Which materials are conductors, and which are insulators?	How can I make a switch to open and close a circuit?			
	<ul style="list-style-type: none"> <li>✓ To know and name appliances that use electricity.</li> <li>✓ To use knowledge of appliances to group them on whether they use main electricity or batteries.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know what a complete series circuit is: complete loop, batter.</li> <li>✓ To identify whether a lamp in a series circuit will light using knowledge of a complete circuit.</li> <li>✓ To know that a switch opens and closes a circuit.</li> <li>✓ To identify whether a lamp in a series circuit will light using knowledge of a switch.</li> <li>✓ To decide the most appropriate way to record findings from scientific enquiries. (WS)</li> <li>✓ To select, with support, the most appropriate type of scientific enquiry to answer a question e.g. simple fair test, criteria for grouping, sorting and classifying, comparative test etc. (WS)</li> <li>✓ To report findings from scientific enquiries in a variety of ways e.g., oral and written explanations, displays, presentations. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know an electrical conductor allows electricity to pass through it without difficulty.</li> <li>✓ To know and name some common conductors.</li> <li>✓ To know that some materials, like metals, are good conductors of electricity.</li> <li>✓ To know electricity cannot pass through an electrical insulator easily.</li> <li>✓ To know and name some common insulators.</li> <li>✓ To explain what needs to stay the same and what is changing in comparative and fair tests. (WS)</li> <li>✓ To plan, with support, what simple equipment is needed to gather relevant data. (WS)</li> <li>✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS)</li> <li>✓ To use relevant scientific language to discuss and communicate findings, to suit a given audience. (WS)</li> <li>✓ To identify patterns and relationships from data and observations from science enquiries. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know and name some common conductors.</li> <li>✓ To know and name some common insulators.</li> <li>✓ To know an electrical conductor allows electricity to pass through it without difficulty.</li> <li>✓ To know electricity cannot pass through an electrical insulator easily.</li> <li>✓ To identify whether a lamp in a circuit will light using knowledge of a switch.</li> <li>✓ To ask relevant questions about the world around them. (WS)</li> <li>✓ To plan, with support, wat simple equipment is needed to gather relevant data. (WS)</li> <li>✓ To make predictions more generally based on data or observations gathered or analysed. (WS)</li> </ul>			
	How can I make a circuit?						

Y3-4 Cycle B Spring Term 2 MTP: Ancient Greece

	<ul style="list-style-type: none"> <li>✓ To know how to construct a simple series electrical circuit.</li> <li>✓ To identify and name the basic parts of a series electrical circuit - cells, wires, bulbs, switches, buzzers.</li> <li>✓ To make careful and systematic observations to collect relevant data to answer a question. (WS)</li> <li>✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS)</li> <li>✓ To make predictions more generally based on data or observations gathered and analysed. (WS)</li> </ul>					
Art		<p>How can Naum Gabo's artwork inspire us?</p>	<p>How can we alter line, colour and texture when printing?</p>	<p>What is polyblock printing?</p>	<p>How can printing tell a story? <b>SESSION 4A</b></p>	<p>How can printing tell a story? <b>SESSION 4B</b></p>
		<ul style="list-style-type: none"> <li>✓ To know that Naum Gabo was an artist who created shade variation by changing the quantity of ink within one colour.</li> <li>✓ To understand how shade, line and form can affect mood.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that the effect created is different when using varying amount of paint, pressure, different tools and thicknesses of paper.</li> <li>✓ To use their knowledge of textures to describe similarities and differences between their own printing and that of Naum Gabo.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know what mono-block printing is and how the use of pressure affects the print created.</li> <li>✓ To make informed choices of techniques and materials to produce an effective print.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To make informed choices of technique and material to design an effective print, recording their ideas in their sketch books so they can make necessary adaptations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To make informed choices of technique and material to design an effective print, recording their ideas in their sketch books so they can make necessary adaptations.</li> <li>✓ To know that the effect created is different when using varying amount of paint, pressure, different tools and thicknesses of paper.</li> <li>✓ To use their knowledge of textures to describe similarities and differences between their own printing and that of Naum Gabo.</li> </ul>

**BLOCKING SUGGESTED ORDER:**

- 1) History
- 2) Art
- 3) Science