



**Year 4 Topic: The Greeks**

**Term: Spring 2**

**Topic Length: 6 weeks**

<b>INTENT</b>	Vision	<b>Together we all discover, learn, grow and succeed</b>										
	Values	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
<b>Learning Behaviours</b>			<b>Disciplinary Knowledge</b>			<b>Substantive Knowledge</b>						
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge						
<b>IMPLEMENTATION</b>	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To recognise the impact of the ancient Greeks on modern living.										
		Hook: Greek Myth storytelling and dance workshop					Celebration: Greek myth performance					
	Main Subjects	History				Music			Art			
	Key Performance Indicators	<ul style="list-style-type: none"> <li>Develop a broad understanding of ancient civilisations</li> <li>To use a range of sources including textbooks</li> <li>Ask a variety of questions</li> <li>Use the library, e-learning for research</li> <li>Know the period in which the study is set</li> <li>Look for links and effects in time studied</li> </ul>				<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations</li> </ul>			<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</li> <li>To improve their mastery of art and design techniques by sculpting in the 3D form.</li> </ul>			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/Oracy	Being Healthy/ Active		Equity of Education	Developing Learning Behaviours	Fluency			

## Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Subject	Key Performance Indicators
Science	Sound <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
Computing	Data & Information – Data Logging <ul style="list-style-type: none"> <li>• I can import a data set</li> <li>• I can use a computer to view data in different ways</li> <li>• I can use a computer program to sort data</li> </ul>
PE	Dance <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones to achieve improvement</li> </ul>
PSHE	Healthy Me <ul style="list-style-type: none"> <li>• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li> <li>• I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</li> <li>• I know myself well enough to have a clear picture of what I believe is right and wrong</li> </ul>
RE	Why do Christians call the day Jesus died 'Good Friday'? <ul style="list-style-type: none"> <li>• Give examples of what Christians say about the importance of the events of Holy Week</li> <li>• Describe how Christians show their beliefs about Jesus in worship in different ways</li> <li>• Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'</li> </ul>

## Key Objective Progression

Prior Knowledge	Year 4 – Greeks - Key Objective	Future Learning
<p><b><u>Y3 Stoneage</u></b> - I can find out about everyday lives of people in time studied and compare with our life today</p>	<p><b><u>History</u></b> - Develop a broad understanding of ancient civilisations</p>	<p><b><u>Y6 - Egyptians</u></b> – To explore the achievements of earliest civilizations - Ancient Egypt.  <b><u>Y6 - Egyptians</u></b> - Where and when the civilisations were and an in-depth study of one.</p>
<p><b><u>Y3 Vikings</u></b> To evaluate evidence from historical sources and use comparisons to hypothesise and predict.</p>	<p><b><u>History</u></b> - Use textbooks and historical knowledge to understand this period of history</p>	<p><b><u>Y5 - WW II</u></b> Collect information from a range of sources and draw conclusions</p>
<p><b><u>Y3 Vikings</u></b> I can sequence events I can use dates related to the passing of time</p>	<p><b><u>History</u></b> - Place events from period studied on a timeline</p>	<p><b><u>Y5 – WW II</u></b> State the years of WWII and dates of key events.</p>
<p><b><u>Y3 Stoneage</u></b> I can sequence events I can use dates related to the passing of time</p>	<p><b><u>History</u></b> - Look for links and effects in time studied Understand more complex terms e.g. BCE/AD</p>	<p><b><u>Y5 – WW II</u></b> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
<p><b><u>Y3 Stoneage</u></b> I can use a range of sources and observe small details in artefacts  <b><u>Y3 Vikings</u></b> - To understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b><u>History</u></b> - Begin to evaluate the usefulness of different sources</p>	<p><b><u>Y6 - Victorians</u></b> Collect information from a range of sources and draw conclusions</p>
<p><b><u>Y3 Stoneage</u></b> I can use a range of sources and observe small details in artefacts</p>	<p><b><u>History</u></b> - Use evidence to reconstruct life in time studied</p>	<p><b><u>Y6 - Victorians</u></b> Consider what life was like for people in the past.</p>
<p><b><u>Y3 Stoneage</u></b> I can ask and answer questions</p>	<p><b><u>History</u></b> - Address and sometimes devise historically valid questions</p>	<p><b><u>Y5 – WW II</u></b> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>



<p><b>Y2 - Harvest</b> Tap or shake 4/4 pulse beat and repeat Play simple rhythms to include rests</p> <p><b>Y3- In the Snow</b> Learn and Perform Snow wolf song</p>	<p><b>Music</b> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Y5 - WWII</b> To perform WWII song in Remembrance Service, To perform a Big band piece – C Jam Blues using tuned percussion</p> <p><b>Y6 Perform French songs</b> Following notations with Chime bar Accompaniments</p>
<p><b>Y3 - In the Snow</b> Listen to Sisu’s Winter soundscape piece, identify instruments and analyse sound effects using a musical vocabulary (pitch, dynamics, timbre, tempo)</p>	<p><b>Music</b> - Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>Y5 - WWII</b> To listen, analyse and identify instruments of the Big Band</p>
<p><b>Y3 - In the Snow</b> Perform a winter soundscape using tuned and untuned percussion following graphic notations</p>	<p><b>Music</b> - Use and understand staff and other musical notations</p>	<p><b>Y6 - Chocolate</b> To record using correct musical notation on a graphic score</p> <p><b>Y6 Victorian Street Cries</b> To read and follow simple musical notations Play and repeat melodies on <b>ukulele</b>, recorder and chime bars</p>
<p><b>Y3 – Vikings</b> Listen and play Viking saga songs on the ukulele</p>	<p><b>Music</b> - Develop an understanding of the history of music.</p>	<p><b>Y6 - Ancient Egyptians</b> To learn facts about Ancient Egyptian instruments and music</p>
<p><b>Y4 Arctic</b> - To create sketch books to record their observations of snowflakes and use them to review and revisit ideas</p>	<p><b>Art</b> - To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p>	<p><b>Y5 (Make Do &amp; Mend)</b> - Develop sketchbooks by recording observations, reviewing and revisiting ideas.</p>
<p><b>Y4 Arctic</b> - To improve their mastery of art and design techniques</p>	<p><b>Art</b> - To improve their mastery of art and design techniques by sculpting in the 3D form.</p>	<p><b>Y5 (Make Do &amp; Mend)</b> - Explore ‘mark making’ and be able to understand and use a variety of different mark making to show three dimension.</p>