

## Year 4 Learning Challenge



 **How can Ancient Greek achievements be showcased so we can explore their influence on the western world?** 

### Class texts- whole class reading, extracts, thematic books

- Myths and legends
- Greeks Gods and Heroes

### Cognitive skills / meta-learning – specific teaching examples to use in learning

- *CAF- initial idea/ prior knowledge*
- *PMI- Evaluate subjects/ experiences*
- *APC- challenge outcome*
- *Collaboration/ planning- learning challenge*
- *Listening -*
- *Absorption- a time from the past*
- *Questioning – primary and secondary resources*
- *Imitation- art work*

### Killer Questions- those asked to measure understanding of pupils at key milestone points during the term

#### Hooks or memorable experiences

- *Art day – clay pottery making*
- *Introduction to the Gods – top trumps cards.*

#### Public Product – what will the outcome look like to demonstrate learning?

- *The children could create a class or school museum display on life in Ancient Greece. Through a whole class discussion get them to decide which aspects of life in Ancient Greece to include in the display*

- *Who were the Ancient Greeks?*
- *What do artefacts tell us about what life was like in Ancient Greece?*
- *Can we learn anything from Greek myths and legends?*
- *What are the similarities between our school and schools in Ancient Greece?*

Year Group	4	Term	Autumn	Challenge pack	Ancient Greece	
SUBJECT	Children will learn about/ will know WHAT? ( <b>Declarative knowledge</b> )		Children will know HOW To...? ( <b>Procedural knowledge</b> )		Prior learning ( <b>Schemata</b> )	Vocabulary
History	<p>place Ancient Greece in time using a timeline Ask the children to locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied. Also use this to get across the longevity of Ancient Greece and then focus in on the period known as the 'Classical Golden Age', - 500BC to 323BC which marked the height of Ancient Greek civilisation and power. Discuss or recap BC and AD</p> <p>identify some of the similarities and differences between life in Athens and Sparta and report their findings to the rest of the class begin to show an understanding of key terms such as democracy, civilisation, culture, laws, justice Tell the children that these two city states had their own laws, money, rulers, and were rivals. In small groups ask them to carry out research into the similarities and differences between the two city states –and report back their findings under the following headings: how they were ruled; the lives of men, women and children, warfare, slaves, culture, religion.</p> <p>Discuss some of the key terminology that emerges from this activity e.g. democracy, civilisation, culture, laws, justice</p> <p>What are the similarities between our school and schools in Ancient Greece? to use a range of sources to find out about life in Ancient Greek schools and make inferences – key features of school life, school life in Athens, school life in Sparta and school life today. boys, girls, rich, poor, slaves, age when children start school age when children leave school, subjects taught at school, sports played at school, other activities, equipment used at school, school buildings. What can we learn from our language about Ancient Greece? to use written sources to make inferences about the influence of the Ancient Greek language on modern English How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic Games changed since they were first held in Ancient Greece?</p>		<p>H2.3b Identify changes, cause and impact at the time of events beyond our living memory</p> <p>H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline</p> <p>H2.2b Use different sources of information to build up specific pictures of the past</p> <p>H2.2a Question why some significant features of historical societies still exist today</p> <p>H2.2e Understand the difference between an artefact and replica and why both exist</p> <p>H2.2g Find out how features of a civilization have been adapted since that time</p> <p>PSHE I can recognise that all people are equal, countless of gender, race and life choices</p>		<p>Children understand that people's lives were different in different eras.</p> <p>H2.3c Make connections and contrasts over different periods of time</p>	<p>dates</p> <p>time period</p> <p>era</p> <p>change</p> <p>Chronology</p> <p>AD</p> <p>Ancient Civilisations</p> <p>Aristocracy</p> <p>BC</p> <p>Century</p> <p>Democracy</p> <p>Diversity</p> <p>Long Ago</p> <p>Nations</p> <p>Past</p> <p>Present</p> <p>Primary Evidence</p> <p>Secondary Evidence.</p> <p>Significance</p>
Art	<p>What do artefacts tell us about what life was like in Ancient Greece?</p> <p>Link to history – focus on pottery and artwork – link again to myths</p>		<p>A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model.</p>		<p>A2.1a Record and explore ideas from first-hand observation or from experience and imagination</p>	<p>CLAY</p> <p>Pinch</p> <p>Mould</p> <p>tools</p>

<p>Design Technology</p>	<p>What do some of our buildings tell us about how we view Ancient Greece today? Pillars, Parthenon, temple.</p>	<p>D2.1a Describe how my design ideas fulfils a purpose</p>	<p>D2.1a Describe how my design ideas fulfils a purpose D2.1b Explain how my ideas meet set design criteria D2.3b Measure, mark out, cut, score, join and assemble materials</p>	<p>Build Construct Measure</p>
<p>Geography</p>	<p>make inferences from sources about the location, physical features and climate of modern Greece Start by giving the children sources containing images of modern Greece e.g. maps, postcards, brochures or ask the children to carry out an internet search for images of modern Greece. Ask them what these images tell us about some of the key features of Greece and its location – mainland Greece and its numerous islands, the physical features, climate etc.</p> <p>locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance Get them to locate Ancient Greece on a map and consider why its position was significant e.g. proximity to Europe, the Middle East, North Africa. Ask them to locate the city states of Athens and Sparta.</p>	<p>G2.3b Describe and understand key aspects of: 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>G2.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p>	<p>Border Capital City Chronology Country Continent Europe Hemisphere Map World</p>
<p>Relationships to core subjects (Maths, English, Science)  PSHE /Citizenship</p>	<p>Writing – report writing – about the Gods - writing a Greek myth opening</p> <p><u>PSHE</u> When studying the Olympics to also look at the importance of mental health and wellbeing</p> <p>Working on our challenge outcome</p>	<p>Non- chronological report – topic sentence, rhetorical question, Paragraphing, sub headings, complex sentences. - Verbs, adverbs</p> <p>PSHE: Mental health I can explain that my mental wellbeing is as important as my physical health. I can practice some more sustained mindfulness in a focused way. I can recognise the importance of working together and what this looks like when done well</p>		<p>Gods, Myths and legends Legacy</p> <p>Breathing Mindset Exercise.</p>
<p>Music</p>	<p>Listen to ‘The Spirit of Aristotle’ Children to learn about musical instruments during Ancient Greek times and identify the instruments in the music.</p> <p>Discuss key vocabulary needed when listening to and appreciating music (tempo/ dynamics) and identify these at different points in the music.</p> <p>Creative Response- Children to fill in a Likes Dislikes Patterns Puzzles grid to show how the music makes them feel.</p> <p>Children will create a Greek dance and will appreciate the music by choosing a range of different movements. Performances will be recorded and shared in each class on the IWB.</p>	<p>M2.4a I listen to a wide variety of musical genres for longer periods. M2.4c I can comment on music identifying musical elements and instrumentation. M2.4d I listen to a wide variety of musical genres and deliberate the genre of the piece.</p>	<p>Listening and appreciating music during assembly time.</p> <p>Listening to music of a similar genre during performance lessons</p>	<p>Tempo Dynamics Lyre Aulos Homeric Ardos</p>