

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<b>Title:</b> <i>Groovy Greeks</i>		<b>Term:</b> Spring	<b>Year Group:</b> 3
<b>British Values/Rights:</b> We respect the culture and beliefs of others.			
<b>Visits/Visitors:</b> Visit to Birmingham Museum			
<b>Wow Starter:</b> <b>Zorbas dance</b> - Show the clip of 'Zorba the Greek'. In groups/whole class practise some of the set moves.			
<p><b>Art:</b> Greek pots  <b>Final outcome:</b> 3D Clay pots  <b>Knowledge:</b> Join clay adequately and work reasonably independently  <b>Skills:</b> Construct a simple clay base for extending and modelling other shapes</p>	<p><b>DT:</b> Healthy Sandwich snacks (linked to Science)  <b>Final outcome:</b> Children will design and make a healthy sandwich  <b>Knowledge:</b> Understand that a healthy diet is made up from a variety and balance of different food and drink as depicted in 'The Eatwell Guide'  <b>Skills:</b> Understand how to use a range of techniques such as peeling, chopping, mixing and spreading.</p>	<p><b>History/Geography:</b> History - Ancient Greeks  <b>Knowledge:</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations  Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'  <b>Skills:</b> Use dates and terms related to the study unit and passing of time</p>	
<p><b>English links:</b> Greek Myths  <b>English book study:</b> Compilation of Greek Myths  <b>Cross-curricular writing opportunities:</b> Creative Curriculum writing as a Greek God  <b>Additional texts/reading links:</b> Theseus/ Medusa/ Perseus</p>	<p><b>Maths links: Measures</b>  (weighing ingredients for making a healthy sandwich)</p>	<p><b>E-Safety:</b>  Taught in Autumn term</p>	<p><b>Other curriculum links: music/computing/PSHE:</b>  <b>Knowledge:</b> Ancient Greek study  <b>Skills:</b> To use stamps and copy tools, alter sizes, re select areas, copy and resize items.  <b>ICT</b> - Digital Artist -Ancient Greece themed art</p>

Subject Area	Skill	Knowledge	Activity (including resources if applicable)	Resources
History 1	<p>Use dates and terms related to the study unit and passing of time</p> <p>Use a range of sources to find out about a period</p> <p>Look at representations of the period - museum, cartoons etc</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>L.O. locate Greece on a European map.</u></p> <p>Complete the front page cover 'Groovy Greeks'</p> <p>Watch power point.</p> <p><b>Who were the Ancient Greeks? Where is Greece?</b> Look at a map of Greece now and compare to the size of the empire. Look at the different empires of the time and compare to other large empires of different periods. Watch video at <a href="https://www.the-map-as-history.com/Ancient-Greece-Hellenistic-world/Territorial-evolution">https://www.the-map-as-history.com/Ancient-Greece-Hellenistic-world/Territorial-evolution</a></p> <p>How did empires grow? Why did they want to grow?</p> <p>Chn to complete maps</p>	<p>Maps</p> <p>Power point</p> <p>Display poster</p> <p>ICT website</p>
History 2	<p>Use dates and terms related to the study unit and passing of time</p> <p>Communicate their knowledge and understanding</p> <p>Use a range of sources to find out about a period</p> <p>Look at representations of the period - museum, cartoons etc</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>L.O. Explore facts and information about Ancient Greeks.</u></p> <p>Children to talk about what they already know about 'Ancient Greece'</p> <p>Read info who were the ancient greeks on <a href="https://www.bbc.com/bitesize/topics/z87tn39">https://www.bbc.com/bitesize/topics/z87tn39</a></p> <p><b>Task</b> Complete 'What I already know' and 'What I would like to know' statements into books.</p>	<p>ICT website</p> <p>KWL sheets</p>

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<p>Art</p>	<ul style="list-style-type: none"> <li>- Experiment with different grades of pencil &amp; other implements</li> <li>- Plan, refine &amp; alter their drawings as necessary</li> <li>- Use their sketchbooks to collect &amp; record visual information from different sources</li> <li>- Draw for a sustained period of time at their own level</li> <li>- Use different media to achieve variations in line, texture, tone, colour, shape &amp; pattern</li> </ul>	<p>Understand the term 'Greek pot'</p>	<p><u>LO:I can explain what Ancient Greek Pots were used for</u></p> <p><u>LO:To create a design for a Greek pot</u> (Allow 90 mins)</p> <p><b>Starter</b> - Show PowerPoint presentation - Night at the Museum - Larry works at the museum and is in charge of the Greek antiquities. Introduce problem solving activity to the class. Remind pupils that they are working <b>as a team</b> and that everyone needs to be involved in the activity Pupils to 'stick' together broken pots as a group - stimulus for lesson. As a class discuss the questions on the PowerPoint.</p> <p>Read information about Greek pottery from History of Greek pottery PowerPoint and colours PowerPoint. Discuss the origin of Greek pottery and the types of designs you would see on them. Ask chn to pick out particular aspects (e.g patterned borders, geometric shapes, black figures, action etc.)</p> <p>Model how to complete a design of Greek pot on the white board or using <a href="http://www.bmkids.org.uk/greecepot.htm">http://www.bmkids.org.uk/greecepot.htm</a> - discuss design elements such as patterned borders, figures, geometric shapes etc as a whole class - remind children to refer back to pots we matched at the start of the lesson and the features found on them.</p> <p>Chn to sketch two designs in art sketch books - for small pots . These can be coloured with traditional colours if time (browns, oranges, beiges, blacks).</p> <p><u>Plenary</u> - Ask chn to share their ideas with the class.</p>	<p>Night at the museum PowerPoint</p> <p>History of Greek pottery PowerPoint</p> <p>Colours - PowerPoint</p> <p>Cut up pieces of pots</p> <p><a href="http://www.bmkids.org.uk/greecepot.htm">http://www.bmkids.org.uk/greecepot.htm</a></p> <p>art sketch books</p>
<p>Art</p>	<p>Join clay adequately and work reasonably independently</p> <p>Construct a simple clay base for extending and modelling other shapes</p>	<p>Understand the term 'Greek pot'</p>	<p><u>LO: To create a Greek pot</u></p> <p><u>Starter</u> - Chn to discuss with a partner which design they will be choosing and explain why. <u>Main</u> - Show pp 2 - Process. At each step discuss and possibly show with some clay how these techniques are achieved. Using a PVA spatula / clay tools show children how they can achieve patterns + images carved into the clay. Demonstrate how mistakes can be covered by using thumb pressure. Chn to create their pot using the techniques modelled, use spatula to add in design. Chn to carve initials into base of pot <u>Plenary</u> - Show some of the children's work, discuss methods that have worked particularly well.</p>	<p>PowerPoint – process</p> <p>Clay</p> <p>Clay tools etc</p>

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<p>History 3</p>	<p>Place the time studied on a timeline</p> <p>Sequence several events</p> <p>Understand BC/AD</p> <p>Observe small details - artefacts/ pictures</p> <p>Use a range of sources to find out about a period</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p> <p>Begin to use the library and internet for research</p>	<p><u>LO: To organise events in order of time</u></p> <p>Share information from <a href="http://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-greece/a-timeline-of-ancient-greece/">http://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-greece/a-timeline-of-ancient-greece/</a> to show greek timeline.</p> <p>Activity- chn to cut/stick timeline of ancient Greece onto A4 sheet to stick into books.</p> <p><b>Work in mixed ability groups to complete Ancient Greek timeline</b></p>	<p>Timeline picture sheets</p> <p>Timeline sheet</p> <p>ICT website</p>
<p>History 4</p>	<p>Use dates and terms related to the study unit and passing of time</p> <p>Communicate their knowledge and understanding</p> <p>Look at representations of the period - museum, cartoons etc</p> <p>Distinguish between different sources - compare different versions of the same story</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>LO: To comprehend a text</u></p> <p>Chn to read the information provided about Ancient Greece.</p> <p>Chn to answer the differentiated questions using True or false statements and discuss how some of the statements are 'fake news'</p>	<p>Scroll sheet of questions</p> <p>3 types of differentiated sheets</p>

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<p>History 5</p>	<p>Use dates and terms related to the study unit and passing of time</p> <p>Communicate their knowledge and understanding</p> <p>Select and record information relevant to the study</p> <p>Observe small details - artefacts/ pictures</p> <p>Find out about everyday lives of</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>LO: To explain how the political system worked in Ancient Greece.</u></p> <p>Share power point.</p> <p>Ask the children to define 'democracy'. What does it mean here in Britain today? Explain that democracy started in Athens in Ancient Greece. Explain the three main systems of democracy. Discuss who was in the selection that could join these three groups. Who was excluded?</p> <p>Give out <b>Greek Name Cards</b> to some children in the class (Each card has a person on it e.g. 35 year old Athenian woman, 23 year old Athenian man etc.). Sort them into two piles; included in the democracy and not included.</p> <p>Ask the children who were allowed a vote to move to one side of the class and the children who are not allowed to be a part of the ekklesia or boule to move to the other side of the class. Is this fair? Discuss that this democracy was a better, fairer system but it still was not totally fair. Compare democracy then in Athens with democracy today in the UK.</p> <p><b>Mixed ability pairs</b></p>	<p>Power point</p> <p>Greek name cards</p> <p>Similarities and differences table</p>
<p>Art</p>	<p>Work confidently on a range of scales e.g. thin brush on small picture etc</p>	<p>Use a developed colour vocabulary</p>	<p><u>LO: To paint a Greek pot</u></p> <p><u>Starter</u> - Ask the children to discuss and share the colours they think they would use on their Greek pot. Discuss as a class, begin to correct any misconceptions. Ask: Why would they have mainly use earth tones?</p> <p><u>Main</u> - Show pp 3 - colours. Discuss the different techniques achieved and keep referring back to the colours the Greeks used on their pottery (oranges, beiges, browns, blacks). Explain that they use mainly earth tone as they would have used natural items that were readily available around them (rocks, minerals, plants).</p> <p>Give chn opportunity to refer back to their original design - they can take some time to label the design with the colours the plan to use and where.</p> <p>Chn to paint their Greek pots/plates.</p> <p><u>Plenary</u> - Share some of the children's work. Ask the children to choose a favourite - why does this colour combination work so well?</p> <p>(Find some extra time after pots have dried for them to be painted over with PVA glue to create a varnished/glazed effect and to seal the paint).</p>	<p>Powerpoint - colours</p> <p>Paints</p> <p>brushes</p>

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<p>Art</p>	<p>Adapt work according to their views and describe how they might develop it further</p>	<p>Compare ideas, methods and approaches in their own and other work and say what they think and feel about them</p>	<p><u>LO: To give peer feedback on artwork produced by the class group.</u></p> <p>To give peer feedback on artwork produced by the class group.</p> <p><u>Starter</u> - Explain that we have created a class group gallery space with the pots from the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback.</p> <p><u>Main</u> - Chn to look around gallery space and to leave 3 pieces of feedback on their favourite 3 pots                  CTs to also review artwork using post-it feedback (aim for everyone to have at least one piece of feedback).</p> <p><u>Plenary</u> - Chn to find their own piece of artwork and to read their feedback. Possibility of sharing some of this feedback with the class.</p>	<p>Pottery.</p> <p>Post-its.</p>
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	<p>relevant to the study Identify reasons for and results of people in time studied people's actions</p> <p>Use a range of sources to find out about a period</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><b>Activity:</b> triremes. Discuss why it was important for a Greek city state Athens to have a navy. Show picture of trireme. Discuss why this design was very successful as a warship. Chn decorate outline Greek vase with picture of trireme and traditional Greek patterns.</p>	
<p>History 8</p>	<p>Use dates and terms related to the study unit and passing of time</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Understand why people may have wanted to do something</p> <p>Identify reasons for and results of people in time studied people's actions</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>LO: To compare different city states and recall facts about the Battle of Marathon</u></p> <p>Share power point</p> <p>Explain that the different parts of Ancient Greece were made up of different city states, e.g. Athens, Sparta, Corinth and Olympia. Look at the map and then read about the main differences between Sparta and Athens.</p> <p><b>The Battle of Marathon:</b> Explain that the city states often fought but the only time they came together was when they faced an external threat: Persia. Discuss how Persia tried to attack Athens in 490BC. The Athenians tried to ask for help from Sparta but they didn't arrive in time!</p> <p>Roleplay the conversation between the Athenians and the Spartans where the Spartans refuse to help. What do the Athenians say? Why don't the Spartans help? How do the Athenians feel about the Spartans reason for not helping?</p> <p><b>Let Battle Commence!</b> The Athenians ended up fighting the Persians alone and outnumbered. Can you explain how they managed to win so dramatically?</p>	<p><b>Resources</b></p> <p>Athens and Sparta sheet</p> <p>Power point</p>



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<p>History 9</p>	<p>Use dates and terms related to the study unit and passing of time</p> <p>Select and record information relevant to the study</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Understand why people may have wanted to do something</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p> <p>Begin to use the library and internet for research</p>	<p><u>To understand more about Ancient Greek life (Gods and goddesses)</u></p> <p>TTYP - Can you name any of the Greeks gods or goddesses that we have looked at in the Myths we have read in English?</p> <p>Chn to research gods and goddesses in mixed ability pairs and create a booklet about the gods and goddesses.</p>	<p><b>Resources</b></p> <p>I pads</p>
<p>History 10</p>	<p>Compare with our life today</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>FREE WRITE</u></p> <p><u>Give the chn the scenario of 'Would I have liked to live during Ancient Greek times'</u></p> <p>Chn to compare life then to their lives today and write about the benefits and disadvantages for both lifestyles.</p>	<p>Title slip</p>

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<p>DT 1</p>	<p>Identify a purpose and establish a criteria for a successful product</p>	<p><u>LO: To gather knowledge about sandwiches</u> <u>LO: To understand the sandwiches can form part of a healthy diet</u></p> <p>Tell chn that they are going to be designing a sandwich for a specific purpose, taste testing and then eventually making their own healthy sandwich.</p> <p>TTYP - about your favourite type of sandwich, different places you eat sandwiches and when.</p> <p>Share answers as a whole class.</p> <p>Watch video <a href="https://www.youtube.com/watch?v=7-0uRPLhkTO">https://www.youtube.com/watch?v=7-0uRPLhkTO</a> discuss the history of the sandwich - create a word bank on the board of key vocabulary from the video e.g. mess free, versatile etc.</p> <p>Independent - complete page 1 of booklet. Thought shower all chn know about sandwiches.</p> <p><b>Tell the children about the food diary in session 3 - Ask chn to make a note of things they eat for the next 3 days.</b></p>	<p>Sandwich booklet – Page 1</p> <p><a href="https://www.youtube.com/watch?v=7-0uRPLhkTO">https://www.youtube.com/watch?v=7-0uRPLhkTO</a></p> <p>Smartboard slides</p>
<p>DT 2</p>	<p>Disassemble and evaluate familiar products</p>	<p><u>To evaluate a range of breads, spreads, fillings and salad ingredients</u></p> <p>Taste testing - ensure all chn wash hands thoroughly before taste testing. Ensure all chn have required consent for food tasting in school and check allergies of chn .</p> <p>Ask the chn to TTYP about different types of breads that sandwiches can be made from , fillings and salad ingredients .</p> <p>Show chn Taste testing sheets from sandwich booklet and discuss how to complete each category (texture, smell, presentation, and filling/taste) with a rating out of 5.</p> <p>Types of bread : white, seeded batch, wholemeal, pitta, wrap</p> <p>Types of filling : Cheese, ham, egg mayo, chicken, tuna</p> <p>Salad ingredients : tomato, cucumber, lettuce, onion, sweetcorn</p> <p>Types of spread : houmous, guacamole, cheese spread, salad cream, flora</p> <p>Chn to evaluate which bread, salad ingredient, filling and spread they like the most and make considerations for their own sandwich.</p>	<p>Choice of breads Choice of spreads Choice of fillings Choice of salad ingredients</p>

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<p>DT 3</p>	<p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink as depicted in 'The Eatwell plate'</p>	<p><u>To complete a food diary over 3 days</u></p> <p><u>To evaluate the types of food eaten over 3 days.</u></p> <p><u>To understand the importance of a balanced diet</u></p> <p>Chn to complete page in booklet for a food diary for 3 days.</p> <p>Show chn the eatwell plate discuss that we need to eat from all food groups but that some should be eaten in moderation.</p> <p>Talk about sandwiches being a meal that starts with the largest food group (bread, cereals and potatoes) and adds on other foods to make a balanced 'plate'</p> <p>Can the children evaluate what they have eaten over the past 3 days using the next page in the booklet</p> <p>Are they having a balanced diet? Is there a food group that you need to eat more or less of? How can you achieve this?</p> <p>Discuss with a partner</p>	<p>Booklet</p>
<p>DT 4</p>	<p>Generate ideas for an item considering its purpose and users</p> <p>Make drawings with labels when designing</p>	<p><u>To design a sandwich for specific purpose</u></p> <p><u>To understand the sandwiches can form part of a healthy diet</u></p> <p>Tell chn that they are going to be designing a sandwich for a specific purpose, then making it next lesson</p> <p>Find out what chn know about hygiene and food safety:</p> <ul style="list-style-type: none"> <li>o Why do we need fridges?</li> <li>o Why do you wear an apron?</li> <li>o Why should we wash our hands?</li> </ul> <p>Ask chn to work in small groups and come up with a list of '5 Golden Rules for Good Food Hygiene' Discuss their ideas and make a list as a whole class on smart board.</p> <p>Discuss that the purpose of the sandwich we are planning is Healthy.</p> <p>Chn to complete planning page in Sandwich booklet.</p>	<p>Booklet</p>

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<p>DT 5</p>	<p>Plan the order of work before starting</p>		<p><u>To plan the stages in making my sandwich</u></p> <p>Recap our 5 golden rules for good food hygiene from last session.</p> <p>As a class discuss the different stages in making a sandwich. Show example of a tomato sandwich from smart board slides.</p> <p>Model how to complete planning sheet from booklet using drawings, sentences, labels etc</p> <p>Look at examples of sandwich packaging on smartboard slides. Discuss materials commonly used in sandwich packaging and why.</p> <p>Chn complete sandwich packaging page from booklet.</p>	<p>Booklet</p>
<p>DT 6</p>	<p>Understand how to prepare and cook a savoury dish safely and hygienically</p>		<p><u>To make a sandwich for a specific purpose and evaluate the final product.</u></p> <p>Recap our 5 golden rules for good food hygiene from previous sessions</p> <p>Discuss with children safety when using certain utensils in making sandwiches.</p> <p>Be clear of expectations of behaviour and conduct while preparing the sandwiches.</p> <p>Make sandwiches in small groups in dining hall.</p> <p><b>Take photo of each child with completed sandwich</b></p> <p>When sandwiches are complete return to the classroom and eat together. If weather permits you could eat them outside as part of a class picnic.</p> <p>Evaluate sandwiches using final page from booklet.</p>	<p>Ingredients Chopping board Knives Spoons Graters Forks Tin opener Bowls</p>