Curriculum Driver
Groovy Greeks

Year 4/5 Summer Term
Topic Question: 'Do you believe in myths and legends?'

Linked people of study: Plato, Sacrorites

Linked texts: Greek Myths by Marcia Williams

Eyewitness Ancient Greece

Trips/Visitors: Minack Theatre
Topic Composite/Finale: Greek Play Performance in homemade amphitheatre.
Linked Prior Learning: Year 3 DT
Future Learning Link: Anglo-Saxons/Vikings

TROON COMMUNITY PRIMARY SCHOOL AND NURSERY
To be the best we can...

History

Intent: Children will have a good understanding of the Greeks and where they fit in the world history timeline. Children will recognise the impact Greeks have had on modern life.

Skills, and Knowledge Components Focus

- Beginning to think about the impact of historical events/people.
- Understanding the difference between primary and secondary sources.
- Generate purposeful questions.
- Question why something happened and how it impacted people long term.

Sticky Knowledge:

- The ancient Greeks were people who loved from about 1200BC to 150BC
- The Trojan War was fought between the Greeks and the Trojan's
- The first Olympic games took place in 776BC.
- The Ancient Greeks invented government, democracy, the Olympics and practised early medicine.
- Greek myths are well know stories which were made up in the past to explain natural events.
- Zeus was the most powerful of all the gods.
- Aphrodite was the goddess of love and beauty.
- Plato founded the first ever University and was the first to argue that women should receive the same education as men.
- Socrates was a famous philosopher who taught others to question things.
- Ancient Greece was made up of a few wealthy people, citizens and many slaves. Most lived in the countryside and only the wealthy lived in the city.
- The Romans invade Greece in 146 BC

Key Vocabulary: Greece, Ancient Greeks, Trojan War, Olympics, government, democracy, myths, legends, gods, goddesses, primary and secondary sources, impact, Zeus, Aphrodite, Philospher, citizens, Greek EMPIRE, Athens, soldier

Subject Composite: Children will create and perform a play based on a Greek Myth/Legend in their own amphitheatre.

Impact: Children understand how the ancient Greeks have impacted their world today. For example children understand the origin of the Olympic games.

Science

Intent: Children understand how electricity moves around a circuit and can identify materials that are insulators and conductors and use these in the games they create. Children understand how to stay safe around electricity.

Skills, and Knowledge Components Focus

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors
- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

Sticky Knowledge:

- Electricity is the flow of an electric current through a material.
- Many appliances rely on electricity for them to work.
- A circuit is a pathway that electricity can flow around.
- Electricity can only flow around a complete circuit and there must be wires connected to both the positive and negative end of the battery.
- Switches can be used to open or close a circuit to stop the flow of electricity.
- A conductor of electricity is a material that will allow electricity to flow through it. Metals are good conductors.
- Materials that are electrical insulators do not allow electricity to flow through them. Wood, plastic and glass are good insulators.
- Sound is a type of energy and is created by vibrations.
- Sounds can travel through solids, liquids and gases.
- Sound can travel as a wave.
- Pitch is a measure of how high or low a sound is.
- Faster vibrations equals a higher pitch. Slower vibrations equal a lower pitch.
- When sound vibrations spread out over a distance the sound becomes quieter- just like ripples in a pond.
- Sound travels to the ear drum through vibrations. Nerves send messages to your brain to tell you that you have heard a noise.

Key Vocabulary: electricity, electrical, circuit, series, cells, wires, bulbs, switches, buzzers, conductors, insulators, appliances, flow, negative, positive, sound, vibrations, sound wave, volume, pitch, travel, ear drum, particles, distance
Subject Composite: Children will create a simple buzz wire game with an Olympic design. They will also take part in an electrical safety workshop.
Impact: Children understand how electricity impacts on their daily life. They develop their awareness of electrical safety and are able to talk about this to others. Children can explain clearly to others how sounds are made, how sound travels.

Computing

Intent: Children will use Microsoft Excel to create a bar chart representing data linked to the Olympic games. This may be data collected in a PE lesson.

Skills, and Knowledge Components Focus

- Know how to use digital tools responsibly to communicate
- Use technology to collect and present data and digital content.
- Know what it means to be a responsible digital citizen.

Sticky Knowledge:

- I know that Microsoft Excel can be used to input and store data.
- I know I can present this data in a chart.
- I know that to be a responsible digital citizen I must use technology in a sensible and safe way.

Key Vocabulary: Microsoft Excel, cell, column, row, input, data, spreadsheet, bar chart, present, information, responsible digital citizen

Subject Composite: To present data from a mini-Olympics.

Impact: Children understand how to collect and input data in excel.

DT

Intent: Children have the necessary skills to be able to create a simple healthy meal using fresh ingredients and produce.

Skills, and Knowledge Components Focus

- Design an appealing and functional product for a particular audience.
- Create design criteria for a product.
- Explore and analyse existing products against a set of criteria
- Suggest ways of improving their own and others' work based on how effective the product is.

- Understand why we need to eat a healthy, varied and balanced diet.
- Understand why we need particular food groups.
- Choose, prepare and cook dishes using different cooking techniques.
- Know which foods can be grown or reared locally.

Sticky Knowledge:

- I can combine ingredients to create a balanced healthy meal that I have designed.
- I can use recipes to help me create a meal.
- I know that when I handle or chop raw meat I need to use a separate chopping board and knife and wash my hand.
- I know how to chop, weigh, slice, grate, cut and marinade my ingredients.
- I know that frying is when food is cooked and browned in hot fat.
- I know that I can buy purchase fresh meat, fish, eggs, fruit and vegetables from local farm shops and butchers.
- I know that marinating is process where you could add flavour to food by soaking it for a period of time.

Key Vocabulary: design, make, evaluate, chop, slice, cut, grate, marinade, fry, skewer, butchers, flavours, feta, pitta bread, ingredients, recipe, produce

Subject Composite: Children to design, make and evaluate a Greek Style Kebab, Pitta and salad. Invite Mrs Wilkins and parents into school for lunch.

Impact: Children will feel inspired to buy fresh produce and create their own meals from scratch. They will enjoy using recipe cards and their own ideas to create healthy dishes.