

# St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 2      Cycle: 2      Term : Summer

Topic: Europe and Ancient Greece      English: Morris Lessmore

## Theseus and the Minotaur

	Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year 3	Assessment Year 4
1	<b>Locational knowledge</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	To be able to locate Europe on a world map and find out about its features.	Show children the map of the world on the slides and explain that it shows how the globe is split into seven continents. Do you know which of these continents is Europe? Can you name any other continents? Children to discuss their ideas then check on the slides. □ Explain that the UK is a country in the continent of Europe. Can you name any other European countries? Children to share ideas. □ Go through the information on the slides about Europe and its features, e.g. the largest country, population, seas and oceans, etc.	<b>Lower ability:</b> On worksheet 1A, children to colour in Europe on the world map and then answer the questions. <b>Middle ability:</b> On worksheet 1B, children to label each of the continents of the world, then colour in Europe. Children to then complete the sentences about Europe, using the words in the word box to help. <b>Higher ability:</b> On worksheet 1C, children to label the seven continents of the world, then use a variety of sources of information (e.g. books, the internet, atlases, etc.) to answer the questions about Europe.	<u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity	Can children locate Europe on a world map?  Do children know that the UK is a country in Europe?	□ Can children describe some of the geographical features of Europe?
	<b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	To be able to identify and locate countries in Europe.	Show children the world map on the slides. Can you remember where Europe is? Children to share ideas then check on the slides. □ Explain that the continent of Europe is split up into different countries. Show children the map of Europe on the slides. Where is the UK on this map? Children to share ideas then check on the slides. □ How many other European countries can you name? Give children one minute to list as many as they can with a partner, then discuss their ideas. □ Go through the slides showing one European country at a time being highlighted, with certain letters of	<b>Lower ability:</b> On worksheet 2A, children to use the clues in the labels and the names of countries in the word box to label the European countries on the map. When finished, encourage children to use an atlas or a map on the internet to find out the names of some other <b>European</b> <b>Middle ability:</b> On worksheet 2B, children to use	<u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand,	Can children locate Europe on a world map? □ Can children identify European countries? □ Can children use a map to identify European	

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	the Prime/Greenwich Meridian and time zones (including day and night)		its name showing. Can you guess which country this is? □ Show children one final country highlighted on the map but with no clues. If we didn't know what country this was, how could we find out? Children to think, pair, share their ideas, then explain how to use a map or atlas to find out.	the clues in the labels and the names of countries in the word box to label the European countries on the map. When finished, encourage children to use an atlas or a map on the internet to find out the names of some other European countries and label them. <b>Higher ability:</b> Challenge children to use a map to find out the names of each of the countries listed on worksheet 2C. Children to then label using the key. <u>Fancy something different...?</u>	accept, respect and celebrate diversity	countries ?	
	<b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	To be able to identify European countries according to their features.	Show children the blank map of Europe on the slides. Which country is France? Children to share ideas then check on the slides. Repeat this with other countries, giving clues for the more difficult ones. □ Explain that even though all these countries are in the same continent, they all have different features, identities and histories. One way a country can show its identity is through its flag. Do you know what the flag of the UK looks like? Show children the picture on the slides. □ Which of these flags do you think goes with each of these countries? Children to discuss in pairs then check on the slides. Repeat with another set of flags. □ Can you think of any other ways European countries are different from each other? Children to think, pair, share their ideas. □ Go through the information on the slides about languages and currency	<b>Lower ability:</b> Provide children with the Information Sheet giving details of the flags, languages and currency of various European countries. On worksheet 3A, children to identify where each of the children on the worksheet are from, using the descriptions in the speech bubbles. <b>Middle ability:</b> Provide children with the Information Sheet giving details of the flags, languages and currency of various European countries. On worksheet 3B, children to identify where each of the children on the worksheet are from, using the descriptions in the speech bubbles. <b>Higher ability:</b> Worksheet 3C has the same	<u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity	Can children match European flags to their countries? □ Do children know that there are a variety of currencies in Europe, including the euro? □	Can children describe ways in which European countries are different from each other

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				information as the Information Sheet but some of the information is missing. Challenge children to complete the table by filling in the gaps. Children will need books and/or access to the internet to help them find the answers. <a href="#">Fancy something different?</a>			
	<p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>including energy, food, minerals and water</p>	To be able to identify the major capital cities of Europe.	<p>What is the difference between a continent, a country and a city? Children to think, pair, share their ideas then go through the information on the slides.</p> <p>☐☐Do you know what the capital city of the UK is? Show children the photo of London and ask them to identify it.</p> <p>☐☐Explain that each country in Europe has a capital city. Go through the information on the slides about several European capital cities, then see how many children can match to their correct countries.</p>	<p><b>Lower ability:</b></p> <p>Worksheet 4A shows a map of Europe with labels for each capital cities. Children are given the capitals of each of the countries which they then need to identify and label on the map. Children may need to refer back to use an atlas to help them locate the countries.</p> <p><b>Middle ability:</b></p> <p>Worksheet 4B shows a map of Europe with labels for each capital city. Children are given the capitals of each of the countries which they then need to identify and label on the map. Encourage children to try and remember which country is which without looking at a map.</p> <p><b>Higher ability:</b></p> <p>Worksheet 4C shows a map of Europe with labels for each capital city. Children are given the capitals of each of the countries which they then need to identify and label on the map. Encourage children to try</p>	<p><u>Cultural</u></p> <p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<p>Can children describe what a capital city is?</p> <p>☐☐Can children identify the capital cities of some European countries?</p> <p>☐☐</p>	<p>Can children locate European capital cities on a map?</p>

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				and remember which country is which without looking at a map. <a href="#">Fancy something different?</a>			
	<b>Human and physical geography</b> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	To be able to compare two European capital cities.	Show children the map of Europe on the slides. How many capital cities can you remember? Can you remember which country they are in? Give children a few moments to discuss their ideas. ☐☐Explain that today children will be comparing two different European capital cities to see what is similar and what is different about them. What do you think would be the same about London and Paris? What do you think would be different about London and Paris? Children to share ideas. ☐☐Go through the questions they can ask to explore the similarities and differences between two cities, e.g. size, population, landmarks, rivers, cuisine, currency, etc. How many of these can you answer for London? How many can you answer for Paris? Invite children to share any facts they know. ☐☐How can we find the answers to any of these questions that we don't know the answers to? Children to discuss ideas.	Choose two different European capitals to compare.	<u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity	Can children identify landmarks belonging to different European cities? ☐☐Can children use a variety of sources to find out about the geographical features of cities? ☐☐	Can children compare and contrast two different European cities?
	<b>Human and physical geography</b> human geography, including: types of settlement and land use, economic activity including trade links, and the	To find out about the human and physical features of a Greece	What have we found out so far about Europe? Children to think, pair, share their ideas, then list on the slides. ☐☐Tell children that today they are going to be choosing one European country to explore in more detail. To do this, they are going to be finding out about the human and physical geography of their chosen country. Do you know what the difference between human and physical geography is? Invite children to share their ideas, then go through the information on the	Taste some foods from Greece. Write a postcard home using information that has been researched about Greece.  <b>Lower ability:</b> Ask children to choose the European country they would like to explore. Children to use a variety of sources of information to find out the answers to the	<u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture	Do children understand the difference between human and physical geography? ☐☐ ?	Can children use a variety of sources of information to find out about a particular country

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	distribution of natural resources		<p>slides.</p> <p>□ Show children the list of example questions on the slides that they could use as the basis of their research. If we didn't know the answer to these questions already, how could we find out the information? What sources could we use? Children to discuss ideas.</p>	<p>questions on worksheet 6A.</p> <p><b>Middle ability:</b> Ask children to choose the European country they would like to explore. Children to use a variety of sources of information to find out the answers to the questions on worksheet 6B.</p> <p><b>Higher ability:</b> Ask children to choose the European country they would like to explore. Children to use a variety of sources of information to find out the answers to the questions on worksheet 6C.</p>	opportunities; understand, accept, respect and celebrate diversity		
	<p><b>Art Impressionism</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>□ artists architects and designers in history.</p>	To create movement in art. (trees/ water/ grass)	<ul style="list-style-type: none"> <li>• <b>Impressionism</b> began in Paris in the 1860s. The artists attempted to capture a moment in time – some say it was a reaction to the invention of photography.</li> <li>• At first it was an unpopular movement – traditional artists said the Impressionist painters could not paint, since they painted without lines or details.</li> <li>• Gradually however, by the end of the 1880s Impressionism was accepted – nowadays we see Impressionist paintings everywhere.</li> <li>• Vocab: horizon line, perspective, paint stroke</li> </ul>	Use water colour to create landscape pictures similar to <b>Claude Monet:</b> (France) poppies/ water lilies.	<p><u>Spiritual</u> use imagination and creativity; reflect.</p> <p>Geography: Europe</p>	<p>I understand the words: foreground, background, horizon</p> <p>I can show movement with brushstrokes.</p>	<p>I can tones of the same colour to represent nature.</p> <p>I can use perspective.</p>
	<p><b>Art and DT Impression</b> <b>Art Impressionism</b> to improve their mastery of art and design techniques,</p>	To use different brush strokes.	<p><b>Van Gogh (Holand)</b> Vincent van Gogh painted portraits, still lifes, genre painting, and landscapes throughout his prolific career. From the very beginning, he was painting the Dutch landscape around him. In 1882, Van Gogh was painting the sea, dunes, and woods of the Netherlands in dark,</p>	Paint picture in the style of Van Gogh: concentrating on line style and use of movement in the paint stroke.	<p><u>Spiritual</u> use imagination and creativity; reflect.</p> <p>Geography:</p>	<p>I understand the words: foreground, background, horizon</p>	<p>I can tones of the same colour to represent nature.</p>

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	including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  ▮ about great artists, architects and designers in history.		muted earth tones. In these early Van Gogh landscapes, he was still developing as an artist and was not yet painting in the style that he would be most known for.  <a href="http://resources.hwb.wales.gov.uk/VTC/landscape_van_gogh/eng/Introduction/default.htm">http://resources.hwb.wales.gov.uk/VTC/landscape_van_gogh/eng/Introduction/default.htm</a>		Europe	I can show movement with brushstrokes.	I can use perspective.
<b>Art and DT</b> <b>Art Impressionism</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  ▮ about great artists architects and designers in history.	To use pointillism techniques.	<b>Georges-Pierre Seurat</b> was a French Post-Impressionist painter and draftsman. He is noted for his innovative use of drawing media and for devising the painting techniques known as chromoluminarism and pointillism. His large-scale work, A Sunday Afternoon on the Island of La Grande Jatte, altered the direction of modern art by initiating Neo-impressionism, and is one of the icons of late 19th-century paintingEuropean artist	Use different media to create landscape paintings using pointillism.	<u>Spiritual</u> use imagination and creativity; reflect.  Geography: Europe	I understand the words: foreground, background, horizon  I can paint using different brushstroke techniques.	I can tones of the same colour to represent nature.  I can use perspective.	

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	<b>DT</b> Understand and apply the principles of a healthy and varied diet	To understand and use different food groups.	Food pyramids	Less able: sort food into different food group  Able: Design a balanced lunch box menu.  More able: design a balanced three course meal	PSHE H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	I can sort foods into groups.  I can design a balanced meal.	I know what amount of each food I should eat.
	<b>DT</b> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	To understand basic food hygiene	Food hygiene <a href="http://www.food.gov.uk/news-updates/campaigns/germwatch/resources">http://www.food.gov.uk/news-updates/campaigns/germwatch/resources</a>  Health and Fitness: Espresso	Write a set of rules to explain how to stop bacteria spreading in the kitchen eg wash your hands, use different chopping boards for meat and veg.	PSHE H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread	I know what is meant by bacteria.  I can explain how diseases could spread.	I can explain how to have good hygiene in the kitchen.
	<b>DT</b> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	To prepare and cook a meal	Make a typical meal from a country in Europe.(Greece?)	Children to write a report about Greece.	PSHE H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the	I can sort foods into groups.  I can design a balanced meal.	I know what amount of each food I should eat.

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					concept of a 'balanced lifestyle'		
1.	<b>Science:</b> Forces compare how things move on different surfaces	To explore what forces are and notice that some forces need contact between two objects.	<p>What is a force? Children to think, pair, share their ideas, then go through the information on the slides about what forces are and how forces make things move through pushes or pulls.</p> <p>▣ Show children the pictures on the slides. Which of these pictures are showing pushes and which are showing pulls? Which two things are touching in each picture to create a movement?</p> <p>▣ Show children the next pictures on the slides. For each one, ask children to discuss what forces are being shown, whether they show a push or a pull, and which direction the forces are acting in.</p>	<p><b>Lower ability:</b> Provide children with the Picture Cards showing different push/pull scenarios. Children to organise the pictures into two groups: pictures showing pushes and pictures showing pulls. Children to stick the pictures into the correct section on worksheet 1A. When finished, encourage children to explain the forces happening in each of the pictures to a partner.</p> <p><b>Middle ability:</b> On worksheet 1B, challenge children to think of as many examples of pushes and pulls as they can and list in the correct column. When finished, children to describe the forces and contact in each picture that is creating movement.</p> <p><b>Higher ability:</b> On worksheet 1C, challenge children to think of as many examples of pushes and pulls as they can and list in the correct column. When finished, children to draw an annotated diagram to show each of the scenarios.</p>	<u>Spiritual</u> enjoy learning about oneself, others and the surrounding world.	<p>Can children explain what a force is?</p> <p>▣ ?</p> <p>▣ Can children identify pushes and pulls and explain the forces in action?</p>	<p>Do children know that some forces need contact between two objects</p>



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				<a href="#">Fancy Something different?</a>			
2.	Science: notice that some forces need contact between two objects, but magnetic forces can act at a distance	To compare how things move on different surfaces.	<p>Show children the picture of a forcemeter on the slides (or have some forcemeters to pass around the class). Do you know what this is? What does it do? How does it work? Invite children to share their ideas.</p> <p>Go through the information on the slides about forcemeters, how they work and what they are used for.</p> <p>Show children the pictures of the forcemeters on the slides. Can you read what the scale on each of these forcemeters says (in newtons)?</p> <p>Show children the picture of someone pulling a heavy object across two different surfaces. Do you think the reading on the forcemeter will be the same for each test or do you think one will be harder to pull than the other, making the reading on the forcemeter higher? Invite children to share their ideas.</p> <p>Show children the statement on the slides: I think it will require more force to pull an object across a smooth surface than across a bumpy surface. Do you agree with this statement? Why or why not? Explain that today they will be investigating how things move across different surfaces. How do you think we could test if this statement is correct? Invite children to share their ideas.</p>	<p><b>Lower ability:</b> Provide children with a forcemeter and an object to pull with the forcemeter. Challenge children to pull the object with the forcemeter on different surfaces to see the force in newtons needed to make the object move. Children could test e.g. carpet, table tops, sandpaper, grass, etc. Children to record their findings on worksheet 2A, then complete the conclusion.</p> <p><b>Middle ability:</b> Provide children with a forcemeter and an object to pull with the forcemeter. Challenge children to pull the object with the forcemeter on different surfaces to see the force in newtons needed to make the object move. Children could test e.g. carpet, table tops, sandpaper, grass, etc. Children to record their findings on worksheet 2B, then complete the conclusion.</p> <p><b>Higher ability:</b> Provide children with forcemeters and different</p>	<u>Spiritual</u> enjoy learning about oneself, others and the surrounding world	Do children know that forces can be measured in newtons using a forcemeter? Can children set up and carry out an investigation to explore how objects move on different surfaces? ?	Can children draw conclusions from their observations

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				objects. Challenge children to set up their own investigation to explore how objects move across different surfaces. Children to plan their investigation on worksheet 2C, then carry it out and record their findings and conclusion <a href="#">Fancy Something different?</a>			
3	Science  observe how magnets attract or repel each other and attract some materials and not others	To explore how magnetic forces work.	Show children the picture on the slides and ask them to explain what forces are in action. How is the object being moved? What needs to touch in order for the object to move? ☐Go through the information on the slides explaining that not all forces need contact between two objects to create movement. Can you think of any forces that do not need contact to make things move? Invite children to share their ideas, then go through the information on the slides about gravity and magnets. ☐Show children the picture of a magnet on the slides. Why do magnets have two different ends? Invite children to share their ideas, then explain what the north and south poles on a magnet are. ☐Tell children that today they will be exploring what happens when magnets are put together. Will they pull together (attract) or will they push away from each other (repel)? Invite children to share their predictions. <i>NB: When working with magnets, remind children to stay away from computers, IWBs, TVs, etc.</i>	<b>Lower ability:</b> Provide children with magnets that clearly have a north and south pole(e.g. bar magnets). Following the instructions on worksheet 3A, children to investigate what happens when like and opposite poles are put next to each other and choose the appropriate response on the worksheet. <b>Middle ability:</b> Provide children with magnets that clearly have a north and south pole (e.g. bar magnets). Following the instructions on worksheet 3B, children to investigate what happens when like and opposite poles are put next to each other and describe what happens in each example. <b>Higher ability:</b> Provide children with magnets that clearly have a north and south pole (e.g. bar magnets). Ask children to investigate what happens when like	<u>Spiritual</u> enjoy learning about oneself, others and the surrounding world	Do children know that there are forces between magnets and that don't need contact between two objects? ☐Can children record observations of magnets?	☐Can children make generalisations about what happens when magnets are put together?

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				and opposite poles are put next to each. Children to answer the questions on worksheet 3C and then describe what they have found out.			
4.	Science  compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	To be able to identify magnetic materials.	<p>Show children the pictures of magnets on the slides. Which of these pairs of magnets will attract and which will repel? Children to make their predictions, then either give them bar magnets so they can check or show the answers on the slides. Were your predictions correct?</p> <p>☐We have found out that magnets can attract or repel each other but can you think of any other materials that are attracted to magnets? Invite children to share their ideas.</p> <p>☐Which of these materials do you think are magnetic? Show children the pictures on the slides and as a class tick whether or not you predict they will be magnetic.</p> <p>☐Tell children that today they will be testing different materials to see if they are magnetic by using a magnet against the material to see if there is a force (either attraction or repulsion). If there is not force, the material is not magnetic. If there is, the material is magnetic.</p> <p><i>NB: Remind children to stay away from computers, IWBs, TVs, etc., when working with magnets.</i></p>	<p><b>Lower ability:</b> Provide children with a copy of worksheet 4A and a magnet. Children to walk around the classroom testing each item on the sheet to see if it is magnetic. Children to record the results on the worksheet and then answer the questions.</p> <p><b>Middle ability:</b> Provide children with a copy of worksheet 4B and a magnet. Children to predict what kinds of materials they think will be magnetic before walking around the classroom testing as many materials as they can and recording on the worksheet. Children to then answer the questions.</p> <p><b>Higher ability:</b> Provide children with a copy of worksheet 4C and a magnet. Children to walk around the classroom to find materials to test. Children to predict whether each material will be magnetic or not before testing and record on the worksheet. Children to then see if their predictions</p>	Spiritual enjoy learning about oneself, others and the surrounding world	<p>Can children make and test predictions about whether materials are magnetic or not?</p> <p>☐Can children make careful observations? ☐</p>	Can children group objects on the basis of whether or not they are magnetic?

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				were correct. Children to then answer the questions. <a href="#">Fancy something different?</a>			
5.	Science describe magnets as having two poles	To investigate uses for magnets.	<p>Can you remember which materials are magnetic? Recap with the class that certain metals, e.g iron, are magnetic.</p> <p>How many uses for magnets can you think of? Children to think, pair, share their ideas then list on the slides.</p> <p>Show children the pictures on the slides. Can you explain how each of these pictures represents a use for magnets? Invite children to share their ideas.</p> <p>Tell children that today they will be researching different uses for magnets using a variety of sources. What different sources do you think we could use to find out some of the different ways magnets are used in everyday life? Invite children to share their ideas.</p>	<p><b>Lower ability:</b> Provide children with a copy of the Picture Cards and Description Cards cut up. Children to spread the cards out on the table and match the picture to the use described on the Description Card. Children could then stick the pairs together on a large sheet of paper to create a 'Uses for Magnets' poster.</p> <p><b>Middle ability:</b> Provide children with a copy of the Information Sheet and ask them to read through it carefully. Using the information provided, children then create a 'Uses for Magnets' poster showing the different ways magnets can be used.</p> <p><b>Higher ability:</b> Provide children with a copy of the Information Sheet and ask them to read through it carefully. Using the information provided as well as information from other secondary sources (e.g. books, CD ROMs, the internet, etc.), children then create</p>			

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				an information booklet on the uses of magnets. <a href="#">Fancy something different?</a>			
1	<b>History</b>  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To investigate the similarities and differences between the Greek alphabet and our alphabet today.	What is the alphabet? What does the word 'alphabet' mean? Invite children to share their ideas. (Don't give the answer yet if no one has guessed correctly.) ☐ Show children the pictures on the slides showing artefacts with the Greek alphabet on. Do you recognise any of these letters? Which look similar to ours? ☐ Show children the Greek alphabet in full. What is similar to our own alphabet? What is different to our alphabet? Children to think, pair, share their ideas. ☐ Ask the question again - what does the word alphabet mean? (Alpha and beta are the first of the Greek letters.) ☐ Which letters would you use to spell your name? Invite a few children to have a go at reading the letter names for their name	<b>Lower ability:</b> On worksheet 2A, children to decode the words from the Greek alphabet to English using the Greek alphabet sheet. At the bottom, children to spell out their own name using the Greek alphabet. <b>Middle ability:</b> On worksheet 2B, children to decode the words from the Greek alphabet to English using the Greek alphabet sheet. At the bottom, children to write their own cryptic messages in Greek for a friend to solve. <b>Higher ability:</b> On worksheet 2C, children to translate the English words into Greek using the Greek alphabet sheet. When finished, children to write a message in Greek for a friend to decode	<b>Origin of Greek words ( lesson 1 Greek planning)</b> To identify that many English words have Greek origins.  <b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity	I know that the Greeks had an alphabet.	I can explain how the Greek alphabet is similar to our own.

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	<p><b>History</b></p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>	<p>To identify the similarities and differences between our schools and schools in ancient Greece.</p>	<p>What questions would we need to ask to find out if school was similar in ancient Greece to our schools today? Give children a few minutes to discuss their ideas then write a list of their questions on the slides (e.g. Did all children go to school? How old were children when they started and left school? What subjects did they learn at school? What games did they play? What equipment did they have?)</p> <p>Go through the slides explaining briefly what school life was like for children in ancient Greece. What similarities or differences did you find?</p> <p>Tell children that today they will be finding out the answers to all their questions and learning if we have similar school systems or not. Ask children to choose a number on the scale to show whether they think ancient Greek schools would have been very similar or very different to our schools.</p>	<p><b>Lower ability:</b> Provide children with a copy of Fact Sheet A and ask them to answer the questions on worksheet 3A.</p> <p><b>Middle ability:</b> Provide children with a copy of Fact Sheet B and ask them to answer the questions on worksheet 3B.</p> <p><b>Higher ability:</b> Provide children with a copy of Fact Sheet B and ask them to create a list of similarities and differences between our school and schools in ancient Greece on worksheet 3C.</p>	<p>English: Theseus and the Minotaur</p> <p><b>This lesson could be completed in Guided Reading.</b></p>	<p>Can children ask questions for an enquiry?</p> <p>Can children find the answers to questions using a range of sources?</p>	<p>Can children describe the similarities and differences between schools in ancient Greece and now</p>
	<p><b>History</b></p> <p>Ancient Greece study of Greek life and achievements and their influence on the western world</p>	<p>To find out about ancient Greek architecture and how it has influenced our buildings today.</p>	<p>When you think of ancient Greek buildings, what comes to your mind? Ask children to close their eyes and try to picture an ancient Greek building. What do you see? What colour is it? How big is it?</p> <p>Show children some pictures of examples of ancient Greek architecture on the slides. What do you notice? What features are there?</p> <p>Go through the slides explaining the features of ancient Greek buildings, e.g. columns, capitals, the Golden Rectangle, Ionic, Doric and Corinthian orders, etc. Explain that in modern times, architects have imitated the ancient Greek style. Why do you think this is and what does this tell you about how people view the ancient Greek civilisation? Children to think, pair, share their ideas.</p>	<p><b>Lower ability:</b> Give children a copy of the Picture Cards in groups and ask children to put them into two groups: original ancient Greek architecture and more modern imitations. When finished, children to discuss the features they can see and how they knew which picture went in which category.</p> <p><b>Middle ability:</b> Give children a copy of worksheet 4A and ask them to label the features of classical Greek architecture on each of the examples of modern buildings.</p> <p><b>Higher ability:</b></p>	<p><b>Cultural</b></p> <p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<p>Can children recognise the features of ancient Greek architecture?</p> <p>Can children identify aspects of Greek culture in their surroundings?</p>	<p>Do children show an understanding that Greek architectural ideas were prized by people living in recent times</p>

# St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 2      Cycle: 2      Term : Summer

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				Using the Picture Cards as a guide,children to sketch one original ancient Greek building and one modern building with Greek features on worksheet 4B. Childrento label the features of each and describe the classical architecturalstyle.			
	<b>History</b>  Ancient Greece study of Greek life and achievements and their influence on the western world	To find out how ancient Greek scholars have contributed to our knowledge and understanding of the world	Display the picture and names of some of the most well-known Greek scholars on the slides. Have you heard of any of these men before? Do you know why they are famous? ☐☐Explain that the ancient Greeks had many great thinkers who wrote books that many people still study today. Go through the profiles of some of the different scholars explaining who they were, when they lived and why they are remembered. For each ask the question: “What area of knowledge has this scholar contributed to?” (e.g. geography, history, science).	<b>Lower ability:</b> Provide children with the Information Sheet and ask them to use it to help them decide which of the scholars is which on worksheet 5A. When finished, discuss in a small group what each scholar has contributed to our knowledge of the world today. <b>Middle ability:</b> Ask children to read the Information Sheet and fill in the details for each scholar on worksheet 5B explaining in their own words what they did and why they are remembered today. <b>Higher ability:</b> Ask children to read the Information Sheet and any other books, encyclopaedias, CD ROMs, etc.that are available and ask them towrite a CV for one (or more if time)of the scholars from the Curriculum Vitae Sheet	<u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parlamentar y system; participate in culture opportunities ; understand, accept, respect and celebrate diversity	Can children name some of the scholars from ancient Greece and describe their contribution to the world? ☐☐Can children discuss the impact of the scholars on our knowledge of the world today? ☐☐	Can children use a variety of sources to find out information?

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	<p><b>History</b> Ancient Greece study of Greek life and achievements and their influence on the western world</p>	<p>To compare the ancient and modern Olympic games.</p>	<p>What do you know about the Olympic games? Children to see how many of the questions on the slides they can answer.</p> <p>□□What evidence is there of the last school sports day or the last Olympic games? What information will this evidence tell people in years to come?</p> <p>□□What evidence do you think there is of the ancient Olympic games in Greece? Children to discuss their ideas.</p> <p>□□Go through the information on the slides about the ancient Olympic games. What differences did you spot between the ancient and modern games?</p>	<p><b>Lower ability:</b> Ask children to fill in the grid on worksheet 6A comparing the ancient and modern Olympic games. Children can use the Information Sheet to help.</p> <p><b>Middle ability:</b> Ask children to fill in the grid on worksheet 6B comparing the ancient and modern Olympic games. Children can use the Information Sheet to help.</p> <p><b>Higher ability:</b> Ask children to fill in the Venn diagram on worksheet 6C comparing the ancient and modern Olympic games. Children can use the Information Sheet to help.</p>	<p><b>Complete research in Guided reading then present information in topic lesson as an advert for the Olympic games.</b></p> <p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Can children identify similarities between ancient and modern Olympic games? □□Can children identify differences between ancient and modern Olympic games? □</p>	<p>Can children suggest reasons for why the games have altered over the years?</p>
	<p><b>Art and DT</b> to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art</p>	<p>To be able to evaluate the contributions of the ancient Greeks to life today.</p>	<p>What has been passed down from the ancient Greeks to us? Give children a few minutes to discuss their ideas then complete the mindmap on the slides.</p> <p>□□What do you think is the most important contribution from the ancient Greeks to life today? How do you think life today would be different if the ancient Greek civilisation had never existed? Children to think, pair, share their ideas.</p>	<p><b>Lower ability:</b> Ask children to write bullet points showing their knowledge of what the ancient Greeks contributed to each of the categories on worksheet 7A. When finished, children to think about which contribution was most important and why.</p> <p><b>Middle ability:</b></p>	<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture</p>	<p>Can children select the main points from what they have learnt about the contributions the □□Can children</p>	



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	and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]			<p>Provide children with Challenge Card A asking them to write a paragraph on each of the categories listed on the card in their history books or on lined paper. When finished, children to describe which they think was the most important contribution and why.</p> <p><b>Higher ability:</b> Provide children with Challenge Card B asking them to write an essay about what the ancient Greeks have contributed to our life today, drawing on all the knowledge they have acquired over the course of the module.</p>	opportunities; understand, accept, respect and celebrate diversity.	demonstrate their understanding in a variety of ways ancient Greeks have made to our life today? □□	
	<b>Art and DT</b> to create sketch books to record their observations and use them to review and revisit ideas	To draw a mythical character	Look at the images of the Minotaur from the story. Show how art work can be improved. Draw first attempt, then ask for ideas on how to improve it. Repeat 3 times until the final image has been improved since the first attempt: link to resilience.	Practise drawing the minotaur based on images from the text. Practise in sketch book that create larger art work for display.	<p><u>English: Theseus and the Minotaur</u></p> <p><u>Resilience PSHE</u> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p>		

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	Art and DT	To design a Greek Masks	<p>What do you know about Greece? How can we find out about Greece and the history of Greece? What are the <b>sources of evidence</b> that teach us about Greece?</p> <ul style="list-style-type: none"> <li>• Archaeology (pots / buildings and existing buildings)</li> <li>• Myths and Legends</li> <li>• Sculptures (which can still be seen all over the world 2500 years later)</li> <li>• Coins (first used 500BC for trading, Athenian coins – owl eyed Athena)</li> </ul> <p>Look at examples of mythical creatures depicted on vases and clay masks.</p>	<ul style="list-style-type: none"> <li>• Design and make a mask depicting an Ancient Greek mythical creature.</li> </ul> 	<p>English: Theseus and Minotaur</p> <p><b>Spiritual</b> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>I can name Greek mythical characters</p> <p>I can show how parts of my mask will be joined together.</p> <p>I can add height or movement to the mask.</p> <p>I can create texture</p>
3	<p>Art and DT to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for</p>	To use texture in art.	<p>Look at examples of Greek buildings and name the parts. Model how art straws can be used to create the columns of Greek buildings.</p>	<p>Create Greek buildings using art straws. Create background using torn paper to represent undulating Greek hills.</p> 	<p>Link to topic lesson.</p>	<p>I use layering of coloured paper to create a background.</p> <p>I can cut accurately.</p> <p>I can accurately show the parts of a Greek building.</p>

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	example, pencil, charcoal, paint, clay]						
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