

Gods and Mortals



Year Group: 3 and 4

Cycle A

History

- Ancient Greece: a study of Greek life and achievements and their influence on the western world

Science

- Electricity
- Working Scientifically

Art and Design

- Drawing – pencil (perspective – 3D box design)
- 3D Work – Clay Pandora's Box

Computing

- E Safety

Climate/Environment

- Conservation of electricity – how can we reduce our use of electricity?

History

National Curriculum (Knowledge and Skills): Pupils should be taught about:

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Curriculum Intent (Key knowledge to be learned):

- When and where ancient Greeks lived, including some of their most important cities
- Origins of the Olympic games
- Family life in ancient Greece
- Ancient Greek gods and heroes
- About the ancient Greeks at war, including Spartan soldiers
- Ancient Greek culture including; festivals, theatre, architecture and sculpture
- Impact of ancient Greece on the modern world; government and democracy, English language and alphabet, sports, maths (Pythagoras) and philosophy (Plato and Socrates)

Age Related Subject Skills (Progression Guidance):

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop, then demonstrate an awareness of the past, using common words/phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things, why some events happened and what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

Key Vocabulary

Tier 1		Tier 2		Tier 3	
God		Mortals Heroes Legend	Festival Theater Government	Spartan Olympics	

		Culture Architecture Empire Civilisation	Democracy Philosophy Artefacts		
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History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
			

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 4

- 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

Year 3 and 4

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Investigation Focus:

Conductors and Insulators

[file:///C:/Users/lpugh/Downloads/Conductors And Insulators.pdf](file:///C:/Users/lpugh/Downloads/Conductors%20And%20Insulators.pdf)

Climate/Environment:

Saving Energy – reducing electricity consumption <https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2>

Prior Learning

Forever Firs children working at ARE should already be able to:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Metal Light On Off		Appliance Electricity Wires Bulbs Switches Buzzers Battery Lamp Loop Predictions	Enquiry Practical Systematic Observation Findings Table Record Classify Data Differences Similarities Material Evidence Findings	Venn diagram Comparative test Fair test Series circuit Cells	Conductor Insulator

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered in the table. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow bars are positioned below the word "School", one on the left and one on the right, flanking the text.			

Art and Design

National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Drawing – pencil (perspective – 3D box design)
- 3D Work – Clay Pandora’s Box

Age Related Subject Skills (Progression Guidance):

Year 3

3D Work

- Use equipment and media with confidence.
- Begin to show an awareness of objects having a third dimension and perspective.
- Learn to secure work to continue at a later date.
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.
- Produce more intricate surface patterns/ textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.
- Use language appropriate to skill and technique

Drawing

- Develop intricate patterns/ marks with a variety of media.
 - Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
- Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use.

Year 4

3D Work

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Make a slip to join to pieces of clay.
- Decorate, coil, and produce marquettes confidently when necessary.
- Model over an armature: newspaper frame for modroc.
- Use recycled, natural and man- made materials to create sculptures.
- Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.
- Use language appropriate to skill and technique.
- Demonstrate awareness in environmental sculpture and found object art.
- Show awareness of the effect of time upon sculptures.

Drawing

- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.
- Have opportunities to develop further drawings featuring the third dimension and perspective
- Further develop drawing a range of tones, lines using a pencil.
- Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made
- Attempt to show reflections in a drawing
- Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.

Prior Learning

Forever Firs children in Year 3 working at ARE should already be able to:

3D Work

- Use equipment and media with increasing confidence.
- Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...

Forever Firs children in Year 4 working at ARE should already be able to:

- See Progression guidance for year 3 above

- Explore carving as a form of 3D art.
- Drawing**
- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
 - Draw lines/marks from observations.
 - Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
 - Understand tone through the use of different grades of pencils (HB, 2B, 4B).

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Pencils	Rolling	Observation	Clay	Hatching,	Papier-mache,
Rubbers	Pinching	Intricate	Shape	Scribbling,	Salt dough
Crayons	Tools	Patterns	Model	Stippling	Modroc
Pastels	Safety	Marks	Imagination	Blending	Pinch/slab/coil
Felt tips	Join	Media	Kneading	Tone	technique
Pen		Facial	Impress	Grades	Slip
Chalk		expression	Decoration	HB, 2B, 4B etc	Marquette (scale
Scribbling		perspective	Equipment	Charcoal	model/rough
Light/dark lines		Technique	Carving	Third dimension	draft)
Light/dark shapes		Texture	Imaginary		Armature
Light/dark patterns		Reflection	Realistic		(frame)
Colour		Movement	Base		
		Exploration	Extend		
		Experiment	Plan		
		Environmental	Collect		
		Sculpture	Develop		
		Effect	Record		
		Time			

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Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Computing

National Curriculum:

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key Lines of Enquiry:

- E-Safety

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge
- Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment
- Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others

Lower Key Stage 2

Self-identity	<ul style="list-style-type: none"> • I can explain what is meant by the term identity • I can explain how people can represent themselves in different ways online • I can explain ways in which someone might change their identify depending on what they are doing online (e.g. gaming; using an avatar; social media) and why 	<ul style="list-style-type: none"> • I can explain how my online identity can be different to by offline identity • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them • I can explain that others online can pretend to be someone else including by friends, and can suggest reasons why they might do this
Online Reputation	<ul style="list-style-type: none"> • I can explain how to search for information about others online • I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal • I can explain who someone can ask if they are unsure about putting something online 	<ul style="list-style-type: none"> • I can describe how to find out information about others by searching online • I can explain ways that some of the information about anyone online could have been created copied or shared by others
Online Relationships	<ul style="list-style-type: none"> • I can describe ways people have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone online,' and why it is important to be careful about who to trust online including what information and content they are trusted with. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain how someone's feelings can be hurt by what is said or written online. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline .g. sharing images and videos. 	<ul style="list-style-type: none"> • I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms) • I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • I can explain how content shared online may feel unimportant to other people's thoughts, feelings and beliefs.
Online Bullying	<ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support. 	<ul style="list-style-type: none"> • I can recognise when someone is upset, hurt or angry online. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) • I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Prior Learning

Forever Firs children working at ARE should already be able to:

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not
- Pupils are introduced to the basics of online searching

Pupils learn to explore websites and to say whether they like them or not and why

Key Vocabulary

Tier 1		Tier 2		Tier 3	
change likes interests worried feelings angry behaviour	personal trust nervous uncomfortable hurt thoughts behave	online offline social beliefs bullied	positive created copied shared	identity impact perceive recognise	represent permission strategies media



Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

