

Unit: Ancient Greeks		Focus: History, Geography, Art and Design Technology
Year Group: 3	Term: Spring 1 & 2	
Intent: Step into the past and find out about the legacy of the Greek culture and their influence on the western world.		
Engage: Ancient Greek activity Day: Olympics, Greeks Gods & Goddesses & Democracy.	Trip/Visitor: Workshop	Express: Exhibition of 3D artwork/DT models.
RRSA links: Article 12: Your right to say what you think should happen and be listened to (Parliamentary democracy). Articles 27 & 28: Your right to a good standard of living & the right to learn and go to school (If comparing at the lives of children in Ancient Greece to now). Article 38: Children should be protected during a war and not allowed to fight in the army if they are under 15.		
English links: Information text (in the form of a fact file)-Greek Gods & Goddesses (Summer.1.)		
As Geographers we will: (Key concepts: locational/place knowledge & human/physical geography)		As Artists we will: (Key concepts: Drawing & 3D form/sculpture)
To locate the countries of Europe (including Russia) and their major cities using world maps.		Comment on the similarities & differences between artwork from different cultures & time periods e.g. Stone Age Vs Ancient Greece.
Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European country e.g. Greece.		Show different tones & textures by using linear, cross-hatching & stippling.
Describe, locate and understand places and geographical processes e.g. rivers, mountains and the water cycle using geographical and technical vocabulary.		Use clay to create 3D form developing techniques such as coiling, pinching, slab construction and sculpting e.g. Greek pottery & design.
Possibly revisit: Describe and understand key features of human geography e.g. types of settlement, land use, food production & distribution using geographical and technical vocabulary.		
Possibly revisit: To understand and explain economic activity and trade links e.g. Greece's major industries: tourism, food and beverages, manufactured goods, petroleum products, chemicals, textiles (contrast to Fairtrade).		
As Historians we will: (Key concepts: chronology, significant events, cause & consequence)		As Designers we will: (Key concepts: Mechanisms & Structures)
To use appropriate historical vocabulary to describe features of a time period such as AD, BC etc.		Use ideas from other people when designing e.g. around objects with wheels/axles and others with shell structures.
Use a timeline within a specific period of history to sequence the order things may have happened.		Use annotated sketches to communicate ideas. Develop design criteria to inform a design e.g. Use/function, appearance, materials, structure.

Describe events from the past and recall key dates of when things happened e.g. first Olympic Games, Persian War, Battle of Marathon, Greek Parliament, Alexander the Great etc.	Develop and use knowledge of nets of cubes and cuboids. Select from and use appropriate tools with some accuracy to cut, score, shape and join paper and card.
Compare & contrast how their everyday lives are similar and different to living in past times e.g. Greek homes, lives of children (school/games), food, soldiers etc.	Further explore and use wheels, axles and axle holders. Recognise the difference and use fixed and freely moving axles.
Describe & explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece.	Develop and use knowledge of how to construct strong, stiff shell structures. Use finishing techniques suitable for the product they are creating.
Evaluate and critique the visual, written & archaeological evidence which presently exists regarding the Trojan horse & begin to formulate conclusions.	Suggest improvements to products made and describe how to implement them, taking into account others views.
Devise historically valid questions about a significant individual or event & answer using a number of sources.	
Describe the life of Alexander the Great and explain why he was such an important leader.	
Describe the achievements and influence of the Ancient Greeks on the wider world including what we are still influenced by today, in modern Britain.	