

It's All Greek to Me

How can we celebrate the legacy of Ancient Greece?
 Class texts: Who Let the Gods Out, Percy Jackson and the Lightning Thief

Killer Questions:

Can you describe where Ancient Greece was located and how it has changed over time?
 When did the time period take place in relation to other historic events?
 Describe an artefact you have investigated which has given you accurate information.
 In your opinion, which aspect of Greek civilisation has left the biggest legacy on the modern day? Explain.

Curriculum focus:	History
Hook:	Theatre Production Day- in school visit
Science:	<p><u>Aut 1 Earth and Space</u></p> <p>S3.2h Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. S3.2i Describe the movement of the Moon relative to the Earth using scientific terms. S3.2j Describe the Sun, Earth and Moon as approximately spherical bodies of different sizes and mass. S3.2k Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Diversity links:</u></p> <p>-Pupils could learn about the contributions of Katherine Johnson and team NASA Scientists and Mathematicians who were segregated due to being black. https://www.nasa.gov/content/katherine-johnson-biography https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/who-was-katherine-johnson-k4</p> <p>-It is also worth noting the limited numbers of Black Astronauts and why this is. It is an opportunity to discuss oppression, political stances, privilege, education and training / deprivation, and the story of Ed Dwight would be a useful individual to study in this case: https://www.nasa.gov/sites/default/files/atoms/files/african_american_astronauts_fs.pdf https://www.nytimes.com/2019/07/16/us/ed-dwight-was-set-to-be-the-first-black-astronaut-heres-why-that-never-happened.html</p> <p><u>Aut 2 – Forces</u></p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ☐</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
Geography	<p>G3.1 a Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their environmental regions G3.1b Name and locate countries and cities of the UK, geographical regions. G3.2a Compare and contrast geographical regions of the UK, a region of a European country and a region in North or South America G3.4a Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
History	<p><u>Ancient Greeks</u></p> <p>H3.1a Populate a timeline with key periods including those not studied in depth. H3.1b Demonstrate knowledge of key events in times studied, sequencing these correctly. H3.2a Use a variety of sources to check for accuracy when building a picture of the past. H3.2b Identify the difference between primary and secondary sources. H3.2d Gather from sources how conclusions were arrived.</p>
DT	<p>D3.1a Generate my own purpose(s) for the product that I am designing, drawing ideas from different sources D3.1b use market research to develop design criteria and a design outcome Ds.1c Create a specification for my design, refining plans through the process D3.4b Evaluate my production against the original idea, purpose and alterations needed D3.4c Explain why plans may have had to be refined in the process</p>
Art	<p><u>Year Group Artist: Andy Warhol</u></p> <p>Sketching and Drawing:</p> <p>A3.3a Know which secondary colours mix to make tertiary colours and use this successfully. A3.3b Use their knowledge of different types of paint to choose the most suitable. A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control. A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion* A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future* A3.5b Describe techniques used, evaluating how they could be performed more effectively*</p> <p><u>Diversity links:</u></p> <p>Contemporary artist Nelson Makamo – linking to sketching/drawing skills</p>

	<p>Nelson's work is strongly influenced by the candid innocence of children. He is particularly drawn to children in rural South Africa, he believes that they embody the peace and harmony we all strive for in life, the search for eternal joy lies in the child within us all, we are just so consumed with worldly things that we forget the simplicity of life through a child's perspective.</p> <p>http://www.nelsonmakamo.com/ https://www.artsy.net/artist/nelson-makamo</p>
Computing	<p>C3.4a Use technology safely, Respectively and responsibly. C3.4b Recognise acceptable/unacceptable behaviour online and identify a range of ways to report concerns about content and contact. C3.4c Use search technologies effectively, appreciate how results are selected and ranked. C3.1a Understand computer networks including the internet; how they can provide multiple services. C3.4d Be discerning in evaluating digital content (research online)</p>
Music	M3.1a, 3.2a, 3.2d, 3.3a, 3.3d, 3.3f, 3.4a, 3.4b, 3.5c
PE	<p>Autumn 1- Dance P3.1a Link techniques and Ideas and apply this accurately and appropriately. P3.1b Combined techniques and ideas, showing precision, control and fluency. P3.2f Perform to an audience with accuracy. P3.4a Explain how their body reacts during different types of exercise. P3.4b Warm up and cool down in ways that suits the activity. P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> <p>Autumn 2- Gymnastics P3.2a Performance shows precision, control and fluency. P3.3a Can compare and comment on techniques and ideas used in own and others work. P3.3b Modify and refine actions and techniques to improve their performance. P3.4a Explain how their body reacts during different types of exercise. P3.4b Warm up and cool down in ways that suits the activity. P3.4c Explain why regular, safe exercise is good for their fitness and health.</p>
PHSE/ RHE	<p>A3.3 I can identify the positive characteristics of a good friend and how I might show these. A3.4 I can discuss scenarios of problem solving and how I might solve these within friendships. A3.6 I recognise the importance of permission seeking and giving in different types of relationships. A3.7 I can recognise that my preferences, thoughts and feelings may be different to others. A3.8 I recognise that we should respect everyone and how to improve a relationship by being more respectful. A3.9 I can explore the importance of self-respect and how this links to people's individual happiness. A3.10 I understand the term stereotyping and how this can be unfair, negative or destructive. B3.1 I can discuss the challenges of making choices. B3.2 I can describe how times of change can be difficult. B3.5 I can practice short self-care techniques (e.g. mindfulness, importance of rest, time spent with friends and family, benefits of hobbies and interests)</p> <p>Diversity links: - Look at stereotypes and how we might challenge these by thinking of job roles and members of the community in a more open way. - Premier League have also developed a KS2 sequence and resources around diversity and racism: https://plprimarystars.com/resources/diversity#m-resource-447-link</p>
RE	<p>AUT 1 - Christian Aid and Islamic Relief: can they change the world? AUT 2 - What does it mean if Christians believe God is holy and loving?</p>
French	<p>Language Angels Unit/s- Core Vocabulary Listen to model role-plays and infer meaning, Numbers and Listening exercise Say colours and numbers 1-10 to develop pronunciation and intonation Role play on saying how you are and what your name is to present ideas and information orally Match colours to written form. Read and match the written form of numbers to digits- develop vocabulary</p> <p>Listening 1, Speaking 4,5 and 6, Reading 9</p>

Food V Man

How can we promote Fairtrade through a healthy tuckshop?

Class texts:

Killer Questions:

Curriculum focus: DT

Hook:

Science:

Properties and Changes/ Materials

- S3.1x Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- S3.1y Demonstrating sound scientific understanding.
- S3.1z Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- S3.2a Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- S3.2b Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.
- S3.2c Demonstrate that dissolving, mixing and changes of state are reversible changes.
- S3.2d Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Geography

History

DT

- | |
|---|
| D3.1a Generate my own purpose(s) for the product that I am designing, drawing ideas from diverse sources. |
| D3.1b Use market research to develop design criteria and a design outcome. |
| D3.1c Create a specification for my design, refining my plans through the process. |
| D3.4a Explain how key design events have had effective impact in the world and met their design purpose. |
| D3.4b Evaluate my production against the original idea, purpose and alterations needed. |
| D3.4c Explain why plans may have had to be refined in the process. |
| D3.5a Explain and apply the principles and importance of a healthy, varied diet. |
| D3.5b Set out my own cooking process including the recipe, instructions and how to practice effective food hygiene. |
| D3.5c Use a range of cooking techniques resulting in the production of a quality product. |
| D3.5d Describe seasonality and how this influences food products available. |
| D3.5e Know where and how a range of products are grown, reared, caught, or processed. |

Diversity links:

Children should learn about worldwide foods of significance and their connections to religious festivals, dishes of heritage significance and also the importance of seasonality in particular countries – in Britain we are able to get all sorts of fresh produce all year round, whereas in many places seasonality is crucial to planning food to eat.

There are also opportunities to connect to Fairtrade and the importance of this for many tribes and regions of certain countries.

https://www.huffingtonpost.co.uk/entry/using-food-to-celebrate-cultural-diversity_uk_5a392569e4b0578d1beb7309

Art

Year Group Artist: Andy Warhol

Painting and printing: Artists?

- A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work*
- A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work.

	<p>A3.3a Know which secondary colours mix to make tertiary colours and use this successfully.</p> <p>A3.3b Use their knowledge of diverse types of paint to choose the most suitable.</p> <p>A3.3c Choose appropriate brushes and tools to apply paint for a desired effect.</p> <p>A3.3d Explore more complex pattern and techniques to create designs for painting or printing.</p> <p>A3.3e Confidently print on paper and fabric using a range of techniques for layering image.</p> <p>A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future*</p> <p>A3.5b Describe techniques used, evaluating how they could be performed more effectively*</p> <p><u>Diversity links:</u> Jean-Michel Basquiat – links to pop art/ Andy Warhol Collaboration with Maya Angelou (poet) for ‘Life Doesn’t Frighten Me at all’ book/video. https://www.youtube.com/watch?v=UN4_wfm7rjE</p> <p>A poet, musician, and graffiti prodigy in late-1970s New York, Jean-Michel Basquiat had honed his signature painting style of obsessive scribbling, elusive symbols and diagrams, and mask-and-skull imagery by the time he was 20. “I don’t think about art while I work,” he once said. “I think about life.” Basquiat drew his subjects from his own Caribbean heritage—his father was Haitian and his mother of Puerto Rican descent—and a convergence of African-American, African, and Aztec cultural histories with Classical themes and contemporary heroes like athletes and musicians. https://www.basquiat.com/about/#chronology https://www.artsy.net/artist/jean-michel-basquiat</p>
Computing	<p>Fair trade online tuck shop.</p> <p>C3.2a Select, use and combine a variety of software that accomplish given goals</p> <p>C3.2d Present data and information gathered</p> <p>C3.2e use conditional statements</p> <p>C3.1b Understand the opportunities for communication and collaboration</p> <p>C31.c Combine a photos and video to create a multi- media presentation/animation/ book.</p>
Music	M3.1a, 3.1b, 3.2d, 3.3a, 3.3e, 3.4a, 3.4d, 3.4f, 3.5b
PE	<p>Spring 1- Swimming</p> <p>Hand and Foot: P3.2e Follow a route using compass directions.</p> <p>P3.3c Set own goals and targets.</p> <p>P3.4a Explain how their body reacts during different types of exercise.</p> <p>P3.4b Warm up and cool down in ways that suits the activity.</p> <p>P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> <p>P1.5a Swim competently, confident, and proficiently over a distance of at least 25 metres.</p> <p>P1.5b Use a range of strokes effectively, for example: Front crawl, back stroke, and breaststroke.</p> <p>P2.5a Perform safe self-rescue in different water-based situations.</p> <p>Spring 2- Swimming (see above)</p> <p>Strike and Field:</p> <p>P3.2b Draw on what they know about strategy, tactics and composition when performing.</p> <p>P3.2c Plan tactics and how to carry them out in a competitive game situation.</p> <p>P3.2d Apply basic principles suitable for attacking and defending</p>
PHSE/ RHE	<p>PSHE B3.1 can discuss the challenges of making choices.</p> <p>PSHE B3.2 I can describe how times of change can be difficult.</p> <p>A3.5I can practice short self-care techniques (e.g. mindfulness, importance of rest, time spent with friends and family, benefits of hobbies and interests)</p> <p>PSHE B3.10 I can explain why regular, safe exercise is good for fitness and health, and risks associated with an inactive lifestyle.</p> <p>PSHE B3.11 I can discuss why certain foods are unhealthy due to their calories and other nutritional information such as fat, sugars, and salt.</p> <p>PSHE B3.12 I can identify the risks associated with an unhealthy eating and other behaviours.</p> <p>PSHE B3.15 I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important.</p>

	<p>PSHE B3.5 I can practice short self-care techniques (e.g. mindfulness, importance of rest, time spent with friends and family, benefits of hobbies and interests)</p> <p>PSHE B3.7 I can identify when emotions are expressed in healthy and unhealthy ways.</p> <p>PSHE B3.8 I can recognise that things I share online leave a digital footprint.</p> <p>PSHE B3.9 I can discuss how cyber bullying (and other forms of bullying) has a negative and often long lasting effect on wellbeing.</p> <p>Diversity links: Antiracism is a really important aspect to teach our children, helping them with knowing how to deal with issues of racism. The below resources may aid with teaching this matter: https://www.nspcc.org.uk/globalassets/documents/race-and-racism/unicef-anti-racism-resource-pack.pdf</p>
RE	<p>SPR 1 - Can religions help people when times get hard? (Christianity, Hinduism, non-religious)</p> <p>SPR 2 - What do Christians believe Jesus did to save human beings?</p>
French	<p>Language angels unit/s - Animals and Instruments</p> <ul style="list-style-type: none"> ● Be able to Say "I play..." plus an instrument in French ● Be able to say "I am..." plus an animal in French ● Listen attentively to match sound to animal/instrument picture / word / phrase. ● Read carefully to match word to animal/instrument picture / word / phrase in English. – broaden vocabulary and show comprehension in French. ● Introduction of gender via the indefinite article and first person singular of the verb 'to be'. <p>Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p> <p>Listening 1 Speaking 3 Reading 9 Grammar 12</p>

Power Struggles

How can we share the Battle of Hastings using Creative Arts

Class texts:

Killer Questions:

Curriculum focus: Creative Arts

Hook:

Science:

Living things and their habitats

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
describe the life process of reproduction in some plants and animals.

Animals inc Humans

describe the changes as humans develop to old age.

Geography

G3.1c Explain the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones (including day and night)
G3.2.b Identify physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the countries, regions and cities of the UK, understand change over time.
G3.4b Use the eight points of a compass, four and **six figure** grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
G3.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
G3.3c Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Diversity links:

When studying local Geography, pupils can learn about how Britain and the West Midlands changed to become more diverse over time, and the stories of oppression and racial injustice against black people at various times including:

-The Slavery triangle, how different families ended up in Britain, how their culture and heritage has influenced Britain today. An individual to study here would be Olaudah Equiano (c.1745-1797)

<https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1>

https://www.bbc.co.uk/history/historic_figures/equiano_olaudah.shtml

-The Windrush generation and how many people came from different countries after the war thanks to their war efforts or filling jobs, and settled in Britain. They were the victim of much racism (examples of signs in Birmingham and the West Midlands – ‘No dogs, No Irish, No Blacks’)

[https://www.bbc.co.uk/iplayer/episode/b0bd19bp/coming-to-england?xtor=CS8-1000-\[Discovery_Cards\]-](https://www.bbc.co.uk/iplayer/episode/b0bd19bp/coming-to-england?xtor=CS8-1000-[Discovery_Cards]-)

[\[Multi_Site\]-\[SLO8\]-\[PS_IPLAYER~N~~P_ComingToEngland\]](#)

<https://www.ourmigrationstory.org.uk/>

History

Anglo-Saxons and First Settlements (local link King Ethelbald Wallsall) / Vikings/ Battle of Hastings

H3.1c Use a timeline to make comparisons between different places and times in the past.

H3.2a Use a variety of sources to check for accuracy when building a picture of the past.

H3.2b Identify the difference between primary and secondary sources.

H3.2g Identify changes, cause, consequence, significance and impact of events/people on society today (language, ship building, local areas)

Diversity links:

-Look at and discuss the evidence that there were black people in Britain at the time of the Viking conquests:

<https://www.ancient-origins.net/news-history-archaeology/what-were-remains-1000-year-old-african-skeleton-doing-england-00861>

<https://www.ibtimes.co.uk/fairford-sub-sahara-africa-skeleton-gloucestershire-507102>

Geography	G3.3b Identify human and land-use patterns of the countries, regions and cities of the UK, understand change over time.
DT	
Art	<p>Year Group Artist: Andy Warhol</p> <p>Sculpting: A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work* A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work. A3.4a Plan and make sculptures using a range of natural and manmade resources with increasing accuracy and success in joining together materials. A3.4b Explore more complex patterns and shape using a variety of materials. A3.4c Increase proficiency in a range of tools and techniques for sculpting. A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future* A3.5b Describe techniques used, evaluating how they could be performed more effectively*</p> <p>Diversity links: Victoria Villasana – link to Andy Warhol/Pop Art/ sculpture and multi-media Victoria Villasana is a textile artist from Guadalajara, Mexico. She is best known for making embroidery patterns on top of images. She became a well-known street artist when she began placing her embroidered images in the streets of London. https://victoriavillasana.com/</p>
Computing	<p>Coding: C3.3a Design, write programs that accomplish specific goals. C3.3b use sequence, selection, and repetition in programs.</p> <p>C3.3c Work with variables and various forms of input and output C3.3f Use logical reasoning to debug. C3.3g Solve problems by decomposing them into smaller parts.</p>
Music	M3.1b, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3d, 3.3e, 3.3f, 3.4a, 3.4b, 3.4e, 3.5c
PE	<p>Summer 1-Net and Wall. P3.2b Draw on what they know about strategy, tactics and composition when performing. P3.4a Explain how their body reacts during different types of exercise. P3.4b Warm up and cool down in ways that suits the activity. P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> <p>Swimming: P1.5a Swim competently, confident and proficiently over a distance of at least 25 metres. P1.5b Use a range of strokes effectively, for example: Front crawl, back stroke and breaststroke. P2.5a Perform safe self-rescue in different water-based situations.</p> <p>Summer 2: Swimming (see above) Athletics: P3.1a Link techniques and Ideas and apply this accurately and appropriately. P3.1b Combined techniques and ideas, showing precision, control and fluency. P3.4a Explain how their body reacts during different types of exercise. P3.4b Warm up and cool down in ways that suits the activity. P3.4c Explain why regular, safe exercise is good for their fitness and health.</p>
PHSE/ RHE	<p>PSHE B3.18 I can identify changes in my body that happen in puberty. PSHE B3.19 I can recognise that my emotions may also change in relation to my changing body. PSHE C3.1 I can discuss the importance of role models in the community. PSHE C3.2 I understand that it is important to behave responsibly and how the consequences of people’s behaviours can affect others. PSHE C3.3 I can identify organisations in communities and the wider world that help people with their rights. PSHE C3.4 I understand the concepts of anarchy, democracy, and monarchy in society. PSHE C3.11 I can discuss financial terms such as loan, interest, tax and discount. PSHE C3.12 I can celebrate differences between my uniqueness and others. PSHE C3.13 I can use the words ‘discrimination’ and ‘stereotype’ when discussing scenarios about people and life.</p> <p>Diversity links: -Look at the importance of role models in the community and how they have campaigned for Black rights and are recognised for their work: Olive Morris - https://youtu.be/ZfcEepuEjHY Lilian Bader - https://www.youtube.com/watch?v=6JfypN4ijDw&feature=youtu.be</p>

	<p>-Linked to music, Stormzy is a popular modern musician who is spending time working to support race charities: https://www.bbc.co.uk/newsround/53014453 He set up the Stormzy scholarship for Black UK students in 2018, using his role model status as a way of ensuring black students have the opportunity to study at one of the best universities in the world. https://www.undergraduate.study.cam.ac.uk/stormzy-scholarship</p>
RE	<p>SUM 1 - What will make Sandwell a more respectful community? (Many religions) SUM 2 - Hindu, Jewish and Islamic Prayer: What? When? How? Where? Why?</p>
French	<p>Language angels unit/s - Little Red Riding Hood and I can...</p> <ul style="list-style-type: none"> ● Listen attentively to a story in and understand meaning match what they hear to pictures. ● Listen to match sound to picture / word / phrase. ● Say words / parts of the story or retell and appreciate a story in French ● Say with correct pronunciation and intonation "I am able to.." / "I can..." ● Read carefully and show broader vocabulary to match key verb to picture / word / phrase in English. ● Read the story and understand meaning to match picture, word and phrase cards. ● Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only <p>Definite articles with parts of the body</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;"> <p>Listening 1,2 Speaking 3, 4, 5, 6 Reading 7, 8, 9 Grammar 12</p> </div>