

# Moorside Community Primary Academy - Theme Overview

# Year: 4 Term: Summer 1 Theme: Ancient Greece



|   | History/Geography                      |   |  |  |  |  |
|---|--|---|--|--|--|--|
| 1 | Ancient<br>Greece                      | What do we already know?<br>What do we want to research?  |  |  |  |  |
| 2 | Timeline/<br>chronology                | What major events took place during this time period?   |  |  |  |  |
| 3 | The Greek<br>Olympics                  | What lasting impact do the Olympics have on modern society?   |  |  |  |  |
| 4 | Greek<br>myths                         | How do Greek myths and legends contribute to story writing today?   |  |  |  |  |
| 5 | Ancient<br>Greek<br>culture            | Are there any similarities or differences to Greek culture and modern culture. How does Ancient Greece compare to Britain today? Jewellery, food, clothing etc. |  |  |  |  |
| 6 | Alexander<br>the Great                 | Who was he? Why was he an important figure in hoistroy?   |  |  |  |  |
| 7 | The fall to<br>the Roman<br>empire     | How were the Greeks defeated? How did the culture and traditions change? Which Greek traditions/methods etc did the Romans continue with?                       |  |  |  |  |
| 8 | Identify Greece on a map of the world. | Which countries is it near. Which trade routes do you think they used? Whaat do you think the land and temperature are like?                                    |  |  |  |  |
| 9 |  |   |  |  |  |  |

| Key People/Places/Facts |                         |  |  |  |  |  |
|-------------------------|-------------------------|--|--|--|--|--|
| 1                       | Greece                  | Where is Greece on a map?  |  |  |  |  |
| 2                       | Greek Gods              | Zeus, Poseidon, Hera, Hades, Artemis,<br>Aphrodite etc   |  |  |  |  |
| 3                       | The Ancient<br>Olympics | How was it ran. How does it compare to<br>modern Olympics. Are the sporting events<br>the same. Are there more rules and<br>regulations now? |  |  |  |  |
| 4                       | Draco                   | The legacy of Draconian Laws.  |  |  |  |  |
| 5                       | Aristotle               | Philosopher/scientist and mentor to<br>Alexander the Great   |  |  |  |  |
| 6                       | Alexander the<br>Great  | Led the Greeks to defeat the Persians,<br>conquer Egypt and expand the Greek<br>empire.  |  |  |  |  |
| 7                       | Mythical characters     | Medusa, Odysseus, Minotaur   |  |  |  |  |
| 8                       |                         |  |  |  |  |  |
| 9                       |                         |  |  |  |  |  |
| 10                      |                         |  |  |  |  |  |

|   | Big Questions   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 1 | Should countries have just one leader/king/queen who makes all the rules and decisions?         |  |  |  |  |  |
| 2 | Why do/did countries try to expand their land and people? Why do they think this benefits them? |  |  |  |  |  |
| 3 | What would happen if trade links across the world were closed? How                              |  |  |  |  |  |

| Vocabulary |              |                         |  |  |  |  |
|------------|--------------|-------------------------|--|--|--|--|
|            | Acropolis    | tyrant                  |  |  |  |  |
|            | artefacts    | Plunder                 |  |  |  |  |
|            | Barter       | myth                    |  |  |  |  |
|            | Citizen      | Reason/logical thinking |  |  |  |  |
|            | Currency     | Allegiance              |  |  |  |  |
|            | Civilisation | Terrain                 |  |  |  |  |
|            | Rites        | economy                 |  |  |  |  |
|            | Tradgedy     | empire                  |  |  |  |  |
|            |              |                         |  |  |  |  |

would this impact relations between countries?

4

### **ENGLISH**

### Reading:

Bug Club.

Topic related reading.

### Writing:

#### Big writing Opportunities:

- Create a Greek myth story
- Write a biography of a famous British Olympian or Paralympian

### Short Writing Opportunities

• Write a short set of instructions on how to create Greek panpipes.

#### Grammar

- Conjunctions to express time or cause.
- Use inverted commas and other punctuation to indicate direct speech.
- Apostrophes for contraction
- Identify and use the past and present progressive tense.

# Year: 4 Term: Summer

### SCIENCE

### Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world.
- Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.

Experiment- sound over distance with variables such as materials used/distance

### MATHS

- Round decimals (one decimal place) to the nearest whole number.
- Use partitioning to double or halve any number, including decimals to one decimal place
- Multiplying together three numbers
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to 1/4, 1/2, <sup>3</sup>/<sub>4</sub>
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Estimate, compare and calculate different measures, including money in pounds and pence
- Recognise that one hundred 1p coins equal £1 and that each coin is 1/100 of £1

## ART & DESIGN

Kapow - Craft and design: The fabric of nature

### MUSIC

Charanga music- Lean on Me

PE

WLSP

### COMPUTING

 Writing for a purpose-Researching information and facts about Ancient Greek life and facts about the Gods

### Jigsaw - RL sequence of lessons.

<u>RE</u> - The practice of pilgrimages and their importance

<u>LANGUAGES</u>—French- putting simple sentences together to make a short paragraph. E.g. My name is... I am .... Years old, I like...., I have.....eyes and.....hair.