

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'.

<b>Key knowledge and skills</b>	<b>Key knowledge and skills</b>
<p><b>History</b>  <i>Big ideas: chronology, innovation &amp; impact</i></p> <p><b>Key Question: What was the legacy of the Greek culture?</b>  <i>(Events beyond living memory that are significant nationally / or globally)</i></p> <p>Who were the Greeks? (<b>chronology</b>)            How do we know so much about Ancient Greeks today?            What can statues, poems and stories tell us about Greek life?            What impact did the Ancient Greeks have on society? (<b>innovation/impact</b>)            What innovations did they leave behind? (<b>innovation/impact</b>)</p> <ul style="list-style-type: none"> <li>• Understand that we can investigate Ancient Greece through what has been left behind. (<b>impact</b>)</li> <li>• Know that Athens and Sparta were two city-states that each had a government.</li> <li>• Understand how Greek soldiers were successful in combat. (<b>impact</b>)</li> <li>• Understand the importance of religion to the Ancient Greeks.</li> <li>• Know that the Olympic Games began over 2700 years ago in Olympia, Greece. (<b>impact</b>)</li> <li>• Understand that democracy originated in Ancient Greece. (<b>innovation, impact</b>) <b>BRITISH VALUES</b></li> </ul>	<p><b>Science (see separate planning)</b>  <i>Big ideas: Investigation, explanation &amp; observation</i></p> <p><b>Enquiry: Does the size of a parachute affect the time it takes for it to fall to the ground?</b></p> <ul style="list-style-type: none"> <li>• Understand there are different types of forces including friction, gravity, up thrust, thrust, magnetism, air resistance and buoyancy. (<b>observation, explanation, investigation</b>)</li> <li>• Understand that forces can be balanced and unbalanced. (<b>observation, explanation</b>)</li> <li>• Understand that more than one force can be acting at a time. (<b>observation, explanation</b>)</li> <li>• Understand the difference between weight and mass. (<b>observation, explanation</b>)</li> <li>• Understand gravity is a force pulling objects towards the centre of the Earth. (<b>observation, explanation, investigation</b>)</li> <li>• Understand what air resistance is. (<b>observation, explanation</b>)</li> <li>• Understand what gravity is. (<b>observation, explanation</b>)</li> <li>• Understand that two forces can push against each other. (<b>observation, explanation</b>)</li> <li>• Understand how to use a newton meter. (<b>observation, explanation, investigation</b>)</li> <li>• Understand what friction is. (<b>observation, explanation</b>)</li> </ul>

- Investigate how levers work; exploring how the position of fulcrum, load and effort impacts on use. (**observation, explanation, investigation**)
- Investigate how pulleys work and how the number of pulleys used changes the effort required. (**observation, explanation, investigation**)
- Draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys. (**observation, explanation**)

**SC1:**

- Record data and results of increasing complexity using scientific diagrams and labels
- Identify scientific evidence that has been used to support or refute ideas or arguments (**explanation**)

**Art**

*Big ideas: inspiration, experimentation & expression*

**3D SCULPTURE:**

- Study Monica Boccia's board "Greek Masks" and use the work of as an inspiration for sculpting Greek masks (**inspiration, experimentation, expression**)
- Know that Modroc is another name for plaster impregnated bandage, and it can be used to make sculptures and models. (**experimentation, expression**)
- Know how to use Modroc to create 3D forms, building upon papier mache sculptures (**experimentation, expression**)
- Use paper mache as a medium to create 3D forms i.e Greek masks (**experimentation, expression**)
- Explain each part of the design of a sculpture they have created. (**expression**)

**Computing (see separate planning)**

*Big ideas: coding, design & online safety*

**Online safety**

- Gain a greater understanding of the impact that sharing digital content can have.

	<ul style="list-style-type: none"> <li>• Review children' responsibility to one another in their online behaviour.</li> <li>• Understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</li> <li>• Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online</li> <li>• Search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</li> <li>• Ensuring reliability through using different methods of communication.</li> </ul> <p><b>Oracy:</b> Drama/role play using taught topic vocabulary – Greek day Asking informative questions based on information given</p>
<p><b>Key vocabulary:</b> Ancient Greece, features, landscape, differences, organise, communicate, role of women, culture, Athens, Sparta, debating, Greek soldiers, power, historical understanding, Hoplites, Battle of Marathon, clothing, religious beliefs, links, investigate, present, Olympic Games, democracy, British values</p>	<p>Friction, air resistance, force, contact force, frictional force, motion, independent variable, controlled variable, dependent variable, repeatability, precision, surface area, anomalous result, water resistance, streamlined, gravitational force, non contact force, lever, gear, pulley</p> <p>Greek, culture, pottery, sculpture, sculptors, evaluate, design, archaeology, culture, communication, decoration, scenes, antiquity</p> <p>Digital consent, online safety, online behaviour, permissions, altering images, digitally, reliability, sources, validity</p>
<p><b>Previous linked learning to consolidate:</b> 'Walk like an Egyptian' – Y4 (<i>In depth study of the earliest civilisations</i>)</p> <p><b>What comes next?</b> Key Stage 3 (KS3) studies of early civilisations focus on the development of the "cradles of civilization" (c. 4000–1000 BC), primarily Sumer (Mesopotamia), Ancient Egypt, the Indus Valley and Shang Dynasty China.</p>	

