

<p><b>Starting point:</b> Mediocre Museum, children to visit a museum put on by the teachers with examples of poor presentation. Meet the Museum Guard, Larry.</p> <p><b>End product:</b> Children want to create their own lively interactive Greek museum that is better than the teachers.</p>	<p><b>VALUES:</b> Teamwork- Work in a group to make an exhibit for our museum Resilience- Keep going to get to the end point, even when resources may be challenging to read. Independence- Independent research and choice of who they are going to present on. Challenge - To better the teacher's museum and to work independent of adult help in a group. Creativity- Clay model pots</p> <p><b>British Values:</b> Democracy (Pupil Voice): Children to choose who to represent at the Museum.</p>	<p><b>Subject areas/cross curricular links:</b> History: see below D and T: Baking pita bread ICT: Online presentation Art: Using a range of mediums, making clay pots</p> <p><b>English links:</b> Research and note taking Write a report on a Greek God</p>
<p><b>MOTIVATION:</b> Children want to create their own lively interactive Greek museum that is better than the teachers.</p> <p>Trip to Greek Museum in Reading</p>	<p>Rule of Law (British Law): Discuss how Greek law has influenced common law today.</p> <p>Mutual Respect (Respect): working in groups towards a common outcome.</p> <p>Tolerance: PSHE- consider how Athens and Sparta were different and alike.</p>	<p><b>Maths links:</b> Platonic solids and shapes</p>
<p>What the children want to know: When were the Ancient Greeks alive? What wars did they have? Why are we learning about the Ancient Greeks? Children to research a Greek that they are interested in.</p>		
<p>R.E. (See unit plan) What is a God? Greek Gods.</p>	<p>SEAL/PSHE/Citizenship: Getting on and falling out through Athens vs Sparta</p>	

**Topic: Greeks: Ancient or Not?**

**Year group: 4**

**Term: 1**

**Subject skills:**

*Subjects taken from New National Curriculum Objectives and Outcomes*

Pupils will be taught:

- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- To create artwork across a variety of mediums: sketchbooks, to record observations. Clay pots
- D and T: Prepare and cook a variety of dishes
- Language: Understand and respond to spoken and written language from a variety of authentic sources

## Overview in weeks:

### Week 1

- Larry wants to know where *Greece* is and when the *Ancient Greeks* were alive. *Gather information.*
- Hook day: Visit *Mediocre Museum*, meet Larry an unpromising security guard. Larry wants to improve his Museum, and you are going to make the museum. What do we need to do? What are we going to make? What do we need to learn? Identify

### Week 2

- Stubbington trip, off timetable

### Week 3

- What questions do the children have? (*Generate*)
- How have the *Greeks* had an impact on our lives? *Legacy Lesson*

### Week 5

- 1 lesson working on group project for *Museum* (*Implement, Evaluate circle*)
- Larry would love some *Greek pottery* in the museum- can you help?

### Week 6

- 1 lesson working on group project for *Museum* (*Implement, Evaluate circle*)
- Larry has heard about a battle between *Sparta and Athens*- what happened?

### Week 7

- Creating *pitta bread*
- *Living Museum* (*Communicate*)
- What have I learned? (*Learn from experience*)

Fabulous finish / End product: *Living Museum*- live statues and children to be *Museum tour guides*

