

Theme	Who am I?
Primary focus	History
Values	Honesty/ Responsibility

Term	Autumn
Duration	9 weeks
Nursery & Reception	All about me
Year 1	Marvellous Me
Year 2	Heroes and Villains
Year 3	Egyptians
Year 4	Dudley Castle and Medieval times
Year 5	The Ancient Greeks
Year 6	The Black Country/ Victorians

Please fill in the table on the next sheet for your planning on topic 1. The theme is centred on history and is called Who am I?

This unit should focus on the history skills that are in the curriculum.

Although we can base it on our topic 1 plans from last time I would reflect on what worked and what did not. Also with staff movement it is a chance to bring in fresh ideas. For example, in year 2 we will be keeping the core idea but narrowing the focus to being primarily about Florence Nightingale and the NHS.

You will also need to ensure that there is a **big question** and a **knowledge organiser** to run alongside this.

The main outcome is expected to be a history one where the pupils learn how to find information, remember key dates and facts etc. However there is a further expectation that the pupils are taught through another medium, for example, in year 6 they should know a lot about the geography of the Black Country.

Remember we will have limitations regarding things like trips etc at this stage

Any history related questions should be asked towards myself or Fiona

To ensure curriculum coverage certain subjects will be specifically timetabled. For example we will be putting in a specific ICT session, Science for KS2 and an extra PE. These will all need to be taught. So please make sure you are familiar with what you should be teaching in these.

In addition to this, there will be a MFL day every unit (4 across the academic year). This will happen every 4<sup>th</sup> week of the unit

on the Friday. This will be a whole day devoted to the initial learning of a language. The language we have chosen is Spanish. Where possible you can link this to your topic. This will be an off timetable day with Spanish activities recorded both in books and verbally through the ipad.

## The Big Question

What made the 'Greeks' so groovy?

What are the pupils learning?

What is the overall learning outcome? What is it that the children will have as an end to the unit of learning?

Children to create a museum exhibition showcasing all of their work depicting life in Ancient Greek times.  
Parents and school to be invited.

What skills are you teaching? (across 10 weeks of learning)

Wk1	<p>Self-awareness. Our position in the family, community and world around us. Changes and the impact -given recent pandemic- on family member home and abroad.</p> <p>Social- speaking and listening skills.</p> <p>Geography - mapping locations</p> <p>communicate using bar charts, bar line graphs, grouped frequency chart line graphs.</p> <p>History- impact of previous pandemics.</p> <p>Maths - measuring , data handling</p> <p>Art - direct observation/proportions</p>	Wk6	<p><b>History</b></p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Select relevant sections of information</p>
Wk2	<p><b>Geography</b></p> <p>use 4 figure grid references, a range of OS symbols.</p>	Wk7	<p><b>History</b></p> <p>Compare accounts of events from different sources - fact or fiction</p>

<p>select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs to locate countries and describe features studied.</p> <p>use the index/ contents page of an atlas.</p> <p><b>History</b> - ongoing</p> <p>Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p> <p><b>Computing</b> - ongoing</p> <p>Realise the advantages of using ICT to collect data that might otherwise be problematic.</p> <p>Perform a search using different search engines and check the results against each other, explaining why they might be different.</p> <p>Show an awareness of the need for accuracy in spelling and syntax to search effectively.</p> <p>Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</p> <p>Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document).</p>	<p>Offer some reasons for different versions of events</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p>
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Wk3	<p><b>Geography</b></p> <p>observe, measure and record human and physical features using an increasing range of geographical methods including sketch maps and plans, surveys, questionnaires and a range of data collection techniques.</p> <p>begin to select appropriate digital technologies and present written accounts including reports, explanation and discussion text. (literacy links)</p>	Wk8	<p><b>History</b></p> <p>Compare accounts of events from different sources - fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p>
Wk4	<p><b>Art</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials.</p> <p>Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects.</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p><b>DT</b></p> <p>Use results of investigations, information sources, including ICT when developing</p>	Wk9	<p><b>DT</b></p> <p>Draw up a specification for their design</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>Evaluate a product against the original design specification</p> <p><b>Computing</b></p> <p>Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication</p>

design ideas

Weigh and measure accurately (time, dry ingredients, liquids)

Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens

Evaluate a product against the original design specification

### History

Know and sequence key events of time studied

Use relevant terms and period labels

Make comparisons between different times in the past

Study different aspects of different people  
- differences between men and women

### Citizenship

Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness.

Wk5	<p><b>History</b></p> <p>Study different aspects of different people - differences between men and women</p> <p>Compare life in early and late times studied.</p>	Wk10	<p><b>Citizenship</b></p> <p>(Drama)</p> <p>Take part in group and decision-making activities, demonstrating responsibility in their attitudes to themselves and others.</p>

What tasks enable you to achieve this? (across 10 weeks of learning)

Wk1	<p>Poster: Who am I?</p> <p>Likes and dislikes.</p> <p>Hopes and fears.</p> <p>Family tree. Locate on a map.</p> <p>Data handling with survey of family's country of origin etc.</p> <p>Maths - measuring children at the start of the year and recording. Comparison points throughout the year</p> <p>Self-portraits.</p>	Wk6	<p>City states.</p> <p>Sparta and Athens.</p> <p>Battle of Troy.</p> <p>Battle of Marathon</p>
Wk2	<p>KWL - Ancient Greece</p> <p>Map work. Where is it on a map?</p>	Wk7	<p>Gods and Goddesses</p>

	<p>Continent? Geographical features? Climate?  Population? Capital city?  Monarchy/democracy? What are they known for? Tourism? etc  Olympics.</p>		
Wk3	<p>Create a leaflet persuading people to visit Greece today?  Transport? Currency? Places to visit?  Clothes to pack?</p>	Wk8	<p>Gods and Goddesses</p>
Wk4	<p>Timeline- ordering. Where do Ancient Greeks fit in to the history timeline?  What was Greek society like?  How do we know about the Ancient Greeks?  What evidence- architecture and artefacts- is there to tell us about these times?  Families - home life, buildings, food, clothing, jewellery, etc  Greek food- create a meal.  Pottery - design a Greek pot. ICT links  Mono-prints</p>	Wk9	<p>Myths and legends  Research and understand the history and impact of verbal storytelling.  Amphitheatres - evidence of existing - legacy of..  DT - homework project diorama of amphitheatre  Email parents and staff inviting them to our exhibition.</p>
Wk5	<p>What were the jobs for family members?  Schooling, home, links to the military and the life of a soldier.</p>	Wk10	<p>Myths and legends  Children to write and perform their own myths - individual/groups.</p>