



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Sycamore Year 3/4 Term: Spring 2 Cycle B
Curriculum Unit - Ancient Civilisations

Key Learning Overview;-

Science: the children will learn about healthy lifestyles and nutrition.

History: the children will learn about multiple ancient civilisations.

Geography: the children will learn about mountains and different ranges around the world.

Art: the children will develop their collage skills looking at Mosaics.

Music: the children will be learning about film scores and soundtracks.

Authentic outcomes: the children will use what they have learnt to create a booklet about the civilisations which will include their artwork and non chronological reports.

Writing Opportunities- we will write: myths based on Ancient Civilisations (such as Romulus and Remus, Osiris and Isis), and recounts such as diaries.

Class Novel, key texts and extracts- Secrets of the Sun King, Horrible History Rotten Romans, Ancient Civilisation non-fiction books.

Curriculum Shapers

- Be Curious: engage in first-hand experiences and experience contrasts between periods of history.
- Be Knowledgeable: nurture a thirst for knowledge and apply cross-curricular skills
- Be Adventurous: develop problem solving skills
- Be Ambitious: develop responsibility for ones own learning
- Be Creative: develop creative thinking skills and question why
- Be Collaborative: work as a team to complete scientific investigations
- Be Reflective: listen to and act on advice
- Be Positive: develop self-esteem

Key Questions

Can children identify adjectives to describe how the music sounds to them? Do these words reflect what a good trailer should be like? What is the purpose of a film trailer?
Can children list the instruments they can hear throughout the examples?
Can children respond to the speeds of the music, stating whether each excerpt is slower or faster than the previous one?
Can they describe whether melodies are long and sustained or short and disjointed?
Can they discuss the dynamics (volume) of the music using musical terms?
What are the similarities between the different Ancient Civilisations?
Is there a certain location that these civilisations tended to be built and why?
How do we know about these times and places?
How are mountains formed?
What mountains are in the UK?
Can you name any mountain ranges around the world?

Key Skills Coverage - History

Prior Knowledge

In KS1:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality.

Key Historical Skills

Events, People and change:

- Understand some of the ways in which people's lives have shaped this nation.

Historical enquiry, interpretation and sources:

- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past events may exist giving some reasons for this.

Organisation and Communication:

- When organising their work they should use specialist terms such as settlement, invasion linked to chronology

Chronological understanding:

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and place topics studied into different periods



Key Vocabulary

tablets
Sumer
Tigris
Euphrates
Mesopotamia
Fertile
Crescent
trade
weaving
herding
ziggurat
cuneiform
Gilgamesh
epic
Assyria
Indus valley
Shang
nomadic
cradle
bronze
altar
sacrifices
decipher
sculptures
mythical
decorative

Key Skills Coverage - Music

Prior Knowledge

In KS1:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Music Skills

Pupils should be taught to:

- Listen with attention to a range of high quality live and recorded music focusing on detail
- Experience how music is produced in different ways
- Explore, choose, combine and organise musical ideas within musical structures

Improvise and begin to develop rhythmic and melodic patterns when performing

Key Vocabulary

melody- a tune

percussion- musical instruments played by striking with the hand or with a stick or beater or by shaking

dynamics - how loud or quiet a piece of music is

tempo - speed of a piece

duration- length of note

pitch- how high or low a sound is

timbre- the quality of sound

texture- layers of sound

structure- the order of a piece

rhythm - structure of long and short sounds to make patterns

Key Skills Coverage - Art

Prior Knowledge

KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;*
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Skills

Experiment with ways in which surface detail can be added to drawings.

Use journals to collect and record visual information from different sources.

Draw for a sustained period of time at an appropriate level

Lines and Marks

Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

Experiment with different grades of pencil and other implements to create lines and marks

Form and Shape

Experiment with different grades of pencil and other implements to draw different forms and shapes.

Begin to show an awareness of objects having a third dimension.

Tone

Experiment with different grades of pencil and other implements to achieve variations in tone.

Apply tone in a drawing in a simple way.

Texture

Create textures with a wide range of drawing implements.

Apply a simple use of pattern and texture in a drawing.

Collage

Pupils should be taught to:

*Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

*Use collage as a means of collecting ideas and information and building a visual vocabulary.