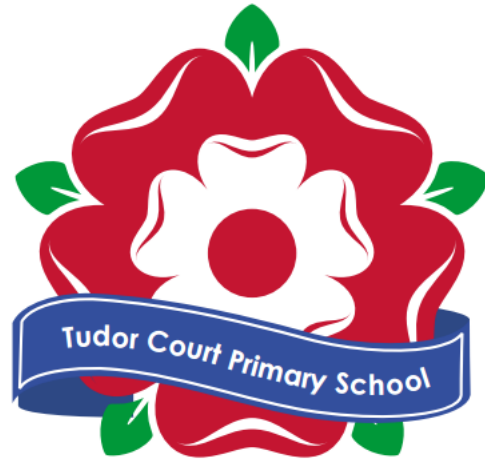


Tudor Court Primary

Curriculum Map – Cycle 3

10th February 2025 – 9th May 2025



Learning Power Focus: Reflective

Year 4

Inspire – Challenge - Succeed



Key Knowledge:

- The Ancient Greeks were people who lived from around 1200 BC to 150 BC. The period from 500 BC to 323 BC is known as the 'Classical Golden Age' because it is when Ancient Greek civilisation and power were at their peak. The Ancient Greeks lived in mainland Greece and on the Greek islands, and in modern-day Albania, Bulgaria, Macedonia, and Turkey. They established colonies around the Mediterranean coast.
- There was not one country called Ancient Greece. Several city-states existed and each one ruled in its own way, although they shared the same language and religion. The most important city-states were Athens, Sparta, Corinth, and Olympia. Sometimes the city-states went to war with one another and sometimes they joined forces to fight a common enemy.
- Ancient Greece is often called 'the birthplace of Western civilisation'. Greece's geography ensured the Ancient Greeks were a seafaring people as well as farmers. This enabled them to trade widely and become a very wealthy people and to introduce their way of life to lots of places.
- During the Classical Golden Age, the world's first democratic government developed in Athens (although women and slaves were excluded). At the same time, Sparta was a monarchy, ruled by two kings. It was a harsh state which often went to war. It had a huge slave population. Also, during this period, Greek culture flourished. Playwrights wrote tragedies and comedies, artists made beautiful sculptures and pottery and Herodotus and Thucydides became the first to write history. The Athenian empire was vast and created great wealth. This enabled the Athenians to build numerous public buildings, such as theatres and temples, including the Parthenon. Philosophy and science also thrived in this period.
- There are many myths and legends from the times of the Ancient Greece, and these stories are still told today. Examples of legends and myths include Pandora's box, Theseus and the Minotaur, Perseus and Medusa etc
- Alexander the Great: Legendary King of Macedonia and a brilliant general, who famously never lost a battle
- Key aspects of the Ancient Greeks' legacy include language, architecture, democracy, theatre and the Olympic Games.

Overall Outcome:

Children will describe, in writing or orally the influence of the Ancient Greeks on the western world up to and including the twenty-first century. OR Children can record a podcast called 'The Ancient Greeks' greatest idea.'

Children's work should show awareness of several ways in which the Ancient Greeks had a lasting legacy and provide particular detail regarding at least one notable achievement, including information about how such an achievement resulted from the specific organisation of life/society in Ancient Greece.

Topic: Ancient Greeks

Enquiry Question: How did the Ancient Greeks influence today's world?

Key Concepts: Empire, power, society, warfare, democracy, culture, evidence, continuity, change, significance

Coherence:

Links to prior history knowledge:

- Empire (Anglo-Saxons, Vikings, and Roman Britain – Y3)
- Early civilisations (Ancient Egypt – Y3)

Links to future history knowledge:

- Monarchs' power (Y5)
- The legacy and culture of Benin (Y5)
- Military organisation (Y6 WW2)

Links to other subjects:

- Geography – Europe, reading maps, settlement and land use
- English – etymology of words (spelling)

Community and Local Links:

- British Museum:
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>
- Local buildings in a classical style
- Downing Street/Houses of Parliament/local council buildings
- Interview Local MP

Key Vocabulary (New in bold):

Civilisation, gods, achievement, legacy, agriculture, slave

Culture, influence, impact, democracy/democratic, citizen, city state (polis), monarchy, seafaring, myths/mythology, philosophy/philosopher, temple, tragedy, comedy, playwright

Significant individuals and events:

- Tudor Week: 10th -14th February 2025 (**Did the Tudor punishment ever fit the crime?**)
- World Book Day: 6th March 2025
- International Women's Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 (**Change and Adapt: Slinky Science – What makes a slinky move the way it does, and how can we create our own?**)

Learning Power Focus: Reflective Year 4

Inspire – Challenge - Succeed



Writing:

Book study: A Computer Called Katherine – *Suzzane Slade and Veronica Jamison*

Narrative:

- Bike Boy

Reading:

Various reading texts

Art:

- Digital Art

Computing:

- Coding

Music:

- Lean on Me
- First Part: Blackbird

PE:

- Dance 1
- Dance 2
- Athletics 1

Topic: Ancient Greeks

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RE:

- Expressing: Why are festivals important to religious communities. How do people celebrate key festivals?
- Believing: Why is Jesus inspiring to some people?

PSHE:

- Healthy Me
- Relationships

DT:

- Food: Healthy and varied diet

Maths:

- Unit 6: Understanding and manipulating multiplicative relationships (multiplication and division)
- Unit 7: Coordinates (Geometry)
- Unit 8: Review of Fractions (Fractions)
- Fractions greater than 1 (Fractions)

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 sound get fainter as the distance from the sound source increases