

St Ann's Curriculum - Medium Term Planning: Discover Y3/4

Core Skills:

Active Learning

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking

- To ask questions to extend thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives
- To connect ideas and experiences in inventive ways

Themed Skills: Discover: Should we strive for democracy?


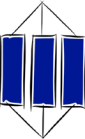
- Plan and research
- Analyse and evaluate
- Show empathy
- Show a commitment to justice
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Communicate their learning in different ways

Key learning (What will the children learn?)	How (What opportunities am I going to give the children so that they can learn?)	Outcomes (What will the learning look like? How will the learning be recorded?)
1. What is democracy	Look at what democracy is – start with Greek origins and compare with modern versions of democracy A timeline of the journey from Ancient Greek to modern democracy, look at changes and key points in history, such as effect of War and gender inequalities (suffragettes)	Children will look at origins of democracy and debate if it actually was a democratic system? Class debate. What is a timeline and how can we create one to show main points of democracy in history? Children to create timelines of democracy
2. Who were the Ancient Greeks?	Look more at who the Ancient Greeks were – daily life, political systems and relate to if their lifestyles were a form of democracy as we understand the term today	Research the daily life of Greeks – ask the questions – Why did they live like this? Was it their choice? Who made the decisions? Write

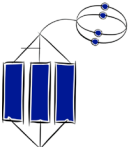
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<p>3. Greek Olympics</p>	<p>Look at Greek Olympics – study the inequalities and discuss how democratic these games were</p>	<p>first person recounts of a Day in the life of...</p> <p>How and why did they start? Who was allowed to compete? As part of PE recreate games and invent new games... Link to democracy looking at how they have changed over time to become more inclusive</p>
<p>4. Gods and Goddesses</p>	<p>Link to writing and myths and legends – How did the gods/goddesses rule ancient Greece and look at how this fitted in to the idea of freedom/ rule</p>	<p>Look at famous myths – children to write their own myths</p>
<p>5. Trojan War</p>	<p>Why and how did the Trojan War take place and did it effect the course of history? What evidence is there, how did it change the history of Greece – Link to historic events such as World Wars and how these have changed politics and the rule of countries</p> <p>Overall question how has the origins of democracy and events since the Ancient Greeks shaped our ideas around democracy and is it something that we have and should be striving for?</p>	<p>Look at the Trojan War – why did it happen – children to recount what happened in the battle and to research the political reasons for it and how this links to democratic rule</p> <p>TRIPS: Go to Stocksbridge Town Hall and look at our own local democracy – encourage children to put motion to local council to be heard in council meetings - how can they affect change locally? Go to town hall in Sheffield and show how Stocksbridge fit into the wider view of politics and then go on to study government, so children see how they fit in to bigger picture of a democratic political system.</p>

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History Assessment		
<p>Developing (Multi-structural)</p> 	<ul style="list-style-type: none"> • Recall and place several events into periods of time on a timeline • Recognise and examine different sources of information to find out about events, people and changes • Use factual knowledge to describe the similarities and differences between periods of time • Begin to examine the reasons for and results of the main events and changes 	<p>Names of children</p>
<p>Securing (Relational)</p> 	<ul style="list-style-type: none"> • Map events, dates, people and changes into the correct period on a timeline • Evaluate different sources of information to find out about events, people and changes • Use factual knowledge to explain the key features of people's lives or key features of events • Summarise the main reasons for and results of historical events, situations and changes 	
	<ul style="list-style-type: none"> • Evaluate the usefulness of a wide range 	

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<p>Enriched (Extended abstract)</p> 	<p>of historical sources</p> <ul style="list-style-type: none">• Use a range of relevant material to develop a picture of a past event.• Elaborate on factual knowledge when describing past societies and periods• Reflect on (and make links between) the reasons for and results of the main changes and events• Understand that aspects of the past can be represented and interpreted in different ways	
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