

Year 3 How has the Ancient Greek legacy influenced us today?

<p>Week 1 How did the ancient Greeks become the founders of the Olympic games?</p> <p>Can I describe events using the term B.C. and ancient? Can I describe events from the past using dates and when things happened? Do I recognise the part that archaeologists play in helping people understand the past?</p>	<p>Week 2 How was democracy established in ancient?</p> <p>Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history?</p>	<p>Week 3 How did the work of Hippocrates influence modern medicine?</p> <p>Can I identify similarities and differences from history and the modern day?</p>	<p>Week 4 Who was Alexander the Great?</p> <p>Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history?</p>	<p>Week 5 How did the ancient Greek empire fall?</p> <p>Can I research a specific event from the past?</p>	<p>Week 6 How did ancient Greek life impact on us today?</p> <p>Can I begin to use information to bring together conclusions about historical events?</p>
<p>Evidence Chronology Cause and consequence</p>	<p>Cause and consequence Continuity and change Interpretations</p>	<p>Continuity and change Cause and consequence Interpretations</p>	<p>Cause and consequence Chronology Continuity and change</p>	<p>Continuity and change Chronology Cause and consequence</p>	<p>Evidence Interpretations Cause and consequence</p>
<p>776 B.C. The first Olympic games were held. The games are then held every 4 years in honour of the god Zeus. The games included wrestling, javelin, jumping and chariot racing. Ancient greek pottery documents aspects of the ancient greek Olympics. All free male Greek citizens were entitled to participate in the ancient Olympic Games, regardless of their social status. Married women were not allowed to participate in, or to watch, the ancient Olympic Games. However, unmarried women could attend the competition</p>	<p>650 B.C. The tyrant Kypselos takes over the city-state of Corinth. Clan members attempted to kill him at birth because his father was an outsider. When he grew up, he overthrew them and set up the first tyrant dynasty. He drew active support only from rich Cornithians. When Kypselos dies, his son Periander takes over the role. 508 B.C. Male citizens of Athens are given a chance to vote in order to decide how things should be run. This is called 'democracy' and is thought to be one of the Greeks greatest ideas.</p>	<p>460 B.C. Hippocrates, the 'father of modern medicine' is born in Kos. His ideas on the human body and medicine are still used and recognised today. Before Hippocrates people believed illness was caused by possession of evil spirits or being disfavoured by the gods but he said there was a physical and rational explanation instead. He was the founder of clinical observation as a method to learn more about disease. He was the founder of the Hippocratic oath which is now known as Dr patient confidentiality. In 400 B.C. he established school of medicine was the Cnidian school.</p>	<p>338 B.C. King Philip II of Macedonia takes control of Greece with the help of his son Alexander. After defeating the Greek city states f Athens and Thebes at the battle of Chaeronia in 338 B.C. he established a federation of Greek states known as the league of Corinth.</p> <p>336 B.C. Alexander the Great takes over rule of Greece, aged 20, after the death of his father king Philip II. Many people suspected that Alexander and his mother had plotted to have Philip killed. To ensure that her son would be ruler, Olympia had the daughter of King Philip and Cleopatra Eurydice murdered, which drove her mother to suicide. Even though Alexander was now king, he wasn't put in control of the Corinthian league of Greek city-states. Now that Philip was dead, the states were divided once again.</p>	<p>146 B.C. Rome conquers the Corinthians at the Battle of Corinth and Greece falls under the rule of the Roman Empire.</p>	<p>P1- Olympics P2- democracy P3- modern medicine</p>
<p>Art: Painting Mixing shades of orange. R and Y and add white to change tone. Need creamy consistency Brush dictionary: thins and thick strokes, patterns with thin brush</p>	<p>Greek vase design. Design ancient Greek inspired pattern with pencil (keep it simple)</p>	<p>Draw outline of Greek vase Mix R and Y and W (if wanted) to create orange and paint base layer. Make sure to make enough of the colour to cover whole vase. Paintbrush strokes to follow the shape of the vase. Use B paint to paint background. Different blues can make the background more interesting.</p>	<p>Apply brush dictionary and Medium or thin brush to suit the design chosen. Add detail to painting</p>		

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<p>Vocabulary: army, civilisation, conflict, democracy, empire, freedom, king, nobility, power, rights, conquer, ruler, war, citizens, tyrant, dynasty, fall, evidence, oath, state, ancient, defeated, founder, modern, influence,</p> <p>Art vocab to be added</p>	<p>Resources and actions: Alexander the great info: https://www.historyforkids.net/alexander.html</p> <p>Ancient Greek and Modern Greek vase examples. Vases inspired by Ancient Greece. Geometrical pattern examples.</p>	<p>Expert Outcome: How did ancient Greek life impact on us today?</p> <p>P1- Olympics</p> <p>P2- democracy</p> <p>P3- modern medicine</p>	<p>Previous Learning: In Year 2, children began to build an understanding that significant individuals and groups of people can leave a lasting legacy through their study of Florence Nightingale, Edith Cavell, Harriet Tubman and Anueurin Bevan (the founder of the NHS)</p> <p>Preparing for: Building a wider schema for the concept of “legacy” as they study Boudicca, Queen Victoria and the abolition of slavery in Years 4, 5 and 6.</p> <p>Bespoke to us: Forms an integral part of the ancient history section of our chronologically sequences KS2 curriculum.</p> <p>Enables children to build an understanding of the British Value of “democracy,” why this is important and the alternative ways that countries can be governed.</p>
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Intended outcomes:

Colour:

- Understands primary and secondary colours and knows that there are shades of secondaries that can be made by altering the amount of colour added.
- Can create a complex colour wheel.
- Has understanding of colour theory and can explore matching colours by controlling quantities and proportion of primary colours and white.
- Can describe colour to express mood and feelings identified in their own work and work of others.

Tone:

- Can identify colours as warm or cold colours and can explain tints and hues.

Pattern & Texture:

- Can create texture and effect with paint to match appropriate work.

Controlling paints and tools:

- Knows the difference between a bristle brush and a sable hair brush . Can choose other tools when appropriate e.g. sponges , fingers, knives, junk textures e.g. bubble wrap, plastic bottles.
- Can select and set up equipment and work methodically in an organized manner and clear away following an organized routine

Composition and application:

- Can independently create a painting by layering colour and working from background to foreground.
- Knows to start with block colour and add detail later.
- Can independently construct basic outline shapes before commencing with painting