


# Unit of Inquiry Planner (Summer 1)

Class: <b>Kingston</b>		Year Group: Year 4 and 5		Term: 5	Length of Inquiry: 5 weeks		
Theme	Expression and Creativity	Culture and Diversity	Exploration and Discovery	Community and Citizenship	Expression and Creativity	Humankind and Ourselves	
Inquiry Title		Timeless inspirations					
Key Concepts	Responsibility	Perspective	Form	Change	Connection	Causation	Reflection
Lines of Inquiry	How can the values and beliefs of an ancient civilisation impact our lives today?			How can the past still influence our creative expression today?			
Links to prior learning	Mayan civilisation, Roman legacy/Anglo Saxons						
Core Text(s)							
Links to Careers/Community And Global Community links	<p><u>Ancient Greeks / Bristol Museums Workshop: Ancient Greeks</u> Who were the ancient Greeks? What can different pieces of evidence tell us about their lives and why are ancient Greek pots a good source of information?</p> <p>Learn about life in ancient Greece through object handling Ask investigative questions to gather evidence Make observations about real Greek pottery Learn different ways pots were used and decorated Discover: find out about artists and their work Explore: explore the work of artists</p>			Thinking Spirituality		<p>In (self-reflection) How do stories from the past help you think about who you are and what you care about?</p> <p>Up (bigger ideas) How do the beliefs and creativity of people in the past help you think about what is important in your life?</p> <p>Out (relationship with others) How can the stories and creativity from the past inspire you to make the world around you better?</p>	
Action	Trip to Bristol Museum and Art gallery - Greek workshop/ fashion show/ creative art workshop Greek Olympics afternoon and Showcase work to families						

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Lines of Inquiry</b>	<i>How can the values and beliefs of an ancient civilisation impact our lives today?</i>		<i>How can the past still influence our creative expression today?</i>		
	Stories/myths/Gods/beliefs/values/morals Democracy/government/election/laws/voting/politics/trial by Jury/math/science/medicine/ethics Philosophy (Socrates, Plato, Aristotle)		Olympic sports, architecture/art/sculpture/form language/literature		
<b>Reading Links</b>	Greek myth stories Aphrodite/Helen of Troy Trojan War horse myth/Iliad  Theseus and the Minotaur- the shadow of the Labyrinth	Greek myth stories Icarus/Daedalus  Hercules	Greek myth stories King Midas/golden touch	Electricity/Thomas Edison  Medusa  Odysseus/Cyclops	Marie Currie/Rosa Parks
<b>Writing Links</b>	<b>Sentence Level Work</b>  <b>Setting/character description</b> Developing characters, settings, and plot in detail. Use interesting adjectives and adverbs for description. (expanded noun phrases/prepositional phrases/fronted adverbials)	<b>Sentence Level Work</b>  Use direct speech (punctuated correctly). Use a range of sentence types: statements questions, exclamations, commands. Use conjunctions to link ideas (e.g., because, although, however).	<b>Teacher Modelled Write:</b> <b>Theseus and the Minotaur</b> Narrative (Greek myths other cultures, fantasy, adventure, historical setting) Write an action-packed adventure featuring a god/goddesses/ mythical beast of the ancient Greek world. Use paragraphs to organise ideas.	<b>Independent write:</b> <b>Narrative (Greek myths other cultures, fantasy, adventure, historical setting)</b> Plan, draft, and write with a clear structure (beginning, middle, end). Write an action-packed adventure featuring a god/goddesses/ mythical beast of the ancient Greek world.	<b>Independent write:</b> <b>Editing, Improving and publishing</b> Evaluate own writing and others' writing. Make improvements to vocabulary, punctuation, and grammar
<b>Inquiry through History</b>	1. Ancient Greece location/history 2. Ancient Greek myths and culture. 3. Trojan War myth/Iliad's influence.	4. Ancient Greek philosophers and their legacies.  5. Greek Gods and Goddesses.	6. Comparing ancient Athenian democracy with modern British democracy.  Trip to Bristol Museum and Art gallery - Greek workshop creative arts workshop,	7. Ancient Greek Olympic games comparison to now	The most significant legacy from Ancient Greece civilisation.  8. Influence on language and architecture

<p>Assessment opportunity</p>	<p>Can pupils retell a Greek myth and identify the moral/message?</p>	<p>Can pupils explain why myths were important to Greek people?</p> <p>Can pupils summarise the work of Greek philosophers?</p>	<p>Can pupils describe what democracy means and where it began?</p> <p>Can pupils explain how voting in Ancient Greece was different from voting today?</p> <p>Can pupils recognise ideas still used today (laws, jury trials, citizenship)?</p>	<p>Can pupils compare Ancient Olympic sports to modern ones?</p>	<p>Can pupils describe features of Greek buildings (columns, temples, symmetry)?</p> <p>How does the Ancient Greece language still influence our lives today?</p>
<p>Inquiry through Art</p>	<p><i>Designing an Ancient Greek Vase -with Pattern, Symmetry and Storytelling/sketchbook research and developing ideas</i>  Create a finished Greek vase design on sugar paper with a patterned border using black pens and oil pastels.</p> <p><i>Sculpture and 3D form - with Pattern, Symmetry and Storytelling</i>  Create a small low-relief clay frieze inspired by Greek myths, the Olympic games, patterns, architecture with a Greek border, then paint/seal.</p> <p><i>I can research and respond to ancient art inspirations</i>  <i>I can design a low relief frieze using features of Greek patterns and art</i>  <i>I can sculpt a low relief Greek frieze</i></p>				
<p>Assessment opportunity</p>	<p>Can pupils research, identify and create common Greek patterns (meander/key, waves, leaves)? Developing sketchbook ideas and exploration.</p>	<p>Can pupils use symmetry and repeating pattern in their own design?</p>	<p>Can pupils design a vase inspired by Greek shapes and decoration?</p>	<p>Can pupils explain how Greek art and sculpture still influence design today?</p>	
<p>Discrete Teaching:</p>	<p><i>Maths- Factors, multiples and primes -fractions</i>  <i>RE – Kingdom of God (Pentecost)</i>  <i>PE -Tennis</i>  <i>Science Year 4 Electricity /Year 5 Properties and changes of materials</i>  <i>Jigsaw – Me and relationships</i>  <i>Computing – creating media (photo editing)</i>  <i>French – Fruits and vegetables (I can ask politely for fruits and vegetables)</i></p>				