

# prospectus

## Year 3 & 4 Tokyo 2020: Going for Gold!

### Essential Knowledge

#### By the end of this unit children will...

- Why and how the modern Olympic games were born
- Which countries have hosted the Olympic games in the past and who will host in the future
- What issues are faced by countries hosting the Olympic games
- The impact of key historical events on the Olympic games
- The environmental impact of hosting the Olympic games
- What makes an effective Olympic logo and mascot
- What the Olympic values stand for and how they encourage and inspire individuals and teams.



### Intent

Why are we teaching this theme?  
What links does this theme have to our school, children and community?  
How does this theme link with prior learning?  
How does this theme provide opportunities for knowledge and skills progression?

### Implementation

What pedagogy is used in this theme to ensure that we are teaching a broad and balanced curriculum?  
How does this theme engage our children and reflect their personal interests?  
How can we personalise this theme to reflect our own teaching styles and the needs of our children?  
What opportunities for learning outside of the classroom can we provide for the children?

### Impact

How will we measure the impact of this theme on children's learning?  
What knowledge and skills have the children gained against the expectations outlined in this unit?  
Are there any gaps in learning that need to be addressed next time or in subsequent units?

## Core Subjects:

Links to theme

### English

- Olympic organisers have often had to cope with difficult challenges to stage the Games. Investigate why the Olympics were not held in 1916, 1940 & 1944. Write a news article for 'The Olympic Oracle' to report on a problem linked to the Games.
- The number & type of events have evolved throughout the Modern Era. Prepare a poster or slideshow to lobby for the inclusion of a new sport to the Games & present your case to the IOC!

### Mathematics

- Research different currencies around the world - compare to the pound.
- Word problems involving simple money conversions and change problems

### Science

N/A

## Year 3 & 4 Tokyo 2020 Olympics – Going for Gold: Knowledge Content

### Personal Development

#### Spiritual

- Children will think about their own goals and personal attributes. How do the Olympics, and people competing in the Olympics inspire and encourage them individually?

#### Moral

- Children will consider the Olympic oath of fair play and sportsmanship and consider issues of cheating.
- Why is it important to play fair?

#### Social

- Children will work collaboratively as part of groups and teams throughout this topic.

#### Cultural

- Research cultural issues and issues of race and religion throughout the history of the modern games. Find out about key figures: Jesse Owens, Sarah Attar, Cathy Freeman.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- Research Baron de Coubertin and the birth of the modern Olympic Games.
- Create a timeline of previous modern Olympics including political issues that affected the games.
- Find out about key historical events and issues were reflected or addressed through the Olympic Games – Nazi Germany, issues of race and gender etc.

##### Geography:

- Research the different countries involved in the Olympic Games – focus on host countries
- Create fact files about the different host countries/cities. What were the key successes/problems encountered by these countries e.g. main host city a long way away from the coast for sailing events, summer temperatures too hot/humid for athletes etc.? How were these geographical issues addressed?

#### Art and Design and Design Technology

##### Art:

- Look at past Olympic symbols, logos and mascots – which do the children like/dislike? Explore logos that are easily recognised & identify the features of effective logo design. Look at the logo for Beijing & review the logos developed by previous Olympic host cities. What does each logo 'say' about the city? Redesign the logo for London 2012.
- Investigate previous Olympic logos and mascots

##### Music:

- Sing Olympic themed songs and compose Olympic-themed musical pieces combining musical elements within a structure.
- Compose theme music for part of the whole school mini Olympics e.g. opening or medal ceremony – discuss and research the idea of ceremonial music – rousing tunes. Listen to previous anthems etc.

# Year 3 & 4 Tokyo 2020 Olympics- Going for Gold: Links to National Curriculum Framework Skills

## Core Subjects:

### English

- Write for a wide range of purposes
- Use organisational devices such as headings and sub-headings
- Write in a journalistic style
- Write persuasively

### Mathematics

- Solve number and practical problems with increasingly large numbers
- Solve simple measure and money problems
- Add and subtract amounts of money

### Science

N/A

## Foundation Subjects

### History, Geography and Citizenship

#### History

- Use evidence to ask questions and find answers to questions about the past.
- Suggest causes and consequences of some of the main events and changes in history.
- Place events, artefacts and historical figures on a time line using dates
- Use dates and terms to describe events
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

#### Geography

- Ask and answer geographical questions about the physical and human characteristics of a location
- Describe geographical similarities and differences between countries

### Art and Design and Design Technology

#### Art and Design Technology

- Develop ideas from starting points throughout the curriculum
- Explore ideas in a variety of ways
- Collect information sketches and resources
- Replicate some of the techniques used by notable artists, artisans and designers
- Create original pieces that are influenced by studies of others

#### Music

- Compose and perform melodic songs
- Evaluate music using musical vocabulary to identify areas of likes and dislikes

# Year 3 & 4 Tokyo 2020 Olympics- Going for Gold! : Core Skills/ Assessment Opportunities

## Core Subjects

### English

- Children demonstrate that they are able to write in a journalistic style through their news articles based on the Olympic games.
- When children prepare their Olympic bids, they will need to demonstrate that they can use a range of persuasive devices.

### Mathematics

- Children demonstrate that they are able to use charts to perform simple conversions and compare the value of different currencies around the world.
- Children demonstrate that they are able to use a variety of formal written calculation methods to solve word problems involving simple money conversions and change problems.

### Science

N/A

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- Children demonstrate that they can use a range of sources to research Baron de Coubertin and the birth of the modern Olympic Games.
- Children demonstrate that they can place events on a timeline when creating a timeline of previous modern Olympics including political issues that affected the games.
- Children demonstrate understanding of some of the consequences of major historical events on the games through their fact files about the Second World War etc.

#### Geography:

- Children demonstrate that they can use a range of geographical sources to research the different countries involved in the Olympic Games through their fact files about the different host countries/cities.
- Children demonstrate understanding of the key successes/problems encountered by host countries (main host city a long way away from the coast for sailing events. Summer temperatures too hot/humid for athletes) and can use their knowledge and research to demonstrate how different countries and cities overcame these problems.

### Art and Design and Design Technology

#### Art:

- Children demonstrate that they are able to research the works of key designers and artists that have created famous Olympic logos and mascot designs.
- Through the children's original designs, they demonstrate that they are able to use these influences to create their own mascot and logo designs.

#### Music:

- Children demonstrate that they are able to evaluate previous Olympic themes through their evaluations – they can offer suggestions as to which theme they prefer and why.