

Year 6 Autumn Term 1 – Ancient Greece

Objectives to be taught as a separate unit : PE – outdoor: netball, indoor: multi-skills; RE - The Christian story and The birth narratives; Computing – E-Safety, Scratch; Music – Greek tragedy; MFL - Likes and dislikes/ Hobbies, Daily routine

History – The Ancient Greeks

- Use evidence to ask questions and find answers to questions about the past.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

ART - Greek Masks

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
 - Use the qualities of materials to enhance ideas.
 - Spot the potential in unexpected results as work progresses.
 - Comment on artworks with a fluent grasp of visual language.
 - Show how the work of those studied was influential in both society and to other artists.
 - Create original pieces that show a range of influences and styles.
 - Mix textures (rough and smooth, plain and patterned).
 - Combine visual and tactile qualities.

PSHE – Relationships

- Attraction to others
- Romantic relationships
- Civil partnership and marriage
- Recognising and managing pressure
- Consent in different situations
- Expressing opinions and respecting other points of view, including discussing topical issues

P4C DISCUSSIONS- Identity and Self (Initial week)

<https://www.bbc.co.uk/programmes/p015lztg> - timeline of your self from birth to now, at what point do you change?? What events in their life do they feel have shaped their identity? Are you the same person as you were when you were a baby? Is there any part of you you can identify from last year, the year before, and the year before that? What makes you you? If there is a chain of things that somehow connects you to your previous self, does that mean you are still the same as you were when you were a baby?

LEGACY

SCIENCE - Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified into broad groups according to common observable characteristics.
- Give reasons for classifying plants and animals based on specific characteristics.

THIS FEEDS INTO THE EVOLUTION AND INHERITANCE TOPIC WHICH LINKS TO THE KEY CONCEPTS

ENGLISH LINKS

Greek Myths:
Medusa – character description
Theseus & the Minotaur – diary, informal letter, newspaper report
Icarus - narrative
Wars & Warriors – non-chronological report