

**St Mary's Bentworth CE Primary School**  
**Long Term Planning**  
**Year 6**  
*Title: Secrets of the Past – Ancient Greece*


**Visits + Visitors:**  
  
 Royal Wedding Workshop  
 Royal Wedding Generation Game  
 Calshot Residential

<p><b>Rationale:</b> Under the National Curriculum History objectives, children must learn about Ancient Greek life, their achievements and their influence on the western world. As our last term was very full, we will continue to study this under the banner of 'Secrets from the Past'.</p>	<p><b>Texts/ Visual Literacy:</b> Ancient Greek myths and legends, for example Persephone and the Seasons, the Labours of Herakles, King Midas.</p>	<p><b>History:</b> <b>Learn about Ancient Greece and the legacy of the Ancient Greek civilisation. We will investigate the legacy on: politics, language, architecture, sport, theatre, ideas and knowledge.</b>  <ul style="list-style-type: none"> <li>• <i>History.</i> Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul> </p>
<p><b>Art and DT:</b> <b>Historic art study. Learn about Ancient Greek Art by designing and creating an Ancient Greek pot.</b> <b>We will also be taking part in the John Lewis Innovation Challenge this term.</b></p> <ul style="list-style-type: none"> <li>• <i>Art.</i> Use sketch books to record their observations, review and revisit ideas.</li> <li>• <i>Art.</i> Learn about great artists, architects and designers in history.</li> <li>• <i>Art.</i> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. clay.</li> <li>• <i>DT design.</i> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• <i>DT make.</i> Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• <i>DT evaluate.</i> Evaluate their ideas against design criteria and consider the views of others to improve their work.</li> </ul>	<p><b>English:</b> <b>Investigating Ancient Greek myths and legends, for example using drama to gain a deeper understanding of characters and meaning. We will write our own Ancient Greek myth. We will be revising punctuation and grammar for the GPS test, but also for application within our writing. We will develop our reading and comprehension skills, looking especially at inference.</b></p> <p><b>Grammar/ Punctuation</b></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices.</li> <li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses.</li> <li>• Use a range of punctuation within writing to enhance meaning.</li> <li>• Understand different verb forms and how these can be applied into writing.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Increase familiarity with a wide range of books, including myth and legends.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Exploring the meaning of words in context.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describe settings, character and atmosphere, and integrate dialogue to convey character and advance the action.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Proofread for spelling errors and punctuation errors.</li> </ul>	<p><b>Geography:</b> <b>Learn about the location, climate and terrain of Greece. Identify geographical features of Greece.</b></p> <ul style="list-style-type: none"> <li>• <i>Geographical skills.</i> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• <i>Locational Knowledge.</i> Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, and major cities.</li> </ul>
<p><b>French:</b> <b>With Mme. Mylward</b> Speaking, listening, reading and writing, using songs, books and films.</p>	<p><b>Maths:</b> <b>Geometry – Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know the diameter is twice the radius.</li> </ul>	<p><b>Science:</b> <b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as objects that cast them.</li> </ul>
<p><b>Music:</b> <b>Theseus and the Minotaur</b></p> <ul style="list-style-type: none"> <li>• Play musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Listen with attention to detail.</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>• Calculate the area of triangles and parallelograms.</li> <li>• Calculate, estimate and compare the volume of cubes and cuboids using standard units.</li> <li>• Convert between miles and kilometres.</li> </ul>	
<p><b>PSHE/ Resilience:</b> <b>'It Takes All Types' – The Resilience Project.</b> Understanding what type of learner/ person you are and how to respond to people who learn/ work in a different way to you. <b>Exploring Democracy:</b> Learning about this fundamental British Value through our work on Ancient Greece.</p>	<p>We will also be revising key areas in preparation for the SATs tests, this will include arithmetic work, developing our problem solving, and focusing on key areas of the children's choosing.</p> <p><b>Computing:</b> <b>Research and present in own way information about the Ancient Greek legacy.</b></p> <ul style="list-style-type: none"> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> </ul>	<p><b>P.E:</b> <b>Dance – Theseus and the Minotaur</b></p> <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns.</li> </ul> <p><b>Games – Cricket/ Rounders</b></p> <ul style="list-style-type: none"> <li>• Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul>