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| **History Focus – Enquiry Question:**  **What did the Ancient Greeks do for us?** | **Year 6**  **What did the Ancient Greeks do for us?** | **The Curriculum – Threshold Concepts** |
| **Theme and concept:**  **Society and Community**  **Substantive concepts explicitly taught:**  **Civilisation, Trade, Settlement, Empire, Monarchy**  **Historical skill:**  **Evidence and Interpretation**  What was life like in early Greece?  How did the Minoans trade in early Greece?  **Historical skill:**  **Similarity and difference – cause and consequence**  What was life like in Athens and Sparta?  How did the city-states overcome the Persian Invasion?  **Historical skill:**  **Historical significance.**  Who was Alexander the Great and what made him a significant leader?  What were the greatest acheivements of Ancient Greece?  **Science**  **Physics – Electricity**   * Explore that batteries are a store of energy which pushes electricity round the circuit and when the battery’s energy is gone it stops pushing. * Understand that voltage measures the ‘push’ of energy round a circuit. * Know that the greater the current flowing through a device the harder it works. * Understand that a ‘current’ is how much electricity is flowing round a circuit. * Know that when a ‘current’ flows through wires heat is released. The greater the current, the more heat is released. | **English focus text:** Who Let the Gods out  Narrative – Children will recreate a part of a classic Greek myth by interweaving descriptions of characters, settings and atmosphere with dialogue to help develop action and plot.  Character description – A character description of an ancient Greek god creating vivid images by using alliteration, similes, metaphors, and personification.    **Link Reading:**  Greek Myths – Marcia Williams  **Maths:** White Rose   * Fractions Decimals Percentages * Measurement * Statistics * Shape * Position and direction     Year 6 SATs Revision – St Joseph's Catholic Primary School | **P.E:** Gymnastics – Lincs Inspire   * Support ourselves and partners with balances. * Combine balancing and travelling * Perform routines on apparatus.   **ICT:** Data Loggers   * Create algorithms using Microbit and Python * Create and log an algorithm independently * Debug a program   **RE:** Christianity: What difference does the resurrection make to Christians?   * Recognise the significance of the three days after the crucifixion. * Recognise Christian beliefs in the resurrection.   **PSHE:** Jigsaw – Dreams and Goals   * Knowing the difference between a dream and a goal. * Setting realistic learning steps to achieve a goal. * Recognise emotions   **Music:** Music Express.   * Growth – Musical Focus: Street Dance Performance. * Roots - Musical Focus: Mini Musical Performance.   **MFL:** Language Angels - El fin de semana (The weekend)   * Learn the time in Spanish * Recognise, recall and spell 10 activities * Integrate ‘at’ into spoken and written work.   **Art:** Exploring Identify   * Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.   **DT:** Mechanism   * Convert rotary motion to linear using cams. * Use innovative combinations of electronics (or computing) and mechanics in product designs. |
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