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| Focus: A study in the history of art and artefacts | Planning around a text:  ‘The Viewer’ by Gary Crew and Sean Tan | Y6 Medium Term Plan: Autumn 2018 |
| History Objectives:  To investigate and interpret the past  • Use sources of evidence (pictorial and artefacts) to deduce information about the past  • Select suitable sources of evidence, giving reasons for choices, depending on era  • Seek out and analyse a range of evidence in order to justify claims about the past.  • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  • Understand that no single source of evidence gives the full answer to questions about the past.  To build an overview of world history  • 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. | Image result for the viewer gary crew  **Themes**: (opportunities for SMSC): Differences, friendship and loneliness, curiosity, imagination, power, conflict, keeping safe, using common sense. | Art Objectives:  To develop ideas   * Collect information, sketches and resources and present ideas imaginatively in a sketch book.   To master techniques   * *Painting* – sketch (lightly) before painting to combine line and colour; create a colour palette based upon colours observed in the natural world * *Drawing* – choose a style of drawing suitable for the work (e.g. realistic or impressionistic); use lines to represent movement. * *Textiles* - show precision in techniques; choose from a range of stitching techniques; combine previously learned techniques to create pieces   Sparkly Start: Visit to Lincoln’s ‘The Collection’ museum, the Usher Gallery and Lincoln Cathedral – an exploration of historical art and artefacts.  Fabulous Finish: Display our own gallery of paintings, drawings and textiles to tell stories from history |
| To understand Chronology  • Describe the main changes in a period of history (social, religious, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, with evidence, on a time line.  • Use dates and terms accurately in describing events.  To communicate historically  • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and legacy.  • Use literacy, numeracy and computing skills in order to communicate information about the past.  • Use original ways to present information and ideas. | Related image  Image result for bayeux tapestryStory-telling through pictures | Anticipated Writing Outcomes:   1. Exploration of writing for pleasure 2. Writing process – Teacher modelling; plan writing (timeline); draft; proofread; edit to improve; self and peer assess; identify next steps; final drafts.   Text types:   * Historical recount * Non-chronological report * Diary entry (the ‘find’) * Mystery story * Journalistic writing- news report (boy missing!) |