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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 resourcesand present ideas imaginatively in a sketchbook.

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 imageImage 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!)
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