

History: Ancient Greece

- To know when The Ancient Greeks lived around 3500 years ago.
- To know Ancient Greece is defined by three distinct periods known as the Archaic, Classical, and Hellenistic (800BC- 146BC).
- Children will gain an understanding of the way of life, beliefs and achievements of The Ancient Greeks.
- To know about the scope and range of Greek ideas, achievements and ways of life that are still current and influential today and in past eras. (Olympic Games, Trojan War, Democracy, Gods and Goddesses).

RE: Jesus the Law-Breaker (Laws)

- To explain what people, mean by laws and how they compare with rights and rules.
- To explain how Jesus' attitude to the Law is significant within the Easter story.
- To evaluate, by explaining, the value of Jesus' attitude to laws and wider issues about laws.
- To explain a personal response to the concept of laws and law-breaking.
- To explain the concept of laws to their own and others' lives.

Computing: Communication and collaboration

- To explain the importance of internet addresses.
- To recognise how data is transferred across the internet.
- To explain how sharing information online can help people to work together.
- To evaluate different ways of working together online.
- To recognise how we communicate using technology.
- To evaluate different methods of online communication.

Art: Grayson Perry

- Drawing - To know that contemporary ceramic artists create vases which contain their own ideas in a similar way to past civilizations.
- Painting - Sculpture – To know that Ancient Greeks put narratives about their lives on their pottery. They used vases for everyday use.

PE: Consistently try to improve

- In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.
- support other players in attack and defence.

Ancient Greece: Autumn 1 2026 Year 6



What influence did Ancient Greece have on the Western world?

PSHE: Respect

- Respectful Relationships

Music: Short Ride in a Fast Machine

Dimensions Focus:

- Duration – To identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7.
- Structure – Use a broader range of developmental structures and expressive structures including minimalist music.

Science: Light - How light behaves

Knowledge Block 1: How light travels

- When light is emitted from a light source, it travels in straight lines until it hits an object. This can be represented by an arrow.
- Shadows form when light hits an opaque object. The area behind the object is in darkness because light can only travel in straight lines.
- Shadows have the same shape as the objects that cast them.

Knowledge Block 2: How light behaves when it hits objects

- When light hits a transparent object, it goes through it in a straight line so we can see a clear image through it.
- When light hits a translucent material, it goes through it but is scattered, this means light can pass through, but we can't see an image through it.
- When light hits a mirrored surface, it reflects off it in straight lines, so we can see an image in the reflective material.
- Sometimes when light hits a material it reflects off it in many different directions (it is scattered). In this case light will be reflected but no image will be seen in the material.
- Shiny surfaces are better reflectors and rough surfaces scatter light more. Opaque objects don't allow any light to pass through them

Knowledge Block 3: How we see

- Animals see objects when light is reflected off the object and enters the eye through the pupil.
- The pupil changes its size to allow enough, but not too much light into the eye.
- Too much light damages the eye and too little results in poor quality.