

Title: A Taste of Britain		Year: 6
		Duration: 5-6 weeks
Teaching Ideas	Subject	National Curriculum Objectives
<p>What is Britain?</p> <p>Brief chronological history of Britain – looking at what kind of people Britain has been made up of in the past (e.g. Romans, Scots, Anglo-Saxons, Vikings), e.g. through creating a large scale whole class timeline (each pupils could create an image for one significant period of British history and then create timeline around class showing time scale)</p> <p>Britain today - Multi-culturalism / sense of community</p> <p>Other influences on Britain and how outside world has shaped Britain today</p> <p>Differences and similarities between Britain and other countries.</p> <p>Differences and similarities between different regions in Britain – celebrating diversity. How did the UK become 4 nations? (including the divide between Ireland and Northern Ireland) What unites us? What are our differences?</p> <p>British democracy and political system</p> <p>British culture</p> <p>Why is Britain unique? (e.g. monarchy)</p> <p>Heritage of England / traditions, including food, music, art</p> <p>Diversity of food, culture etc in Britain today</p> <p>The Great British Menu (end project):</p> <ul style="list-style-type: none"> - Creating 4 recipe books for the different regions - Holding a ‘Festival of Culture’ including food, traditional dress, poetry, dance/music performance, photography, art etc from 4 different nations of UK. - Parents / local community invited to sample ‘taster’ menu <p>LITERACY LINKS</p> <p>Stories with a modern setting</p> <p>Classic texts – Dickens, Shakespeare including classical poetry (e.g. Wordsworth) Could compare to modern British poets on viewpoint of Britain.</p>	<p>Design</p> <p>Technology –</p> <p>Food</p> <p>Geography – physical / locational</p> <p>History</p> <p>Art and design</p> <p>Music</p>	<p>G – name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>G -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>DT – prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>DT – understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>H – develop a chronologically secure knowledge and understanding of British history</p> <p>M – appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (British)</p> <p>M – develop an understanding of the history of music</p>

<p>Descriptive writing – real settings or real object (e.g. descriptions of food for cookery book)</p> <p>Balanced arguments and speeches (political)</p> <p>Biographies (e.g. of famous people from different regions, including historically)</p> <p>Visits in – different community members</p> <p>Visits out – e.g. different religious buildings, capital city (including Houses of Parliament), Art galleries</p> <p>Art link – This theme should be linked to the photography theme on British photographers (e.g. Snowden / Parkinson which should be taught at some point within the topic.</p>		
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