

Title: A Taste of Britain		Year: 6
		Duration: 5-6 weeks
Teaching Ideas	Subject	National Curriculum Objectives
<p>What is Britain?</p> <p><b>Brief chronological</b> 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"> <li>- Creating 4 recipe books for the different regions</li> <li>- Holding a ‘Festival of Culture’ including food, traditional dress, poetry, dance/music performance, photography, art etc from 4 different nations of UK.</li> <li>- Parents / local community invited to sample ‘taster’ menu</li> </ul> <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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Year 6			Duration: 2 weeks
Teaching ideas.	Focus	Artist	National Curriculum objectives.
<p>The object of the photo could link to the 'Taste of Britain' theme, studying photographs of iconic British people and places.</p> <ul style="list-style-type: none"> <li>Look at Lord Snowdon's photographs of famous people and/ or Norman Parkinson's Jump Portraits. These could be used to write biographies.</li> <li>The children could take photographs of each other/ portraits and write their own autobiographies.</li> <li>Children could also design and photograph iconic</li> </ul>	<p>Photography</p> <p>(Topic Link – British photographers)</p>	<p>Norman Parkinson</p> <p>e.g. Lord Snowdon / Norman Parkinson</p>	<p><b>A and D</b></p> <ul style="list-style-type: none"> <li>to use sketchbooks to record observations and use them to review and revisit ideas.</li> <li>to know about great artists, architects and designers in history.</li> <li>to improve their mastery of arts techniques using a range of materials.</li> </ul> <p><b>Comp</b> – understand computer networks including the internet.</p>
			Focus Key Skills Objectives

British images or a famous landmark in Britain.  
Add sound, video, visual effects to the compositions.



Literacy links

- Biography (of famous British people)
- Autobiography
- Descriptive writing - real and imaginary objects / places

ICT link - Fotoflexer

**L4**

- I can keep my own notes in a sketch book which explain how I might further develop and adapt my work. I act upon my notes to improve my work.
- I can compose an image effectively within a picture frame independently, selecting the angle/ elements to include in the composition.
- I can use ICT to create and alter digital images, combining them with animation, video and sound.
- I can select when it is appropriate to use ICT in my art work.

**L5**

- I can collect/ explore different ideas in a sketch book before producing a final piece of work.
- I can reflect different moods, atmospheres and feelings through my choice of materials, shapes and colours.
- I can combine ICT with other mediums of art.
- I can video, still images, visual effects and sound to convey meaning to an audience.