

<b>Title:</b> Japan	<b>Project overview</b>	<b>Hook</b>	<b>Text(s)</b>	<b>Maths overview</b>
Year group 6	The aim of the project is to develop an understanding of feudal Japan, and the role of different rulers	Murder mystery investigation	Who is the Thief? (Traditional story/legend)  The Peach Boy (Kamishibai - paper theatre)	Measurement: Area Perimeter Volume Converting Units
Driving question  How does it compare?	<b>Key Vocabulary</b>  Anime, Buddhism, bushi, Bushido, Bushido Code, Confucianism, daimyo  Feudalism, filial piety, hinin hiragana, kami, kamikaze  manga, midden, Middle Ages  modernisation, Ronin, samurai,  Shinto, Shogun, Shogunate  westernisation	<b>Intended Outcome</b>  By the end of the outcome, we want the children to have a greater understanding of Japan and how this differs to other countries and where it is. The children should understand the culture and how this is different to theirs including the food, music and government.	Howl's moving castle (Whole class guided reading text and anime film)	<b>Areas of learning</b>  History Geography
			<b>Resources</b>  Japanese tea, seaweed, sticky rice and vegetables, ceramic bowls, ceramic paint, tea set, origami paper, calligraphy pens and paper, ink	
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?

<p>Fabulous Food – Y1 – healthy living, healthy food.</p> <p>Important People (healthy living) – Y2 – healthy food, healthy menus</p> <p>Growth and Empire – Y3 – emperor of Japan</p> <p>Warriors – Y4 – Japanese armour and warriors</p> <p>Myths, Minotours and Mount Olympus – Y5 – Japanese myths and stories</p> <p>Nations – Y6 – world leaders</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>-continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods by learning about some key events in Japanese history and how Shogun Japan formed.</li> <li>-find out how Shogun Japan developed.</li> <li>-understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts.</li> <li>-examine and evaluate different sources of evidence about Shogun Japan and say what they can teach us about Japanese culture.</li> <li>-explain how and why the Shogun Japan became powerful and successful and how and why it came to an end.</li> <li>-to consider similarities and differences between ancient religions and different religions today.</li> <li>-to look at the characteristics of</li> </ul>	<p><b>Art and DT</b></p> <ul style="list-style-type: none"> <li>Ink printing</li> <li>Ceramics painting</li> <li>Artist study - Hokusai</li> <li>Calligraphy</li> <li>Tea ceremony</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Japanese musical instruments</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Japanese alphabet and Kanji</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Sushi making</li> </ul>	<p>Core values in Japan (good learner values and 4 R's): thinking of others, doing your best, not giving up, respecting your elders, knowing your role, and working in a group. Learning about the importance of discipline. Empathy and Human Relations.</p>	<p>Nutrition and healthy bodies (why are Japanese people one of the most healthy and with great longevity?)</p> <p>What was stone age Britain like and how did it compare with other places at that time.</p> <p>Geography in secondary school – finding Japan on the map, recognising the country</p> <p>History in secondary school - understanding another culture, alphabet, music, cuisine and being able to make comparisons</p>
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	<p>Maya gods and design your own.</p> <p><b>R.E. Buddhism</b></p> <ul style="list-style-type: none"><li>-religion connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of Japan.</li><li>-describe what the people of Japan believed in.</li><li>-consider similarities and differences between ancient religions and different religions today.</li><li>-look at the characteristics of Japanese gods through Buddhism.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>-locate Japan on a map.</li><li>-recall key facts and terms about Japan.</li><li>-interpret a range of sources of geographical information, including maps (geography).</li><li>-locate the Shogun Japan.</li></ul> <p><b>Science</b></p>			
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	<p>Bright Ideas starter and Science investigations based on prior learning, including all lines of scientific enquiry</p> <p><b>Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping</b></p> <p><b>P.E.</b></p> <p>Dance – Tokyo Olympics, traditional styles of dance</p>			
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