

Title: Nations	Project overview The aim of the project is to broaden the understanding of what makes a nation and understanding of democracy and British values. With this new knowledge, the children will then develop an understanding of feudal Japan, and the role of different rulers and how this compares to their nation and the British values.	Hook Mystery/puzzle (with questions and clues) creating and about nations.	English overview Term 1: Grammar embedding (year 5 and 6 curriculum) Guided reading - Holes Poetry - Carol Ann Duffy Term 2: Fiction - traditional/legend tale Non-fiction - explanation text The Peach Boy - Kamishibai - paper theatre Guided reading - The Indian in the Cupboard	Maths overview Data handling (classification) Place value Four operations (addition, subtraction, multiplication and division) Geometry (position and direction) Fractions
Year group 6 term 1 and 2				
Driving question What makes a nation?	Key vocabulary Fairtrade, Greenwich time, Meridian time, time zone, Amazon rainforest, biomes, Arctic, tundra, deciduous, savannah, tropical rainforest, coniferous, desert, vegetation belt, economic activity, trade links, anime, modernisation, Shinto, Shogun, Shogunate, westernisation	Intended outcome We want the children to have a better understanding of their local and wider geographic surroundings and how they compare to Japan and others. Parent outcomes: Nations presentations Christmas walk of Japanese lanterns Homework projects: County presentations Japan comparison to county	Resources Maps, atlas, compass, Japanese tea, seaweed, sticky rice and vegetables, ceramic bowls, ceramic paint, tea set, origami paper, calligraphy pens and paper, ink	Areas of learning Geography History
How does learning build on prior understanding?	Content What will we learn?	Creativity How will we show our learning	Ethos How does the project embed	How will this project prepare for future learning?

Other year groups and other learning?		in different ways?	our values?	
<p>Year 3 – Chocolate topic – effects of different climates and Fairtrade</p> <p>Growth and Empire topic – understand the British empire</p> <p>Year 4 – Fantastic Beasts topic – fieldwork</p> <p>Year 5 – Noble Natural Historians topic – climate zones</p> <p>- North American countries and cities</p> <p>Yenworthy – comparison of Yenworthy to local area</p> <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>Music- Composing a national anthem)</p> <p>Spanish - Spanish speaking islands; translate the national anthem in Spanish</p> <p>Geography</p> <p>To use maps, atlases, globes or digital/computer mapping to:</p> <ul style="list-style-type: none"> - Locate some of the world’s countries with a focus on South America - Locate major cities with a focus on South America - Identify position of Greenwich, Meridian including day and night -To know the name of some of the world’s countries with a focus on South America. - To know the name of major cities with a focus on South America. - To know the significance of Greenwich, Meridian including day and night - To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs (pie chart - 	<p>Reflecting on Yenworthy – orienteering and reading and creating maps, topography</p> <ul style="list-style-type: none"> - the formation of landscapes, recording key features and land use - study different regions of the UK - study and simulate key elements of a nation. <p>Design & Technology: create a topographic map and a national flag (textiles)</p> <p>Ink printing</p> <p>Ceramics painting</p> <p>Artist study - Hokusai</p> <p>Calligraphy</p> <p>Tea ceremony</p> <p>Music</p> <p>Japanese musical instruments</p> <p>Language</p> <p>Japanese alphabet and Kanji</p>	<ul style="list-style-type: none"> - Being resilient to learning new and challenging vocabulary - Being resourceful by using materials around the classroom/school/environment to use for artwork and props. - Being respectful towards each other when presenting research and nations - Taking responsibility for own learning when working on projects - 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>Term 3 – Stone Age – comparison of two places</p> <p>Term 4 – how the local area compares to Japan</p>

<p>Nations – Y6 – world leaders</p>	<p>digital), and digital technologies</p> <ul style="list-style-type: none"> - To follow a short route on a OS map -locate Japan on a map. -recall key facts and terms about Japan. -interpret a range of sources of geographical information, including maps (geography). -locate the Shogun Japan. <p>History</p> <ul style="list-style-type: none"> -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. -find out how Shogun Japan developed. -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. -examine and evaluate 			
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	<p>different sources of evidence about Shogun Japan and say what they can teach us about Japanese culture.</p> <ul style="list-style-type: none">-explain how and why the Shogun Japan became powerful and successful and how and why it came to an end.-to consider similarities and differences between ancient religions and different religions today.-to look at the characteristics of Maya gods and design your own.			
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