



Year Group

Year 6



Term

Summer



Project  
Title/Theme

Africa



Subject

Select Subject



Notes

Superb Starter: Exploration of the classroom, exotic fruit tasting and sketching. Mix it up Middle: Adventure 4 You Activity day. Enthralling End: Clay day and leavers' showcase. Classroom layout: Bright, bold colours, geometric patterns, African art, relevant fiction and non-fiction texts, African masks, maps. Our final project in Anning class is: Africa! With plenty of history and geography, this project will contain fabulous learning opportunities for all children linking to culture, traditions and the history of Ancient Benin. We will also explore the slave trade, as well as study key events in black history, including Nelson Mandela, Martin Luther King Jr. and the Civil Rights Movement. As always, we will continue to use inspiring and thought-provoking texts to generate writing and creativity, examples being: Journey to Jo'Burg, The Fastest Boy in the World and A Long Walk to Water, to name a few. We will look at famous artists, such as Banksy and Esther Mahlangu in art, and develop our musical skills by learning, performing and evaluating traditional African pieces. It promises to be an exciting final project for our wonderful Year 6's last term at John Hellins.

Save Details

Show Details

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	Art	<p>To know that the artist Esther Mahlangu uses geometric shapes in her artwork (pattern)</p> <p>To know other artists who use geometric shapes in artwork (pattern)</p> <p>To know techniques for joining materials together (textiles)</p> <p>To know the names of all the stitches taught in previous years (textiles)</p>	<p>To be able to name artists and artwork that use geometric shape in their artwork (Esther Mahlangu, Mondrian, Georgia O’Keeffe, Pablo Picasso) and compare these to artists Sonia King and Antoni Gaudi).</p> <p>To be able to compare Esther Mahlangu to Banksy.</p> <p>To be able to recreate or create a piece of artwork inspired by Esther Mahlangu using geometric shapes and bold colours .</p> <p>To be able to confidently choose the correct tools and method for joining materials together for modelling or constructing (glue, tape, flanges).</p> <p>To be able to construct stable 3d form (junk modelling, woodwork, fabrics, clay).</p> <p>To be able to apply knowledge of stitches to choose appropriate stitch for chosen work .</p> <p>To be able to add detail and design on textile work using stitches as ‘drawing’ or adding different shapes of fabric (applique) or attachments for embellishment (gems, charms, buttons).</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	Computing	<p>To know how to plan, make and evaluate a piece of music on a music making app, e.g. GarageBand.</p> <p>To know how to manipulate and edit sounds.</p> <p>To know how to control variables and accomplish a specific goal.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to plan, create and evaluate a final piece of music on an app or website.</p> <p>To be able to manipulate outcomes, after feedback, and edit sounds when needed to show improvement.</p> <p>To be able to set a goal, such as 'I want to include strings and drums', for a piece of music.</p> <p>To be able to present and explain the dangers of the internet, in preparation for secondary school.</p>	<p>Sequence, selection, repetition, variable, input, output, goal, manipulate, edit, communication, collaboration, evaluate, present, score, audio, audio loop, loop, brief, soundtrack.</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	DT and Cooking and Nutrition	<p>To know how to strengthen, stiffen and reinforce more complex structures (technical knowledge)</p> <p>To know which tools and equipment to use for practical tasks (cutting, joining, shaping and finishing) (Technical knowledge)</p> <p>To know how which mechanical systems to use to provide the best movement for a model (technical knowledge)</p> <p>To know how to cook predominantly savoury dishes using different cooking techniques (cooking)</p> <p>To know foods from different cultures and society (food)</p> <p>To know that different foods and drinks contain different substances (nutrients, water, fibre) that are needed for health (nutrition)</p>	<p>To be able to formulate step by step plans as a guide to making.</p> <p>To be able to meet an identified need – e.g. a meal for an older person – by selecting suitable ingredients.</p> <p>To be able to work safely and hygienically.</p> <p>To be able to use proportions when cooking, by doubling and halving recipes.</p> <p>To be able to modify a recipe and explain why they have changed it.</p> <p>To be able to apply finishing techniques to a product by accurately applying knowledge of resources, tools and materials.</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	Geography	<p>To know the six types of biomes. (rainforests, deserts, savannah, woodlands, grasslands and tundra).</p> <p>To know the climate zones of the world (polar, temperate, arid, tropical, Mediterranean, mountainous).</p> <p>To know the vegetation belt of Egypt and its features.</p> <p>To know the impacts of Mount Etna's eruption on Italy,</p> <p>To know the impact of the Earthquake in Sicily.</p>	<p>To be able describe, compare and contrast the biomes of Africa. (rainforest, desert and savannah).</p> <p>To be able to identify the climate zones on a map and key and describe each zone (Fauna, flora and weather).</p> <p>To be able to define and draw a vegetation belt, labelling its features.</p> <p>To be able to describe the key aspects of mountains, volcanoes and earthquakes.</p>	<p>Biomes, longitude, latitude, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, flora, fauna</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	History	<p>To understand where the Civilisation of Benin fits on the timeline of history and was after the Romans and at the same time as The Viking invasions of the UK.</p> <p>To know where Benin is on the map.</p> <p>To understand what we know about Benin from indigenous, oral traditions, written record, objects and artefacts.</p> <p>To understand how the Benin Kingdom was ruled 900 - 1300 CE. (Civilisations and Empires)</p> <p>To understand the religious beliefs of the people of Benin. (Civilisations and Empires)</p> <p>To know what life was like for a child growing up in Benin. (Civilisations and Empires)</p> <p>To understand the factors that led to the end of the Benin civilisation (Civilisations and Empires)</p>	<p>To be able to place this topic in relation to others studied.</p> <p>To be able to use relevant dates and terms.</p> <p>To be able to sequence ten events on a timeline.</p> <p>To be able to find out about beliefs, behaviours and characteristics of people, recognising that not everybody shares the same views.</p> <p>To be able to compare beliefs and behaviours with other topics studied.</p> <p>To be able to write another explanation of a past event using evidence to support and illustrate the explanation.</p> <p>To be able to recite key names and dates of the period studied.</p> <p>To be able to link sources and work out how conclusions were arrived at.</p> <p>To be able to consider the accuracy of interpretations, fact, fiction or opinion.</p> <p>To be aware that different evidence will lead to different conclusions.</p> <p>To be able to confidently use the library and other sources to research a topic.</p> <p>To be able to recognise primary and secondary sources.</p> <p>To be able to suggest possible omissions of facts in key events during the topic.</p> <p>To be able to bring knowledge gathered</p>	<p>empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, monarchs, Animists, Ogiso, Guild, Brass, Elders, Dynasty, Yam, Cowrie Shell, Oracle, Oral culture, Sacrifice, Ivory, Edo, Ife, Slave trade, Ceremony, Plaque, Igodomigodo, Storyteller, Merchant</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				<p>To know how Benin traded with other people in slavery. (Invasions and settlements)</p> <p>To know about the key dates and figures in the Civil Rights movement and apartheid, comparing this to British Values today. (Monarchy and sig figures)</p> <p>To know who Nelson Mandela was, what he did and why he was so important in our planet's history.</p> <p>To know that we sources of information have increased with the developments in technology and these sudh as carbon data, television, radio, newspapers and the internet allow us a much wider range of sources than before.</p> <p>To know the meanings of these substantive concepts, prime minister, parliament, political party, democracy, republic, colony, diplomacy, empire (small and older, difficulties they would have faced compared to Year 3 Romans), slave (Yr 3 Roman link</p>	<p>from several sources together in a fluent account.</p>	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				to the slave trade and Egyptians used to build pyramids), Trade routes (Yr 3 by the sea and mouth of river).		
Year 6	Summer	Africa	Music	<p>To know about traditional African beats and rhythms.</p> <p>To know about a famous African musician.</p> <p>To know a traditional African song off by heart.</p> <p>To know how to sing and perform with confidence and evaluate effectiveness.</p>	<p>To be able to play an African beat with increasing difficulty, and identify African rhythms.</p> <p>To be able to identify the influence of famous Africa musicians and appreciate their work.</p> <p>To be able to perform a traditional African song off by heart, with confidence.</p> <p>To be able to evaluate a performance.</p>	<p>Dynamics, tempo, rhythm, beat, structure, chants, rhymes, tuned, untuned, percussion, composition/composer, orchestra, unison, evaluate, performance.</p>