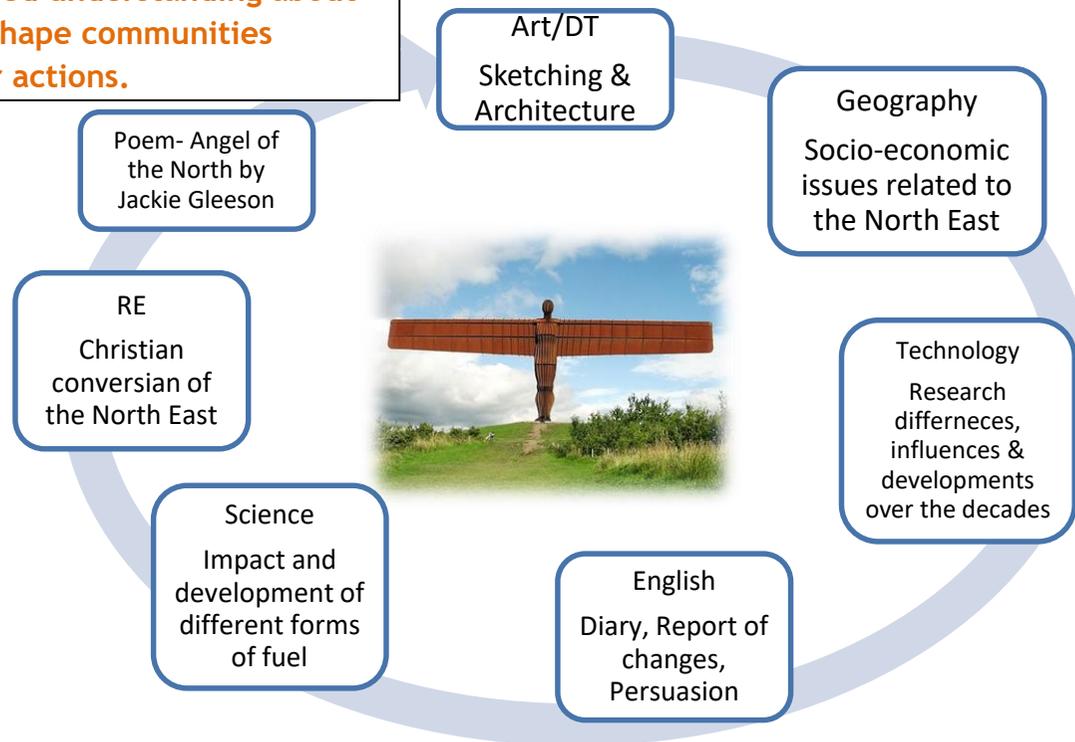


## Summer 2 Curriculum Unit -Year 6

At the end of this unit children will have developed understanding about how people shape communities through their actions.



### Key Learning:-

- ❖ Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- ❖ They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**As Artists,** we will look at Antony Gormley's Angel of the North then develop own ideas for major landmarks  
**As Historians** we will look at the history of the North East in relation to fashion, technology and energy. We will think about how things have changed over time.  
**As Geographers** we will locate where the North East is, what socio-economic factors have been influential to their human geographical development.  
**In RE,** we will look at the Christian conversion of the north east and the lasting legacy there.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality: soar in faith	Spirituality: soar in talents	Wisdom	Serve others courageously
<ul style="list-style-type: none"> <li>• Perform in front of others</li> <li>• Attention to detail when creating own landmark</li> <li>• Determination to dig deeper with reflection questions</li> </ul>	Oral presentation of the social, economic and political changes.	Be curious about the development of fashion, tourism, technology and career prospects	What if children were able to change any point in Britain's near past history? What would they change? Why?	How can we use our talents to help social deprivation?  What type of talents are needed in the areas of greatest need?	Why did conversion happen? What other changes were occurring at the same time that influenced this?	Debate the most important decade – give clear reasons backed up with evidence

1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
<p>Children will be made aware of the new focus for learning in previous term</p> <p>Letters to parents prev term</p>	<p>Why is it important to learn about Britain's past?</p>	<p>Teacher to provide necessary knowledge to develop skills and understanding</p>	<p>Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, history geography, RE and PE.</p>	<p>Children will present their learning in different ways to peers. Question and answer session</p>	<p>Display</p>
<p><b>Links to British Values</b> Investigating the political unrest during the miners' strike – what lessons have been learnt</p>			<p><b>Other Resources</b> <b>You tube videos, music, artifacts from each of the decades, oral recounts, first-hand accounts,</b></p>		
<p><b>Parental involvement</b> Research ideas</p>			<p><b>Use their talents and deeper understanding to benefit others</b> See individual Subject policies for ideas and example</p>		