Year Group: 6 Name of project: Viage a Mexico Term: Spring	**Summary of current hook:** The children are provided with a range of food ingredients regularly used within Mexican cooking (salsa, guacamole, sour cream, peppers, tortillas, carrots) are carry out taste tests.	**Summary of current celebration:** The children work collaboratively to produce and print their own Maya inspired t-shirt which they will then keep. They will also work to produce a clay version of Mexico, exploring the human and physical geographical features of the different parts and regions of the country.

Learning Journey

Design and Technology:

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Geography:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America

History:

- Pupils should be taught about a non-European society that provides contrasts with British history

Art

- To improve their mastery of art and design techniques, including drawing and painting (drafting and printing)

What are the current curriculum links to maths and English?	**Currciulum facilities…**
• Mockumentaries – children plan and write commentaries which describe a variety of environments and geographical features. • Shackleton – children write diaries, letters, newspaper reports detailing the travel to greatly differing parts of the world and consider the impact of different environmental factors upon those who explore them. • Children apply persuasive language techniques to the production of a balanced argument and a presentation on climate change • Children apply their understanding of weights and measures and ratio and proportion whilst cooking and preparing ingredients. Fractions and percentages can be applied in real-life contexts when discussing aspects of physical and human geography.	• Teaching kitchen when the children cook their Mexican themed menus • Art studio used for t-shirt printing and for exploring Mexican themed art

Integrity	**Ambition**	**Respect**
• Children are expected to work effectively within a group, drawing upon the strengths of each team member • Group work is fully inclusive and groups made up of children with varying levels of confidence • Children are expected to offer support to develop specific skills within the design and cookery process	• Each team member is required to make a positive contribution to the design and production process (particularly within DT aspect) • Specific skills taught with cookery equipment and trust and responsibility given to children to use these safely • Collaboration in preparation for Celebration event and fulfilment of responsibility • Children to learn a new artistic skill and apply this in a creative way	• Children develop a greater understanding and awareness of non-European traditionas and culture. • Understanding of the difference in resources available in different countries • Respect and inclusion of each group member and their ideas • Understanding that certain foods may not be included in their menus due to allergies and tastes
Growth Mindset	**Critical Thinking**	**A school within a garden**
• Children are required to overcome difficulties and work together to problem solve and find creative solutions in the design process • Children are to work within a given time schedule and have to prioritise and work efficiently and effectively together • Resilience is required within a variety of investigative and collaborative elements of the project, as well as during the development of key skills and strategies.	• Consideration of how to communicate ideas to an audience effectively • Children must work collaboratively and independently to evaluate and prioritise key considerations throughout the project. • Consideration as to how the Maya were able to thrive but what also led to their collapse and what we can learn from both • Children explore the carbon footprint and global impact of both UK and Mexico, debating which may be contributing in a more positive manner	• Children explore and draw on their understanding of the school grounds and wider natural environment, in order to vividly describe the setting of their mockumentary videos. • Over time, some produce from the school grounds can be utilised within their healthy Mexican-inspired cookery projects.