

<p>Year Group: 6</p> <p>Name of project: Viage a Mexico</p> <p>Term: Spring</p>	<p>Summary of current hook:</p> <p>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.</p>	<p>Summary of current celebration:</p> <p>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.</p>
<p>Learning Journey</p>		
<p>Design and Technology:</p> <ul style="list-style-type: none"> 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. <p>Geography:</p> <ul style="list-style-type: none"> 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 <p>History:</p> <ul style="list-style-type: none"> Pupils should be taught about a non-European society that provides contrasts with British history <p>Art</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing and painting (drafting and printing) 		
<p>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> 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. 		<p>Curriculum facilities...</p> <ul style="list-style-type: none"> Teaching kitchen when the children cook their Mexican themed menus Art studio used for t-shirt printing and for exploring Mexican themed art
<p>Integrity</p> <ul style="list-style-type: none"> 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 	<p>Ambition</p> <ul style="list-style-type: none"> 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 	<p>Respect</p> <ul style="list-style-type: none"> Children develop a greater understanding and awareness of non-European traditions 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
<p>Growth Mindset</p> <ul style="list-style-type: none"> 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. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> 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 	<p>A school within a garden</p> <ul style="list-style-type: none"> 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.