

Year Group:6 Term: Summer

Challenge pack

Ballot Street

Learning Challenge

Produce and launch the next Ballot Street Product



Class texts—whole class reading, extracts, thematic books

Main texts for planning:

Additional books from book web:

Cognitive skills / Meta-learning— specific teaching examples to use in learning



Which spices and flavours could we include? Which spices and flavours work best together?



Identify changes, cause, consequence, significance and impact of events/people on society today .

Hooks or memorable experiences

Food tasting session with current Ballot Street products



Challenge Outcome—what will the outcome look like to demonstrate learning?

Children will design and create a food product which fuses together spices and flavours from the cultures and heritage of the local community of Smethwick.

Killer Questions—those asked to measure understanding of pupils

- How is the local area of Smethwick similar and different to other parts of the world?
- How are the physical and human features different in the West Midlands to the West Indies?
- What has caused a change to the population of the local area over the last 150 years?
- What was the Trade Triangle and how did this affect migration?
- What are some of the stories of individual local people in the past

| Year group | 6 | Term | Summer | Challenge Pack | Ballot Street – Produce and launch the next Ballot Street Product | |
|---|--|------|--|----------------|--|---|
| SUBJECT FOCUS (delete as required) | Children will learn about / will know WHAT? (<i>Declarative knowledge</i>) | | Children will know HOW TO...? (<i>Procedural knowledge</i>) | | Prior learning (<i>Schemata</i>) | Vocabulary |
| RE | What will make Sandwell a more respectful community (Multi Faith) Spiritualism and its Impact on people's lives. | | <ul style="list-style-type: none"> Use evidence and examples to discuss why people put their beliefs into practice in different ways Make clear connections between what people believe and how they live individually and in communities Develop individual insights and views with reasons for opinions and connections made | | Y5– Holy and Loving God, Temptations The Power of prayer | Diversity, community harmony, golden Rule, charter, spirit, spiritualism, planet, architecture, expressions through art, music, poetry. |
| History | Local history: heritage and changes in community including migration – changes, cause, consequence and significance to local community over time | | <ul style="list-style-type: none"> H3.2g Identify changes, cause, consequence, significance and impact of events/people on society today H3.3a Identify connections, contrasts and trends over different periods of time | | British history that extends pupils' chronological knowledge beyond 1066 – the world wars and wider conflicts through time | Migration, settlement, community, diversity, heritage Trade triangle, industry, post war Local—Smethwick Cause, consequence, sequence, chronology Trends, impact, changes |
| Geography | Compare and contrast a region of the UK (West Midlands) to an area of America e.g. Caribbean Use fieldwork to record and gather data | | <ul style="list-style-type: none"> G3.2a Compare and contrast geographical regions of the UK, a region of a European country and a region in North or South America—physical features G3.3a—as above, human features G3.4c 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, and digital technologies. | | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America Year 5: Location and significance of Longitude, Latitude, Tropics, Arctic and Antarctic circles. Climate zones, biomes, vegetation belts. Contrast between UK and South America. Economic activity including trade links, and the distribution of natural resources | North America, South America, Caribbean, West Indies, United Kingdom, Europe Physical features, Human features Observations, fieldwork, case study, local, interviews / questionnaires Maps, plan, aerial, graphs, data |
| Design Technology | Branding Ballot Street product design | | <ul style="list-style-type: none"> D3.5b Set out my own cooking process including the recipe, instructions and how to practice effective food hygiene D3.5e Know where and how a range of products are grown, reared, caught or processed D3.1b Use market research to develop design criteria and a design outcome D3.4c Explain why plans may have had to be refined in the process | | Year 4: Design and production of prototype of product Food— Principles of Healthy Diet linked to Science - Animals inc humans Autumn term Bake Off—design and production of food item | Recipe, ingredients, cooking process, equipment Food hygiene, preparation Produce—grown, caught, reared, processed Market research, questionnaire, target market Design criteria Planned outcome Process refinement |
| ICT and Computing (including apps and digital pencil case) | Purposeful use of software | | <ul style="list-style-type: none"> C3.2a Select, use and combine a variety of software that accomplish given goals | | Online safety Computer networks | Word processing, Image enhancement, Import, export, copy, paste, Keynote, website, blog, vlog |
| PSHE | Financial education | | <ul style="list-style-type: none"> PSHE C3.1 I can discuss the importance of role models in | | Keeping yourself safe (ICT link) | Role model, hero, difference |