Year 6 Unit Plan: What's so special about Shakespeare? (5 weeks)

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Intent:	To understand why Shakespeare is so important. To develop comparative skills between different Shakespeare texts.	
Starter:	Visit Stratford Upon Avon	
Core Texts:	Twelfth Night	
Key Concepts:	Monarchy, Citizenship, Diversity, Home Democracy	
Outcome Pieces:	Sonnet- Poetry unit	
Enrichment:	Trip to Stratford Upon Avon.	
Subject Area:	Statements:	Key Vocabulary:
Science	• Can I make comparisons? • Can I classify animals into groups? • Can I use keys and diagrams to classify animals? • Can I give reasons for classifying different animals based on specific characteristics? Carl Linnaeus • Can I investigate micro- organisms? Looking at viruses. • Can I carry out a fair test? (bread test)- OVER TIME	Classify, flora, fauna, micro-organism, species, reptile, bird, plant, fish, mammal, characteristics, amphibian, bacteria, microbe, fungi, key, comparison, group, virus,
	National Curriculum: Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	
Geography	• Can I identify the geographical features of the UK? • Can I use geographical vocabulary to explain my location? • Can I use an eight- point compass? • Can I use field work to observe and measure human and physical features in the local area? • ON TRIP- Can I use symbols and keys to interpret maps of my area and Stratford Upon Avon? • ON TRIP- Can I complete a sketch map of a part of Stratford Upon Avon? (Use symbols and keys) • Can I compare my local area to Stratford Upon Avon? • TRIP TO STRATFORD UPON AVON	Mountains, hills, rivers, cliffs, planet, continent, country, county, city, town, street, village, house, population, climate, map, atlas, compass, symbol, key, observe, record, , source, desert, rural, urban, field work,
	National Curriculum: *Pupils should be taught to:* • name and locate counties and cities of the United Kingdom, geographical regions andtheir identifying human and physical characteristics, key topographical features(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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.	
History	• Can I explain why Shakespeare is such a big deal?	King, Queen, monarchy, government, ruler, democracy, abdicate, descendent, law, entitle, ancestor, monarch,

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	• Can I explain the importance of the monarchy? • Can I explain how the monarchy has changed over time? • Can I understand how gender roles have changed throughout history? • TRIP TO STRATFORD UPON AVON		succession, reign, sovereign, coronation, equality, constitutional, absolute
	National Curriculum:	Pupils should be taught about: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Design Technology			
	National Curriculum:		
Art	• Can I understand why masks were used in plays? • Can I research Shakespearian masks? • Can I design a Shakespearian mask? • Can I create a Shakespearian mask? • Can I evaluate my Shakespearian mask?		Media, shape, sculpture,
	National Curriculum:	Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
Music			
	National Curriculum:		
PSHE	• Can I emphasis with My Princess Boy? • Can I understand that forcing anyone to marry against their will is a crime? • Can I explain why personal hygiene is important for stopping the spread of bacteria and viruses? • Can I recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing? • Do I know how to stay safe in the wider community? • Can I understand when I might go through transition? • Can I talk about what worries me when I go through transition and what I can do about these worries?		equality, Marriage, wedding, commitment, relationship, love, faithfulness, blessed, ceremony, vows, promises, arranged marriage, contract,
	National Curriculum:	See PSHE Subject Leader Document.	
RSE	• Can I describe how and why the body changes during puberty in preparation for reproduction? • Can I talk about puberty and reproduction with confidence? • Can I describe decisions that have to be made before having a baby? • Do I know some basic facts about pregnancy and conception?		puberty, reproductive organs, hormones, physical and emotional change, pubic hair, penis, vagina, breasts, nipples, womb, ovaries, uterus, testicles, scrotum, eggs, sperm, fertilisation, sexual intercourse, menstrual cycle, period, wet dream, boyfriend, girlfriend, consensual relationship, kissing, conception, pregnancy, IVF, fostering, donors, adoption

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	National Curriculum:	See PSHE Subject Leader Document.	
Religious Studies	• Can I understand different relationships? • Can I understand why people get married? • Can I understand the Christian, Sikh, Jewish and Muslim beliefs around marriage? • Can I make comparisons between these beliefs? • Can I understand why relationships break down and how to cope with this? • What can I learn from different religions about change and transition?		democracy, values, morals, rule of law, justice, tolerance, individual liberty, mutual respect, equality, Marriage, wedding, commitment, relationship Love, faithfulness, blessed, ceremony, vows, promises, arranged marriage, marriage contract, Christianity, Judaism, Islam, Sikhism
	National Curriculum:	See Sacre Document.	
Computing	• Can I use Microsoft Excel to present data? • Can I combine a variety of software (Adobe, Audible, Pic Collage) to create a piece of media for a given audience? • Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard? • Can I share and transfer the above media to a third party (twitter)? **E-Safety – Project Evolve** Recap Previous Strands dependent on need. See Project Evolve Document. **NCEE Unit 5: Sensing** To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device		Software, content, data, programme, table, analyse, pie chart, graph, cell, tally, responsible, stranger, danger, digital footprint, suitable, share, network, collect, design and create, third party, report, audience, share, transfer Micro:bit, MakeCode, input, process, output, flashing, USB Selection, condition, if… then… else, variable, random Input, selection, condition, variable, sensing, accelerometer Compass, direction, variable, navigation Micro:bit, design, task, algorithm, variable, step counter Plan, create, code, test, debug
	National Curriculum:	*Pupils should be taught to:* • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	

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Sequence of Lessons			
Subject	**Learning Challenge**	**Outcomes**	**Concepts**
History	Who was William Shakespeare?	Double page on Shakespeare	Curiosity, impact,
History	Why was Shakespeare such a big deal?		
History	When was Shakespeare?		
Geography	Where was Shakespeare?		
Geography	Can I identify the geographical features of the UK? Can I use geographical vocabulary to explain my location?	Map work	Curiosity, home
Geography	Can I use an eight point compass? Can I use field work to observe and measure human and physical features in the local area?	Field observations	home, change,
History/Geography	TRIP TO STRATFORD UPON AVON ON TRIP- Can I use symbols and keys to interpret maps of my area and Stratford Upon Avon? ON TRIP- Can I complete a sketch map of a part of Stratford Upon Avon? (Use symbols and keys)	Sketch maps	curiosity, impact,
Geography	Can I compare my local area to Stratford Upon Avon?	Map work	home, curiosity, change,
Computing	Can I use Microsoft Excel to present data? Can I combine a variety of software (Adobe, Audible, Pic Collage) to create a piece of media for a given audience? Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard? Can I share and transfer the above media to a third party (twitter)?	Printed data analysis	curiosity,
History	Can I explain the purpose of the monarchy over time? Can I explain how the monarchy has changed over time? Can I understand the monarchy at the time of Shakespeare?	Bloom's questions	change, monarchy, citizenship, power, impact, law
RE	Can I understand different relationships? Can I understand why people get married?	See RE document	Empathy, change, choice, transition, belief, friendship, respect, responsibility
RE	Can I understand the Christian, Sikh, Jewish and Muslim beliefs around marriage? Can I make comparisons between these beliefs?	See RE document	Empathy, change, choice, transition, belief, friendship, respect, responsibility
RE	Can I understand why relationships break down and how to cope with this?	See RE document	Empathy, change, choice, transition, belief, friendship, respect, responsibility
History in literacy	Can I understand the roles of genders at the time of Shakespeare?	Discussion- PSHE book	diversity, change, human rights, equality
Art	Can I understand why masks were used in plays? Can I research Shakespearian masks?	Research	curiosity
Art	Can I design a Shakespearian mask? Can I create a Shakespearian mask?	Design and mask	curiosity

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Science	Can I make comparisons? Can I classify animals into groups?	Venn diagram comparisons	curiosity
Science	Can I use keys and diagrams to classify animals? Can I give reasons for classifying different animals based on specific characteristics? Carl Linnaeus	Keys completed in book	curiosity
Science	Can I investigate micro- organisms? Looking at viruses.	Double page spread	curiosity, impact
Art	Can I evaluate my Shakespearean mask?	Sketch book evaluation	reflection
PSHE	Can I recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing? Do I know how to stay safe in the wider community?	Discussion	choices, citizenship, law, morals
RE/PSHE	Can I understand when I might go through transition? What can I learn from different religions about change and transition?	Discussion	Transition, diversity, beliefs, morals
RE/PSHE	Can I talk about what worries me when I go through transition and what I can do about these worries?	Discussion	transition
RSE	Can I describe how and why the body changes during puberty in preparation for reproduction? Can I talk about puberty and reproduction with confidence? Can I describe decisions that have to be made before having a baby? Do I know some basic facts about pregnancy and conception?	Discussion Lambing Live Explore the puberty box- who uses which things? Changing our phrasing- period products and not sanitary products	Humanity, transition, change, curiosity