

## Year 6: Vive La France



## Essential Learning

By the end of this term, you will have learned...

- to recognise different regions of France and identify their characteristics
- about tourism in France and how to use persuasive language in holiday brochures
- about nature, wildlife and habitats in France
- to recognise, analyse and critique famous French works of art
- to recreate art in the style of famous French artists
- to understand why the French Revolution happened and explore significant events including the fall of the monarchy
- to write descriptive diary entries from a historical perspective
- about the realities and impact of World War I and World War II in France
- to use imagery, simile and metaphor to create poetry inspired by French war poets

### Hook Day

Building French landmarks.

Creating a collage which represents our ideas of France.



### Block 1

- Exploring the characteristics of different regions of France
- Viewing, critiquing and recreating French Art
- Writing a biography for a famous French artist



### Block 2

- Understanding monarchy, republic and the French Revolution
- Composing descriptive diary entries from a historical perspective



### Block 3

- Learning about the realities and impact of World War I and World War II in France
- Creating poetry in the style of war poets

# Year 6: Vive La France / National Curriculum Links

<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</li> <li>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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</li> </ul>
<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]</li> <li>to learn about great artists, architects and designers in history.</li> </ul>	<p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>
<p style="text-align: center;"><b>DT</b></p> <ul style="list-style-type: none"> <li>N/A this term</li> </ul>	<p style="text-align: center;"><b>Key vocabulary:</b></p> <p><b>Science</b> –classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals, insects</p> <p><b>Geography</b> – continent, country, capital, population, culture, tourism, differences/similarities, coordinates, grid, map, atlas, globe physical and human geography</p> <p><b>History</b> – monarchy, republic, revolution, war, allies, civilians, armistice, D-Day, occupied, propaganda, resistance, artillery, no-man's-land</p>
<p style="text-align: center;"><b>Writing genres</b></p> <p>Biography Diary entry Brochures Poetry</p>	<p style="text-align: center;"><b>Key texts</b></p> 

