

Year 6: Banksy's Bristol



Essential Learning

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

- About places in the world where Banksy artwork is located
- About the local history of Banksy's Bristol
- How to: have a structured debate, form arguments, consider counter arguments and respond to arguments from the opposition
- How to construct a discussion text. Researching opinions, constructing arguments through evidence and explanation
- To write journalistic newspaper reports which discuss street art and include: an orientation paragraph, direct and reported speech and passive voice.
- How to design and create stencils, considering the use of different colours and the effects they have when layered

Hook Day

Introduction to Banksy and Bristol street art.

Designing graffiti tags and self-portraits



Block 1

- Journalistic Writing
- Science - Light



Block 2

- Discussion text - Colston Statue
- Local History



Block 3

- Creating street art
- Recreate graffiti with a personal style

Year 6: Banksy's Bristol / National Curriculum Links

Science - Light	Geography
<ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<ul style="list-style-type: none"> understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) 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
Art / DT	History
<ul style="list-style-type: none"> about great artists, architects and designers in history (art) colour mixing (art) stencilling, printing, layering (art) Designing and creating stencils (DT) 	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses a local history study
PSHE	Key vocabulary:
<ul style="list-style-type: none"> identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> Science – light source, beam, opaque, translucent, transparent, reflective, mirror, angle of incidence, angle of reflection, black, white, shadow History – timeline, time period, port, construction, trade route, trade triangle, slave trade, Tudor exploration Art - medium used, colour, textures, composition, line, shape, space and content, interpretation, abstract, street art

Writing genres	Key texts
Discussion Writing Journalistic Writing	Banksy: Wall and Piece Weird Bristol – The Ultimate guide to City’s Secrets Secret Bristol – James Macveigh Banksy Art Breaks The Rules by Hettie Bingham Graffiti (But is it art?) - Alix Wood