

Year 6 – Summer – 'Identity'

NC Geography:

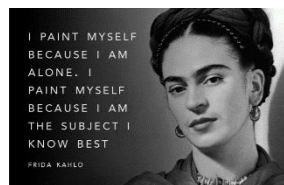
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- 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 in North or South America
- describe and understand key aspects of physical geography: including: climate, rivers and mountains.
- describe and understand key aspects of human geography: types of settlement and land use and economic activity including trade links.
- use the 8 points of a compass, 4- and 6-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

What makes you 'you' ?

'I paint myself because I am alone. I paint myself because I am the subject that I know best.'

Create own wordles and wordles about friends – compare and discuss – are there any surprises? Combine results to create final wordle for each child.

Guide discussions to include children's location/heritage and their pride in their traditions as well as their skills and personalities.



Discuss quote: what can we tell about the person who made this quote? Tell me 5 things about the person...

Introduce the source of the quote – Frida Kahlo – what do children know about her?

Individuality, Dreams, Creativity,
Passion, Happiness

Who was Frida Kahlo ?

'... deeply loved her home: Mexico. She was fiercely proud of her cultural heritage.'
Link to children's previous learning about their personal pride in their location etc.
What do we know about Mexico? Where in the world? How long to get there? What is Mexico famous for?



Research: identify Mexico on a world map, its capital city and main cities, rivers and mountain ranges, rainforests, airports, volcanoes. Which countries does Mexico border? Identify main exports from Mexico – what might we have in the UK that has come from Mexico? Compare eg climate, weather and population patterns in Mexico with UK climate/population – [maths links](#)

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Frida Kahlo

Research information about Frida Kahlo's life – focus on her response to adversity: childhood illness, accident, divorce and illnesses in later life
'I am not sick, I am broken, but I am happy as long as I can paint.'

Start to look at her paintings (⁵⁵/₁₄₃ are self-portraits). Explore meanings and messages. 'The Two Fridas'; 'The Wounded Deer'; 'Roots'

Investigate how to analyse paintings: introduce a WAGOLL then apply similar analysis to other paintings.

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Comparing Self Portraits

Display images (photos) of artists – do children recognise any of them? Introduce self-portraits by each artist – compare and contrast the different styles of art and composition...

[Magritte, Lowry, Van Gogh, Picasso, Warhol, Monet, Hockney, da Vinci, Raphael, Rembrandt...]

<https://artsandculture.google.com/story/10-self-portraits-by-women-artists/nAlyCun4qsH7Jg>

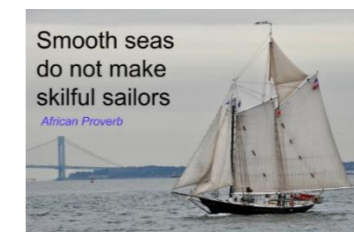
Which style/medium do children like/prefer? Why? How could we use similar styles/methods to create their own self portrait?

In sketch books, make notes about some of the portraits and try to experiment with some of the styles/materials...

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Adversity

What is adversity? Have you ever faced adversity? What strategies can be used to overcome adversity? Is all adversity the same?



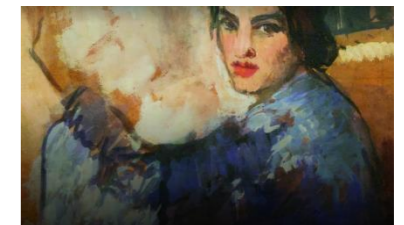
[SEAL materials – example stories where characters have faced adversity. What would you advise them to do? Might different strategies have better/worse outcomes?

Consider how adversity is shown in Kahlo's self-portraits – how could we plan to show adversity in our own art work?

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Plan and Create

Using the inspiration of a chosen artist, plan and create a self-portrait in a specific style using chosen materials and structure.



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NC Art:

- 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]
- about great artists, architects and designers in history

NC Citizenship:

- recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- think about the lives of people living in other places and times, and people with different values and customs
- recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; recognise and challenge stereotypes

