Pupils should be working on their key skills throughout the curriculum. This planning enables them to explore a range of materials and movement in the context of a whole academy curriculum framework, enabling inclusion with age related groups. The additional objectives and related assessments enables staff to see progress in different contexts and may be duplicating and reinforcing individual targets.

### Creative Arts:

#### ART (Breadth of study)

Students should know:
- how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

#### National Curriculum Objectives

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Art

#### Assessment

- Pupils encounter a range of materials.
- Pupils show awareness to contrasting materials.
- Pupils demonstrate focused attention and response to materials
- Pupils actively reach out or join in to exploratory work.
- Pupils purposefully manipulate materials through stroking, lifting, scrunching etc

#### Objectives:

- Respond to a range of fabrics e.g experience a range of materials through their senses and explore through sight, touch and smell. Use materials such as fur, silk, satin, net, lace, leather, pvc and cotton with various differing qualities such as colour and texture. Experience a range of materials through their senses and explore, with support, by seeing and touching. Make a hanging of the materials they like by tying and/or sticking them on to a hoop or a piece of doweling and decorating the strips of fabric or paper with feathers, sequins, buttons and bells
- Make marks or patterns e.g. on paper, computer screens/touch screens and on material. For example make textile pictures with materials experiment with a range of materials and processes including paint, collage or mixed media, draw with fingers through water, sand, flour, earth and leaves; draw with objects, for example, sticks or bark trailed through water, sand or earth; make random marks with tools, for example, sticks in sand, clay or paint. Use these to print on to fabric.

### MUSIC: (Breadth of Study)

Students should;
learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately

National Curriculum Objectives

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and by using symbols and images to develop action and make meaning.

Music and movement

Assessment:
Pupils can **respond** to sounds and pieces of music they hear. (e.g. locate sound, show signs of surprise of enjoyment, anticipate repeating music)
Pupils **attend** to pieces of music (showing attention or focus for periods)
Pupils **show preference** for a piece of familiar music (e.g. show signs of anticipation, enjoyment and/or excitement)
Pupils move to music.
Pupils **purposefully communicate** the desire for music/sound or the desire for it to stop.

Objectives:

- Listen/respond to some environmental sounds e.g. take a famous story and make the sound effects for it.
- Listen/respond to musical instruments played e.g. drum solo in ‘Wipe out’ The ventures, Saxophone in Gerry Rafferty-Baker Street, Guitar solo in Hotel California-The Eagles etc
- Listen and respond to contrasting pieces of music by famous composers e.g. *The Nutcracker Suite* by Tchaikovsky; *Dance of the Sugar Plum Fairy* (quiet); and *Russian Dance* (loud).
- Listen and respond to repetitive pieces of music (choruses/ riffs/familiar children’s songs.)
- To engage with a musical instrument to create sound, e.g. presenting a range of new instruments to the child and allow them to explore creatively, staff model and then give time for the child to respond, be sensitive in your prompting, taking control of a child’s hand and banging it on an instrument is not a response from the child! It should be interactive, turn-taking, burst and pause activity, and social activity e.g. responding to another child.
- Show anticipation in songs e.g. ‘Nellie the elephant’/Hokey Cokey e.g use anticipatory language and facial expressions/body movement to enable pupils to respond to music and your cues. This can also be achieved through ‘Sing and swing’ sessions using a range of relevant age appropriate songs for every movement e.g. We will Rock you –Queen for rocking, Hands up-Ottowan-so the key word links to the movement.
- Move with music e.g. one to one interaction opportunities for children through a group based session of responsive music paired with simple movements that can be achieved independently or facilitated by an adult partner. There is a set pattern of movements which progress from whole body experiences (eg: bouncing and rolling) to a sequence of specific movements of isolated body parts (eg: tapping fingers). Each movement is linked to a consistent tune / song or using a different instrument.
- Sing and Swing provides a familiar, consistent format through which individual pupils or groups (working on the floor, on a one to one basis) can experience and develop engagement and a range of preverbal and interaction skills. Repetitive words (reflecting the active or assisted movements of the whole body / isolated body parts) are set to familiar tunes which are sung by the adults (and verbal pupils) present.
### Creative Arts:

**ART (Breadth of study)**

Students should know:
- how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

**National Curriculum Objectives**
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<table>
<thead>
<tr>
<th><strong>Art Progression statements</strong></th>
<th><strong>Objectives:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils actively explore and <strong>identify</strong> similarities and differences in materials.</td>
<td>Compare and sort yarns according to characteristics e.g. such as colour.</td>
</tr>
<tr>
<td>Pupils <strong>manipulate</strong> materials purposefully e.g. weaving, wrapping.</td>
<td>Pupils should have hands on time with different yarns, ribbons and threads to weave, knot, explore.</td>
</tr>
<tr>
<td>Pupils <strong>sort</strong> materials by stated criteria.</td>
<td>Compare and contrast a range of fabrics e.g. such as fur, silk, satin, net, lace and cotton according to various qualities such as colour and texture;</td>
</tr>
<tr>
<td>Pupils <strong>describe</strong> materials using single words/signs</td>
<td>Name/explore fabrics such as wool, leather, felt and lace;</td>
</tr>
<tr>
<td></td>
<td>Combine materials e.g. explore and experiment with ribbon, strips of fabric or yarns, for example by wrapping, weaving, stitching etc.</td>
</tr>
<tr>
<td></td>
<td>List facts about a famous artist e.g. Vincent van Gogh; find out about his life and explore his art work. Listen to Starry Night by Don McLean.</td>
</tr>
</tbody>
</table>
RESOURCES
http://studioonline.co.uk/
https://uk.pinterest.com/pin/250512797999569755/
https://uk.pinterest.com/pin/250512797999569755/
https://uk.pinterest.com/pin/250512797999569755/
http://www.aasd.com.au/index.cfm/list-all-works/?concat=DoneKen – screen print of the
Sydney Opera House
Look at the work of John Olsen, Fred Williams (sketches of musicians) Bruce Gray – use of
circles
Fabric designers – Alexander Hendry, Vanessa Arbuthnott, Kath Kidston etc

QUESTIONS
How are these the same/different?
What patterns can you see?
Why has the artist used…?
Can you name these materials?
How have you sorted these materials?
What do you like about x and y and why?

Select and sort fabrics and yarns e.g. to help make pictures, collages and hangings.

Use a range of textile processes to change the appearance of plain cotton
e.g. T-shirts by; Print on fabric with objects; Paint on fabric; dip folded fabric
into coloured inks, dyes or diluted paint; and/or use fabric crayons to
transfer images onto fabric.

Experiment with media and processes and identify when and where
different approaches generate marks which show properties of line, shape,
texture, pattern etc. for example, design their own fabric using colour,
shape, and pattern. Create fabrics with buttons, bows, bells, sequins,
tassles etc. Make fabric pictures/collages that use visual properties.

SMSC: Watch YouTube video of Starry Night - Van Gogh’s
paintings and music from Don Mclean.

MUSIC: (Breadth of Study)

Students should;
learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately.

**National Curriculum Objectives**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

**Music**

**Progression statements**

- Pupils can **identify** sounds they hear e.g. name or match a musical instrument sound to a picture.
- Pupils **recognise** different sound qualities of everyday materials e.g loud, quiet, high, low
- Pupils **describe** the differences between pieces of music that they hear in class.
- Pupils **evaluate** a piece of music, demonstrating their preferences through observable behaviour, words or signs.

**RESOURCES**

- [https://www.youtube.com/watch?v=J5eVIKWSHAA](https://www.youtube.com/watch?v=J5eVIKWSHAA) (Song signed about the Great Fire of London)
- [https://www.youtube.com/watch?v=j2h-EE3-nM](https://www.youtube.com/watch?v=j2h-EE3-nM) (Traditional round of ‘London’s Burning’)
- [https://www.youtube.com/watch?v=XjiOtouyBOg](https://www.youtube.com/watch?v=XjiOtouyBOg) (Nutcracker)
- [https://www.youtube.com/watch?v=w1nzCDUNf0](https://www.youtube.com/watch?v=w1nzCDUNf0) (Nutcracker)
- [https://www.youtube.com/watch?v=uKZ1FE5pdbQ](https://www.youtube.com/watch?v=uKZ1FE5pdbQ) (Russian Dance)

**QUESTIONS**

- Can you identify this piece of music?
- Can you hear any instruments?
- Can you show me how to play this instrument?
- What could we use to make the sound of...?

**Drama** (Breadth of study)

They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

**Objectives:**

- Identify some environmental sounds e.g. take a famous story and make the sound effects for it, play sound lotto.
- Identify some musical instruments played in songs by famous people e.g. drum solo in ‘Wipe out’ The ventures, Saxophone in Gerry Rafferty-Baker Street, Guitar solo in Hotel California-The Eagles etc
- Compare and contrast pieces of music by famous composers e.g. *The Nutcracker Suite* by Tchaikovsky; *Dance of the Sugar Plum Fairy* (quiet); and *Russian Dance* (loud). (SMSC)
- Play a range of musical instruments e.g. percussion, wood wind, string etc
- Pupils could also make simple instruments.
- Learn songs to sing in a group e.g. Traditional rounds ‘London’s Burning’ links to History famous event.(see web links)

**SMSC:** Explore music from a range of cultures and times. Have time to reflect and ‘feel’ the music.
Pupils should be enabled to:
- develop their understanding of the world by engaging in a range of creative and imaginative role-play situations on their own and with others, and responding in role to the dramatic play of others and to the teachers in role;
- explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others;
- develop a range of drama strategies including freeze frame, tableau and hot seating;
- develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning.

### Drama

**Progression statements**

Pupils **engage fully** in imaginative thinking and imaginative movements. Pupils moving imaginatively and appropriately in response to a given situation or scenario.

See Outstanding Lesson on Man’s First Moon Landing, **Would you take the Golden ticket?**

**Objectives:**

- Pupils respond to pictures or stimuli through movement e.g. a famous cartoon character, a famous person.
- To respond to different pieces of contrasting music through movement e.g. heavy rock, classical, reggae, pop, hip-hop etc.
- To take on a role through a given prop e.g. a crown, a cloak, an Olympic medal, a hat etc e.g. through hot seating
- Link into History curriculum: **Conscience Alley**: This well-known drama technique is highly effective in history when children have to make a case for acting in one of two different ways. What do they do when the Great Fire is approaching? Stay and fire-fight, or flee? Pupils arguing for one case stand on one side of the room, those offering the counter arguments on the other about 6 feet away. You in role, or one of the pupils, as an undecided, have to walk down conscience alley while the children call out their arguments and try to persuade you to follow them. How will you decide? (SMSC) repeat for a golden ticket for space travel—would you go?
- **Visits:** Visits to theatre, shows, live music, fabric printing factory or fabric store.
- This scheme of work can contribute to the Arts Award
- **SMSC:** Encourage a sense of awe and wonderment as pupils watch the first moon landing, also responses to a performance.

### Resources

See Outstanding Lesson on Man’s First Moon Landing, [http://www.keystagehistory.co.uk/keystage-1/50-imaginative-history-learning-activities/](http://www.keystagehistory.co.uk/keystage-1/50-imaginative-history-learning-activities/)

### Questions

**Would you take the Golden ticket?**
- What would you do?
- What might this character be thinking?
- How does this music make you feel/move?

### Dance

**Progression statements**

Pupils **copy/imitate** movements.
Pupils move rhythmically in time to music.
Pupils **copy and sequence** a number of movements.

**Objectives:**

- Pupils respond to simple dance routines from famous films/music videos and identify some simple moves e.g. **singing in the rain**, **Thriller**, **Footloose**, **One step beyond-madness** e.g. by joining in, showing enjoyment etc.
<table>
<thead>
<tr>
<th>Pupils <strong>copy and repeat</strong> repetitive sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTIONS</td>
</tr>
<tr>
<td>What comes next?</td>
</tr>
<tr>
<td>How can we improve that movement?</td>
</tr>
<tr>
<td>Can you sequence these together?</td>
</tr>
<tr>
<td>Can you identify a new movement for this section?</td>
</tr>
<tr>
<td>Copy simple sequences of movement e.g. in simple dance sequences such as 'the slosh' or 'the alley cat'.</td>
</tr>
<tr>
<td>Move or clap in time to simple rhythms of famous music or dance routines.</td>
</tr>
<tr>
<td>Follow simple action sequences e.g. in famous action songs e.g. Superman, Hands-up etc</td>
</tr>
<tr>
<td>Visits to musical/dance performances at the local theatre.</td>
</tr>
</tbody>
</table>

### Design, technology and computing:

**DT (Breadth of Study)**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)

### D&T Progression statements

- Pupils can **identify** properties of materials.
- Pupils can **match** a material to a need.
- Pupils can **design** a pattern or picture to match a design spec.
- Pupils can **evaluate** the success of a design.

### Objectives:

- **Explore a range of fabrics and materials;** weave yarns using a cardboard loom, learn simple finger knitting.
- To identify a practical item of clothing or accessory for a particular purpose e.g. a hat that will keep your head dry, a scarf that will keep you warm, a felt case to keep your phone in, a pencil case etc
- To select materials to make something waterproof, cool, warm etc
- To design a fabric pattern using printing, software or drawing/painting. *E.g. pupils explore a range of pattered materials and use these to create their own design and print their design on a T-shirt or on to printable fabrics.*

### Resources

- [http://www.twinkl.co.uk/resource/tp2-d-045-planit-dt-uks2-felt-phone-cases-planning-overview](http://www.twinkl.co.uk/resource/tp2-d-045-planit-dt-uks2-felt-phone-cases-planning-overview)

### Questions

- How can we join..?
- What tools do we need?
- Tell me about your image?
- What is this for?
- How does this work?
**Computing**

**Breadth of Study**
Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Progression statements**

**Pupils can identify** functions within a piece of technology.
**Pupils can use** a camera, sound recorder or mobile device to collect photographs and/or sound.
**Pupil can follow instructions** to use a simple programme or App.
**Pupil can programme** a simple piece of technology e.g. floor turtle to move

**Objectives:**
- **Pupils will use a range of technological equipment to record events** e.g. a camera to record a ‘red carpet’ event, or a newspaper article about someone famous. They could make a gallery of themselves as famous people.
- **Pupils use a camera** to take ‘portraits’ of each other. They download and print pictures. E.g. Pupils could make themselves in to the front cover of a magazine.
- **Pupils will programme simple programmable toys** e.g. floor turtles, remote controlled vehicles to draw or make patterns.
- **Pupils will record music and play it back.**
- **Provide opportunities for children to explore a range of computer applications** e.g. drawing apps, paint programme
- **Listen to stories, music, watch animations using digital devices.**

**SMSC:** Appreciation of our uniqueness captured in photos.

**QUESTIONS**
Can we change the image?
Can you select a colour?
Can you show me how to?

**Humanities:**
**Breadth of study**
Study and compare the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Pupils should be taught about changes in an aspect of social history: such as leisure, employment, living conditions, the home, sport, music, fashion, equality for women holidays and entertainment (film, television, radio) in the 20th Century.

In order to facilitate this different decades of British life in the 20th Century should be studied/ compared/ sequenced looking at significant events/ people, fashion, hair styles, car design, home life, technological improvements, sporting/ movie heroes, musical tastes, food preferences etc. This would ensure that pupils had plenty of opportunity to compare the past with the present.

<table>
<thead>
<tr>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progression statements</strong></td>
</tr>
<tr>
<td>Pupils will <strong>identify</strong> a significant individual form the past.</td>
</tr>
<tr>
<td>Pupils will demonstrate an understanding of past/present through <strong>sorting</strong>, talking and hearing stories and music.</td>
</tr>
<tr>
<td>Pupils will <strong>retell</strong> significant parts of historic stories or give key facts about famous people from the past e.g. through sequencing events</td>
</tr>
<tr>
<td>Pupils will <strong>infer</strong> information from historic sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.keystagehistory.co.uk/keystage-1/the-great-fire-key-stage-1/">http://www.keystagehistory.co.uk/keystage-1/the-great-fire-key-stage-1/</a></td>
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<tr>
<td><a href="https://alookthrutime.wordpress.com/2012/04/10/first-class-life-on-the-titanic/">https://alookthrutime.wordpress.com/2012/04/10/first-class-life-on-the-titanic/</a></td>
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<tr>
<td><a href="http://www.adamslib.org/titanic/Children%20of%20the%20Titanic.pdf">http://www.adamslib.org/titanic/Children%20of%20the%20Titanic.pdf</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is this?</td>
</tr>
<tr>
<td>What did they do?</td>
</tr>
<tr>
<td>Can you tell me why they are famous?</td>
</tr>
<tr>
<td>What happened next?</td>
</tr>
<tr>
<td>Can you ask a question about someone’s past?</td>
</tr>
<tr>
<td>Is this old or new? Past or present?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BREADTH OF STUDY</strong></td>
</tr>
<tr>
<td>Study and compare a range of famous natural and man-made landmarks/ geographical features across the world. Some should be used to compare the countries’ land mass, climate, population size, animal life, export potential, language, identify whether it is landlocked or coastal etc.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>To identify people from the past who are famous e.g. sort pictures of famous people from past and present. Name some famous people.</td>
</tr>
<tr>
<td>To identify how people became famous e.g. make a bridge map of famous people past and present and what they were famous for.</td>
</tr>
<tr>
<td>To infer information from pictures of the past e.g. look at pictures of famous people from the past in the context of their fame e.g. Orville Wright, John Logie Baird, Florence Nightingale, Mary Seacole, Sir Winston Churchill, Henry Ford, Emily Pankhurst</td>
</tr>
<tr>
<td>To sort pictures in ‘past’ and ‘present’ to develop a sense of chronology in terms of ‘then and now’ past and present..</td>
</tr>
<tr>
<td>Listen and respond to accounts of famous people and their lives e.g. Neil Armstrong, Amelia Earhart, Ernest Shakleton.</td>
</tr>
<tr>
<td>To recall famous events from the past e.g. Great Fire of London. E.g. sensory stories, allowing children to smell something that has been burned and begin to tell the story using images, film and animation.</td>
</tr>
<tr>
<td>To compare and contrast lives of rich and poor in the past using the Titanic to explore the differences. (You may want to involve parents &amp; grandparents in this topic by asking for photographs of when they were young to compare fashion and styles)</td>
</tr>
<tr>
<td><strong>SMSC:</strong> The tragedy of the Titanic and the great fire-can they imagine what it might have been like?</td>
</tr>
</tbody>
</table>
**GEOGRAPHY**

**Progression statements**

- Pupils will **identify** some famous landmarks.
- Pupils will **identify** where some famous landmarks are located.
- Pupils will demonstrate an understanding of natural and man-made through **sorting and classifying**.
- Pupils will **provide reasons why** people visit some famous landmarks.

**Objectives**

- **To identify some famous places** from photographs and film. *E.g. send the class postcards from famous landmarks telling them all about it or pupils visit a landmark and send a postcard to school. Can pupils bring in photos of them near a famous landmark? (Tie in to British culture)*
- **Sort landmarks in to natural and man made** e.g. Victoria Falls, pyramids, Buckingham Palace, The Angel of the North, Ayers Rock etc (SMSC)
- **To explain why these places are famous and why people visit them.**
- **To visit local landmarks** e.g. The Angel of the North, the brick train in Darlington, The Tyne Bridge, etc
- **To match famous places with countries** e.g. Buckingham Palace in London and the Taj Mahal in India.

**Complete a mini study on Egypt** – learning about the landscape, the River Nile, the homes people live in, the dress, climate, tourism and the pyramids etc

*(You may want to involve parents in this topic and see if they have any family photos showing famous places)*

**SMSC:** Footage from helicopter of Victoria Falls to appreciate the wonder and beauty of nature. Cultural understanding of EGYPT and the pyramids being one of the 7 wonders of the world.

**RESOURCES**

- [http://www.ngkids.co.uk/history/ten-facts-about-ancient-egypt](http://www.ngkids.co.uk/history/ten-facts-about-ancient-egypt)
- [http://resources.woodlands-junior.kent.sch.uk/customs/questions/landmarks.htm](http://resources.woodlands-junior.kent.sch.uk/customs/questions/landmarks.htm)
- [https://www.youtube.com/watch?v=6c_p9OlK_vq](https://www.youtube.com/watch?v=6c_p9OlK_vq)

**QUESTIONS**

- Can you identify some local landmarks?
- Can you say what it is used for?
- Who might visit this landmark?
- Why might people visit this landmark?
- How are these landmarks the same/different?

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**RE**

Children know what a baptism is and the basics of what happens at a baptism. They know baptism is a sign of belonging to Christianity. They explore and understand that other faiths have different ‘naming ceremonies’.

**Progression Statements**

- Identify some artefacts used in baptism.
- Identify main parts of a baptism ceremony. Find out about infant baptism by watching a video clip or by taking part in a role play ceremony led by a local
<table>
<thead>
<tr>
<th>Identify some key symbols that link to christenings.</th>
<th>Identify the meaning of your name. Find out about a naming ceremony or a ceremony associated with early childhood in another faith; find out about any artefacts used as part of this ceremony.</th>
</tr>
</thead>
</table>
| Sequence aspects of a naming ceremony.             | **RESOURCES**  
| Classify different artefacts used in different naming ceremonies. | VISITS TO A Christian Church, or a visit from a member of the clergy. Artefacts linked to baptism |
| Compare and contrast 2 naming ceremonies.          | **http://www.confetti.co.uk/occasions/naming-traditions-and-ceremonies-from-around-the-world**  
|                                                       | **http://www.bbc.co.uk/education/clips/zr34wmn** |
| Questions                                          | **SMSC:** our individuality, the growth of a baby, and the detail in our design. |
| What makes a name special?                         | **PLTS:** Team Worker  
|                                                      | Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes. Young people: collaborate with others to work towards common goals reach agreements, managing discussions to achieve results adapt behaviour to suit different roles and situations, including leadership roles show fairness and consideration to others take responsibility, showing confidence in themselves and their contribution provide constructive support and feedback to others. |
| What do some Christians do to welcome a new baby into the Christian family of the Church? | Work on a collaborative project taking on a specific role.  
| What symbols and artefacts are used in an infant baptism (Christening) and why are they used? | Take part in a group discussion or activity, taking turns, actively listening to others.  
| What does another religion do to mark the birth of a new child? | **http://www.request.org.uk/main/dowhat/baptism/video03.htm**  
| what are they used? | Talk about symbolism of cross that is made on babies’ head, and light that is given.  
| What symbols, artefacts and actions are used in this ceremony? | identify some of the artefacts used in a Christian Baptism; Look at pictures of participants in an infant baptism and explore the artefacts used in the ceremony. Talk about what matters in these ceremonies, why do members of faith use them? |
| **RESOURCES**  
| VISITS TO A Christian Church, or a visit from a member of the clergy. Artefacts linked to baptism | Think about what two different faiths say about the importance of caring for others, explore why this might be important  
| **http://www.confetti.co.uk/occasions/naming-traditions-and-ceremonies-from-around-the-world**  
| **http://www.bbc.co.uk/education/clips/zr34wmn** | Explain the meaning of the artefacts for members of the faith  
| **SMSC:** our individuality, the growth of a baby, and the detail in our design. | Compare and contrast 2 different ‘naming ceremonies’ from different religions.  
| **PLTS:** Team Worker  
| Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes. Young people: collaborate with others to work towards common goals reach agreements, managing discussions to achieve results adapt behaviour to suit different roles and situations, including leadership roles show fairness and consideration to others take responsibility, showing confidence in themselves and their contribution provide constructive support and feedback to others. | Work on a collaborative project taking on a specific role.  
| Take part in a group discussion or activity, taking turns, actively listening to others. |
| **Financial capability:**  
Be aware of cost implications of design and the use of materials. | **Ethical Awareness**  
Become aware of the potential impact of developments upon the lives of others. | **Cultural education**  
Understand some of their own and others’ cultural traditions; (Exploring cultural patterns – paisley, tartan, etc) | **CEAIG**  
Visits to external providers in the fashion and fabrics industry. |
|---|---|---|---|
| **Literacy across the curriculum:**  
Key vocabulary taught  
Labelling pictures  
‘writing’ a postcard | **Numeracy across the Curriculum:**  
Sequencing  
Pattern and sequencing |
FASHION, FAME AND FORTUNE-pathway 3
## Module: Fashion, Fame and Fortune

### Date: Autumn 2016

### Pathway 3 P8 – Level 2

**ENTRY POINT:** Ask an older member or retired member of the staff team to produce a PPT of their life, with photos of different periods, favourite music, fashion, hair-do’s etc.

**Pre-unit Assessment:** What do pupils already know, do and understand? In each area gather their knowledge using thinking maps. This will provide starting points for learning.

### Creative Arts:

**ART (Breadth of study)**

Students should know:

- how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

**National Curriculum Objectives**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Art

Progression statements

Pupils identify visual properties in fabrics

Pupils describe the properties of fabrics in terms of colour, tone, shape, texture.

Pupils sort materials by a range of characteristics—colour, tone, shapes, texture, pattern.

Draw a flow-map to sequence processes

Pupils generate patterns and designs independently

Pupils use a range of techniques to create pattern, shape and texture reflecting a brief or stimulus.

Objectives:

Describe a range of natural and man-made material e.g. sheep skin, lace silk, wool, felt etc exploring and getting to know the characteristics of what is seen by close observation and touch. Make comments on what has been seen and handled, for example, by sorting a collection of material samples into different types;

Use art vocabulary to describe colour, tone, shape, texture and pattern e.g. share examples of fabrics, screen prints and complete a bubble map to describe.

Identify visual properties of materials such as: spots, stripes, colour, shades, for example, look at materials and spot colours and shapes within them;
Resources

Selection of fabrics – nylon, lace, leather, PVC, felt, fur, wool, cotton, silk etc

Selection of fabrics-printed patterns,(spotty, stripy, blocked colours etc) designs (logos, photos etc), colours and textures.

Plain white cotton T-shirts to use for tie-dye/printing on.

Plain white material for printing designs on.

Range of buttons, sequins, tassles, pom-poms, old jewellery etc

Dyes, printing blocks.

(see fabric, textiles, craft on Pinterest for some amazing resources and ideas.)

Screen printing equip, sponges/potatoes, lino for printing, rollers, brushes etc

http://studioonline.co.uk/
https://uk.pinterest.com/pin/250512797999569755/
https://uk.pinterest.com/pin/250512797999569755/
https://uk.pinterest.com/pin/250512797999569755/

Experiment with media and processes and identify when and where different approaches generate marks which show properties of line, shape, texture, pattern etc. for example, design their own fabric using colour, shape, and pattern. Create fabrics with buttons, bows, bells, sequins, tassles etc. Make fabric pictures/collages that use visual properties.

Use a range of art techniques to create pattern and colour in fabrics. View examples of art, design and craft in historic and current as well as cultural fabrics and prints at first hand for example e.g. Tie-die, block printing, marbling, transfers. Link into geography through exploring traditional costumes e.g. saris, kimono, kilt, William Morris, Biba, Liberty etc

Take part in activities as part of a classroom visit by an artist;

Use what they have seen as a stimulus or starting point for individual ideas and personal interpretations. Ask an artist to bring in some work they have done that was inspired a place. Pupils then design a fabric based on a trip to a visitor attraction such as an aquarium, the beach or botanical garden.
Look at the work of John Olsen, Fred Williams (sketches of musicians) Bruce Gray – use of circles

Fabric designers – Alexander Hendry, Vanessa Arbuthnott, Kath Kidston etc

The following video gives a good step-by-step explanation of the process: youtube.com/watch?v=wogKeYH2wEE

YouTube hosts this detailed video clip outlining the equipment used in screen-printing.

http://www.roughguides.com/gallery/traditional-dress/#/19

Looks at traditional costume e.g. kimono, sari, kilt etc

https://www.youtube.com/watch?v=oxHnRfhDmrk – Don McLean’s Starry night using Van Gogh paintings.

QUESTIONS

What can you tell me about your work?
What materials did you use?
Where did you get your idea?
What is your favorite part of the picture?
What title would you give this picture?
If you were doing this picture again what you change or do differently?
Why did you use the color… image, pattern, shape?

Select and work with traditional and digital media to create fabric design e.g. use printable fabric to print photos/digital art onto T-shirts/cushions etc.

Evaluate the experiences of making work, making considered comments in relation to their own and others’ work, for example, explain the reasons why a particular sequence was followed when making a piece of work;

To express feelings about a painting and provide ideas about what the artist was thinking/feeling. E.g. Van Gogh ‘The Starry Night’. Pupils can use pastels and paint to make a copy of his painting. Listen to Don Mclean singing Starry Night.

Art work may also link into the geography project on landmarks-screen prints of famous landmarks, 3D models and sculpture.
What if…. (you had used the color red instead of blue …?)

SMSC: Students should be encouraged to consider how art can convey feelings, themes and thoughts through the use of symbols, colour, tone and pattern. Watch YouTube video of Starry Night

Visits: Fabric store, fabric printers, sari shop, visit to inspire art work-beach, botanical gardens, local landmark e.g. Angel of the North, Penshaw Monument.

MUSIC: (Breadth of Study)
Students should:
learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately

National Curriculum Objectives

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
**Music**

**Progression statements**

- Pupils participate in singing famous songs
- Pupils recognise/identify some famous pieces of music
- They can identify instruments within a piece of music.
- Pupils gives reasons why an instrument was used, e.g. as part of a pattern, for a particular effect.
- Pupils can identify parts of a song – chorus, verse, riff etc
- Pupils can evaluate a piece of music and provide justification.
- Pupils compose simple sections of music

**RESOURCES**

- [https://www.youtube.com/watch?v=Rb0UmrCXxVA](https://www.youtube.com/watch?v=Rb0UmrCXxVA)
- Mozart classics.
- [https://www.youtube.com/watch?v=77umP7IRxD4](https://www.youtube.com/watch?v=77umP7IRxD4)
- Phantom of the opera

**QUESTIONS**

- What can you hear?
- Can you identify an instrument?
- How are these pieces of music similar? Different?

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**Objectives**

- Compare and contrast a range of music from famous musicians, composers, singers and bands from a range of genres and talk about what they have listened to, e.g. style, genre, instruments heard, likes/dislikes etc Allow pupils to introduce their favourite musician or performer.

- Sing and perform some well-known songs (both traditional and modern) perform some pieces of simple music using given notes. Using a microphone and sound-recording software, the children can plan and record their own songs onto computer. They can also create a backing track using electronic instruments and/or a music program, such as: Music Ace (harmonicvision.com) Apple Garageband (apple.com/ilife/garage band) Smart Music (smartmusic.com)

- Use a range of instruments to accompany a musical performance- [https://www.youtube.com/watch?v=5ypJN6DNxFY](https://www.youtube.com/watch?v=5ypJN6DNxFY) has a piece of music entitled ‘Angel of the North) interestingly there are a range of costumes/headdresses in this music video.

- Respond imaginatively to music, for example, through movement, drama, dance, to a wider range of music in a variety of styles and media; SEE EXAMPLES IN DRAMA MUSIC

- SMSC-students should be encouraged to reflect on the impact music can have on our mood/emotions.
<table>
<thead>
<tr>
<th>What do you like about this piece?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does it make you feel?</td>
</tr>
</tbody>
</table>

**Drama (Breadth of study)**

They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role-play situations on their own and with others, and responding in role to the dramatic play of others and to the teachers in role;
- explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others;
- develop a range of drama strategies including freeze frame, tableau and hot seating;
- develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning.
<table>
<thead>
<tr>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progression statements</strong></td>
</tr>
<tr>
<td>Pupils are able to <strong>recall</strong> simple lines and take on a role.</td>
</tr>
<tr>
<td>Pupils <strong>identify</strong> emotions, facial expressions, movement associated with a character.</td>
</tr>
<tr>
<td>Pupils take on a character of a famous character or person demonstrating an understanding of their feelings and emotions.</td>
</tr>
<tr>
<td>Pupils can <strong>compare and contrast</strong> a character/characters in different situations.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>Use a simple prop to suggest a role and a character and improvise a character e.g. using a piece of clothing, an electric guitar, a hat etc</td>
</tr>
<tr>
<td>Use drama to begin to explore their own and others’ feeling about issues, for example, being famous and in the public eye, being rich beyond belief or being poor and destitute.</td>
</tr>
<tr>
<td>Use a piece of music to suggest an emotion/possible storyline. (see the use of music in silent movies, also explore music from Westerns, horror movies etc)e.g. Ennio Morricone-a fistful of dollars, theme from Jaws/Psycho,</td>
</tr>
<tr>
<td>Use a hot seat situation to find out about the life of a famous celebrity</td>
</tr>
<tr>
<td>Characters to hot seat include famous people such as Florence Nightingale, President Kennedy or Tutankhamen as well as ordinary people like a chimney sweep, a Roman soldier or a Saxon farmer. Students can be asked to research historical characters with opposing points of view and then be hot-seated by the class as part of a debate.</td>
</tr>
<tr>
<td>Pupils take on a role of a famous, familiar character in a scene from plays or musicals e.g. Grease, High School musical or use drama to tell a story of a famous event with pupils, e.g. story of the Fire of London.</td>
</tr>
<tr>
<td>Explore the power of mime e.g. through silent movies and the work of Charlie Chaplin and the impact of music in the silent films.</td>
</tr>
<tr>
<td><strong>RESOURCES</strong></td>
</tr>
<tr>
<td>Range of props.-guitar, hats, boots, etc</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=FyDNr1sfj3w">https://www.youtube.com/watch?v=FyDNr1sfj3w</a> (ennio Morricone)</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=Me-Vhc9lieh0">https://www.youtube.com/watch?v=Me-Vhc9lieh0</a> music from psycho</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=ZvCI-gNK_y4">https://www.youtube.com/watch?v=ZvCI-gNK_y4</a> music from jaws</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=U9BinpcqWGM">https://www.youtube.com/watch?v=U9BinpcqWGM</a> Charlie Chaplin film-the circus</td>
</tr>
<tr>
<td><strong>Visits:</strong> Visits to theatre, shows, live music</td>
</tr>
<tr>
<td>This scheme of work can contribute to the Arts Award</td>
</tr>
</tbody>
</table>
## QUESTIONS

What do you think the music is about?

Can you think of a type of film this music might have come from?

What might this character do?

How might the character think or feel?

How might the character move – walk etc?

## Design, technology and computing:

**DT (Breadth of Study)**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values.

Pupils design purposeful, functional, appealing products for themselves and other users based on design criteria. They select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] they select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

They explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.

### Objectives:

**To design a practical item of clothing for a particular purpose** e.g. a hat that will keep your head dry, a waistcoat that will make you seen in the dark. **Explore ‘Smart’ clothing using the latest technology.**

<table>
<thead>
<tr>
<th>D&amp;T</th>
<th>Progression Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils <strong>identify</strong> properties of clothing</td>
<td></td>
</tr>
</tbody>
</table>
Pupils **describe** an item of clothing.

Pupils **design** a piece of clothing using appropriate materials.

Pupils **design** items to a given brief.

Pupils use tools and materials to make a simple piece of clothing. Pupils demonstrate the ability to **combine** materials.

Pupils **evaluate** products against success criteria.

Pupils **create** a piece of clothing from a design.

http://imaginationsoup.net/2014/10/09/teaching-kids-knit/

fashion-era.com/index.htm

Fashion Era provides information on costume, jewellery and social history from various time periods. allaboutgemstones.com/gem_history.html

All About Gemstones has a gem and jewellery history timeline, with images and information about each period.

birthstones.org.uk/jewellery/ancient-roman-jewelry.htm

The Birthstones website has an informative section on Roman jewellery and the gemstones that were popular during this era.

http://www.fashion-era.com/index.htm Fashion Era provides information on costume, jewellery and social history from various time periods

**QUESTIONS**

- **Functional/Smart** clothing that incorporate technology e.g. clothes, shoes etc that talk, light up, or have built in gadgets.

To design an item of clothing for an event against clear design criteria e.g. a dress for the Queen’s birthday party, a head piece, a Christmas tie, a mask for a masquerade ball etc

- Use a range of tools and equipment to make simple pieces of clothing, using a range of design techniques e.g. sewing, binding, weaving, knitting. Teach pupils to knit, sew and weave to create simple fabric items.

- Evaluate their products against success criteria.

- Evaluate products from the past and understand how they have changed and why. For example, safety clothing, fashion.

- Design and make jewellery using a range of joining and finishing techniques e.g. link to geography and look at Masai beadwork, sari yarn bracelets.
<table>
<thead>
<tr>
<th><strong>Is the product functional?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What properties does this material have?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What tools might we use?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How is this material similar/different to this?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What do you like about this product?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Even better if…?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe the process of making… joining…finishing.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Computing**

**Breadth of Study**

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology.

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Progression Statements:**

- Pupils use a range of techniques to create a simple animation.
- Pupils identify different ways to making animation.
- Pupils can explain how simple animation works.
- Pupils use video cameras to capture an event.
- Pupils use simple editing software.

**Objectives:**

Create simple animation pictures using a range of techniques and processes past and present. E.g. make a zoopraxiscope, a flip book, power-point, animation software etc.

Evaluate changes in animations e.g. oldest Disney films to newest
**QUESTIONS**

How can you identify an old movie from a new movie?

What is effective about this technique?

How can you improve your work?

What different roles do we need to perform in animating/filming?

**Make and edit a simple film e.g. pupils make a film about a famous person of their choice, or film a class fashion show, or film a musical performance.**

**SMSC: Students should understand the power of film to move people to experience a range of emotions.**

**E-safety-links in to the publication of images/videos and the worldwide audiences.**

**Humanities:**

**Breadth of study**

Study and compare the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. This does not have to be confined to the 20th Century period.
Pupils should be taught about changes in an aspect of social history: such as leisure, transport, schooling, employment, living conditions, the home, sport, music, fashion, equality for women, holidays and entertainment.

In order to facilitate this different periods of British life over the last 500 years can be studied/ compared/ sequenced looking at significant events/ people, fashion, hair styles, transport design, home life, technological improvements, sporting/ acting heroes, musical tastes, food preferences etc.

This would ensure that pupils had plenty of opportunity to compare the past with the present.

Famous Individuals might include:


Famous Monarchs: British life under the following Queens: Elizabeth 1 (16th Century), Victoria (19th Century) & Elizabeth 2nd (20th/21st Century).

Famous Explorers: Christopher Columbus (15th Century), Robert Scott of the Antarctic (early 20th Century) & Neil Armstrong (1960s).


Famous Politicians: Sir Winston Churchill, Margaret Thatcher and Tony Blair.

Famous Footballers: Stanley Matthews, Bobby Charlton, George Best, David Beckham.

<table>
<thead>
<tr>
<th>History</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progression Statements:</strong></td>
<td><strong>To compare the lives of people in the past with contrasting fortunes</strong> e.g. Royalty and peasants in different historic periods. E.g. Tudor times and Victorian times.</td>
</tr>
<tr>
<td>Pupils <strong>state</strong> facts about a famous event or person.</td>
<td>To identify facts about the lives of the rich and poor in the past from historical sources: <a href="https://community.dur.ac.uk/4schools.resources/Inventories/inventoriesinfo.htm">https://community.dur.ac.uk/4schools.resources/Inventories/inventoriesinfo.htm</a></td>
</tr>
<tr>
<td>Pupils <strong>identify</strong> rich and poor explaining their thinking</td>
<td>To develop a chronology of leisure time e.g. film, cartoon and movies since C19. Silent movies, flick books, Explore changing cartoon characters e.g. Micky Mouse and identify changes. Find out about the Hollywood walk of fame and famous Hollywood film stars and their lives.</td>
</tr>
<tr>
<td>Pupils <strong>compare and contrast</strong> the lives of rich and poor.</td>
<td>To compare and contrast the lives of 2 famous people from different historical periods e.g. Famous footballers Willie Madren and David Beckham, movie stars-Charlie Chaplin and Jonny Depp, dancers-Fred Astaire/Ana Pavlova and Michael Jackson;</td>
</tr>
<tr>
<td>Pupils <strong>identify similarities and differences</strong> between films from past and present.</td>
<td>To state facts about famous scientists who changed the world of entertainment e.g. John Logie Baird who invented television, Thomas Edison, Emile Reynaud who created first films and animations.</td>
</tr>
<tr>
<td>Be able to <strong>give reasons</strong> for particular events and changes</td>
<td>To state facts about a famous person e.g. make a white hat fact book about a famous person for their arts award file.</td>
</tr>
<tr>
<td>Pupils <strong>identify similarities and differences</strong> between transport, fashion, everyday from past and present.</td>
<td></td>
</tr>
</tbody>
</table>
RESOURCES

Timelines

http://resources.woodlands-junior.kent.sch.uk/homework/tudors/dailylife.htm
http://www.windowsonwarwickshire.org.uk/spotlights/rich_or_poor/help_notes_for_miss.htm
http://www.channel4learning.com/sites/essentials/history/units/tudor_bi.shtml
http://www.schoolsliaison.org.uk/kids/aston/changingtimes/tudors/poorerhomes.htm

http://www.fashion-era.com/index.htm Fashion Era provides information on costume, jewellery and social history from various time periods

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/
http://www.keystagehistory.co.uk/famous-people/
http://www.primaryresources.co.uk/history/history0.htm
http://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/
http://www.keystagehistory.co.uk/keystage-1/the-sinking-of-the-titanic-key-stage-1/
http://www.bbc.co.uk/schools/primaryhistory/british_history/titanic_ticket/teachers_resources.shtml
https://www.hamilton-trust.org.uk/browse/theme/lower-key-stage-2/block-a-the-history-of-british-clothing/114368

QUESTIONS

What impact did these inventions have on people?
Compare and contrast the different living conditions on the Titanic.

Why were these events significant in history?

What was the most important invention x or y and why?

How did the lives of x and y differ?

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breadth of study:</strong></td>
</tr>
<tr>
<td>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</td>
</tr>
<tr>
<td>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</td>
</tr>
<tr>
<td>select and use secondary sources of evidence including photographs, satellite images and evidence from ICT-based sources</td>
</tr>
<tr>
<td>develop contextual knowledge of the location of globally significant places</td>
</tr>
<tr>
<td>describe and explain environmental change linked to the landmark and recognise different ways of managing it/ keeping it safe for future generations</td>
</tr>
<tr>
<td>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</td>
</tr>
<tr>
<td>study different parts of the world including local, UK, Europe and beyond</td>
</tr>
</tbody>
</table>
### Geography

#### Progression Statements:

- Pupils **identify** famous landmarks.
- Pupils can **identify** a specific grid reference.
- To identify national dress and **match** to country.
- Pupils can **sort** landmarks into categories e.g. natural/man-made using a tree map.
- Pupils can **match** a famous landmark to the correct country.
- Pupils can **give reasons** why people visit them.
- Pupils can **list similarities and differences** between famous landmarks.
- Pupils can **describe and explain** the physical and human features that give rise to the distinctive character of the landmark.
- Pupils can **identify** how and why each country may be judged to be more or less developed.
- Pupils can **use** extended geographical vocabulary.

**RESOURCES**

OS map of local area

### Objectives

- **To identify a famous landmark by name** e.g. Stone Henge, The Great Wall of China, The Taj Mahal.
- **To identify the landmark’s country of origin** for example use world map or atlas/ index, internet research to locate landmark.
- **To locate famous landmarks in the UK and world-wide** for example plot famous landmarks on a world map, see a range of landmarks using aerial photos; identify local landmarks on an OS map; what landmarks can be seen from space? Teach pupils to use grid references on local OS maps to identify where local landmarks are. Identify how natural landmarks are identified on OS maps e.g. hill, river, bridge etc.
- **To sort landmarks into man-made and natural categories** by researching or visiting the sites and exploring the local geography.
- **Describe their significance to people** for example interview people who have visited and find out why, or read postcards sent from different places—what do they tell you? Describe how these places connected. For example use a double bubble map to compare and contrast two religious landmarks, 2 natural landmarks, 2 manmade landmarks, 2 historical landmarks etc.
- **List how are they used by people** for example use a tree map to list the different ways landmarks are used e.g. as a tourist attraction, artistic and cultural, religious places of worship, functional e.g. Big Ben, homes e.g. Buckingham palace, entertainment-London Eye etc.
- **To use the correct geographical vocabulary to describe a region** by recognising the features of the land using accurate vocabulary: coastal, forest, high ground, desert region, mountainous, volcanic etc.
- **To identify national costumes and link to countries of origin**, e.g.

https://uk.pinterest.com/pin/284500901432301354/

Love to Know Costumes features an excellent photo gallery, with information on over 20 different traditional costumes from around the world.
<table>
<thead>
<tr>
<th>Photos of landmarks</th>
<th>Use a map or globe to mark the countries that match the costumes. Assign a different country to each group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>World map</td>
<td><strong>SMSC-</strong> Pupils should develop an understanding of the cultural importance of local landmarks and how these shape community identity, link to faith and spirituality and communities.</td>
</tr>
<tr>
<td>Aerial photos of local landmarks (PPT on balloon ride)</td>
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<tr>
<td>Photos of national costumes or actual costumes e.g. saris, kilt, kimono, etc</td>
<td></td>
</tr>
<tr>
<td>Globe</td>
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</tbody>
</table>

Visit regional landmarks e.g. Hadrian’s wall, Angel of the North, The Tyne Bridge, Roseberry Topping, Penshaw monument etc

http://kidworldcitizen.org/2014/04/01/world-architecture-for-kids/
http://www.timeforkids.com/around-the-world
https://education.scholastic.co.uk/resources/8209
http://www.esltower.com/VOCABSHEETS/famousplaces/famousplaces.html

**QUESTIONS**

Can you name a landmark in London?
Why is this place important?
How are these places connected?
Can you name some natural landmarks?
Give me a definition of man-made and natural?

RE
Exploring positive examples of how to live, values and commitments of faith founders, how actions of people of faith have changed the world.

QUESTIONS
Can you name an important religious person?
What do you know about a religious leader?
What makes a leader?
Could you be a leader?

RESOURCES
http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm#Synagogue
http://www.assemblies.org.uk/pri/1890/a-mother-to-many
http://www.topmarks.co.uk/judaism/story-of-moses
http://www.bible-history.com/old-testament/moses.html

Name leaders and link to religions. E.g. Jesus, Mohammed, Gautama Buddah, Moses, William and Catherine Booth, Abraham, Guru Nanak, Mother Theresa & the Pope. Also local leaders – introduction to local church leader e.g. vicar/priest/minister.

Use a cause and effect map to illustrate the impact of their actions on people’s lives. E.g. find out about different leaders and their special books.

Sequence stories of their leadership or their entry into faith. E.g. pupils learn about the leadership of Moses freeing the slaves, and the 10 commandments, Tell the story of the call of Abraham (Genesis 12 v1-9) and discuss Abraham’s obedience to G-d.

Identify what makes a good leader. E.g. think about leaders in school, in the home and community. Play a game – I am thinking of someone who is……..And ask children to identify the leader who is being described e.g. Head teacher, captain of a football team, Prime Minister.

Identify reasons why people follow strong leaders; e.g. Tell the story of Jesus calling his disciples Luke 5v1-11. Ask the children why they think that the disciples followed Jesus. Write down some of their ideas. In talking partners, children could reflect on what might have prevented/questioned the idea of following Jesus.
To identify the attributes of a good and loving leader that they have learnt about during this unit. Remind the children about the leaders they have learnt about (Abraham, Moses, King David, Jesus) Create a poster /picture with them self as a leader in the centre around which they can write the attributes of a good leader modelled by Abraham, Moses, King David, Jesus

**SMSC**
- provide time for students to reflect on aspects of faith; obedience, compassion, love, forgiveness. E.g. explore Jesus’ teaching to ‘Do to others as you would have them do to you’.

| PLTS: Team Worker | **Financial capability;**  
| Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.  
Young people: collaborate with others to work towards common goals reach agreements, managing discussions to achieve results adapt behaviour to suit different roles and situations, including leadership roles show fairness and consideration to others take responsibility, showing confidence in themselves and their contribution provide constructive support and feedback to others. | **Ethical /moral Awareness**  
| | Be aware of the potential impact of developments upon the lives of others.  
Rich and poor-ethical decisions e.g. looking at rich and poor in our communities and through wider global issues e.g. refugees | **Cultural education**  
| | Understand some of their own and others’ cultural traditions; (Exploring cultural patterns – paisley, tartan, etc) | **CEAIG**  
| | Visits to external providers in the fashion and fabrics industry. Compare and contrast work conditions in the work place past and present. Links to the Great Fire of London and health and safety at work. |
External visitors coming into school to share their career experiences.

**EXIT POINT**

To create a fashion show exhibiting some of the fashion items they have designed. Models could walk out to music that the pupils have composed. This could be accompanied by a gallery opening of their art work and their photography/animation work. Invites to all parents to share the achievement of our young people.

<table>
<thead>
<tr>
<th>Literacy across the curriculum:</th>
<th>Numeracy across the Curriculum:</th>
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<td>Written responses to art and design work</td>
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<tr>
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<td>Reading tourist information</td>
<td>Pattern and sequencing</td>
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<td>Reading song lyrics</td>
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