

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 6 2020-21
SHAMBLEHURST PRIMARY SCHOOL

Lehurst Curriculum

Term Planning – Summer Term

Learners	Basic Skills	Creative Learners
Stand out and enjoy challenges Collaborate with others Show commitment and perseverance Assess themselves and others	<ul style="list-style-type: none"> ● To speak clearly and convey ideas ● To read and communicate in writing efficiently and effectively ● To calculate efficiently and apply skills to solve problems ● To use new technologies confidently, purposefully and safely 	<ul style="list-style-type: none"> ● To ask questions to extend the ● To generate ideas and explore possibilities ● To overcome barriers by trying alternatives or new solutions ● To connect ideas and experience in inventive ways

Topics:	Choice	Discrimination	Justice	Free will
---------	--------	----------------	---------	-----------

Enquiry Question

Does everyone have a voice?

...es are connected with people and places
 ...d the effects of local actions on the wider
 ...and stories that aid understanding of
 ...e, not least from people and communities
 ...poverty and injustice
 ...es and impacts of the situation around
 ...ng action and explain how it is preventing
 ...full life
 ...questions' about suffering, inequality and
 ...ce to particular global issues
 ...y with a diverse range of voices and stories,
 ...le and communities directly affected by
 ...e
 ...ance of faith in people's lives and consider
 ...the lives of believers with regard to

Lead Curriculum subject 1

Art

Banksy – Does art give you a voice? Infer Banksy's messages, create own Banksy to portray a message that is important to them.

John Singer Sergeant/Van Gogh – watercolours (Know a range of artists and their work (Water colour painting)

Norman Foster/Zaha Hadid – architects (Know some key architects and designers and the impact of their work)

William Ratcliffe/John Wonnacott – perspective artists
 (Drawing: develop drawing techniques using a range of sources, reviewing and adding detail using perspective and composition)

Andy Warhol/Henri Matisse – print artists (Printing: Add detail to prints using pens and images)

Batik – design own t-shirts using batik, then pen slogans (voice) over the top. (Textiles: Experiment with Batik. Create layered effects)

Collage – use magazines and newspapers to cut out words/images that represent their voice.

English

Biogra

Speec

Persua

ct 3

...ules and laws; consequences of not adhering to rules

...uman rights, that are there to protect everyone

...between rights and responsibilities

...compassion towards others; shared responsibilities
 ...er people and living things; how to show care and

...os that make up their community; what living in a

...ntributions that people and groups make to the

...means; the benefits of living in a diverse community;
 ...n communities

...they can negatively influence behaviours and attitudes
 ...or challenging stereotypes

...o recognise behaviours/actions which discriminate
 ...nding to it if witnessed or experienced

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

Lead Curriculum subject 2

History

Suffragettes –

- Use, evaluate and link a range of sources to find out about the past.
- Suggest omissions and the means of finding out about the past.
- Study different aspects of life at the time for men and women.
- Find out about beliefs, behavior and character of the suffragettes, recognizing differences in views and feelings.
- Identify and describe reasons for and results of different situations and changes in British history.
- Use evidence to support and illustrate an explanation of the causes and effects of the past events.
- Use an increasing depth of factual knowledge of different societies and periods and begin to make links between them.
- Use relevant dates and terms related to historical events.

Learning From main trunks – use Skills progression documents to inform the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Printing: Develop ideas from a range of sources</p> <p>Printing: Add detail to prints using pens and inks</p> <p>Painting: Show a range of artists and their work (water colour painting)</p> <p>Painting: Show some key architects and designers and the impact of their work.</p> <p>Drawing: develop drawing techniques using a range of sources, reviewing and adding detail</p> <p>Drawing: drawing perspective and composition</p> <p>Textiles: Experiment with Batik. Create layered effects</p> <p>Collage: Extend and develop ideas working from a range of sources</p> <p>Use their knowledge of artists to adapt and develop their own ideas, giving reasons</p>	<ul style="list-style-type: none"> - Half term 1: Banksy focus. - Share a range of Banksy’s artwork with the children. Discuss how he made it – is it graffiti? Is it acceptable? What is the message? - Create own Banksy – children to decide on a message that is important to them – what do they want their Banksy to say to others? How will they say it with art? These will be created with stencils to mimic Banksy’s style, so discuss this and share possibilities. - Half term 2: Children’s own voice focus using a range of art forms. - Have several art days to research and have a go at the following art techniques: water colour painting, architecture, designers, perspective and composition drawing, printing, Batik, collage. 	<ul style="list-style-type: none"> - In books, choose one or two pieces of artwork that most appeals to them and write the following around the artwork: <ul style="list-style-type: none"> - Why does this piece appeal to you? - What is the message Banksy wants to share with this piece? What can you learn from it? - How did Banksy create the artwork? - How does this work link to our enquiry question? - How does the artwork link to our learning objectives? - Children to design their own Banksy stencil, make the stencil to create it, and print it. While the paint dries, children to write an art gallery note to go with their artwork to explain their message. - Children to produce a range of artwork using the techniques listed on the left. - Following the art days, children to produce a t-shirt, then print their own voice slogan on this to be worn for the enquiry outcome of flash mob and giving! - Children to also spend time developing their own unique artwork to share their ideas. A range of resources will be needed, including mini canvasses, clay, batik wax, sketching pencils and colouring pencils, and

Learning From main trunks – use Skills Expression documents to inform the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Identify, evaluate and link a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out.</p> <p>Study different aspects of life at the time for men and women.</p> <p>Find out about beliefs, behavior and characteristics of people, recognizing differences in views and feelings.</p> <p>Identify and describe reasons for and results of historical events, situations and changes in British history.</p> <p>Use evidence to support and illustrate an explanation on the cause and effects of the most events.</p> <p>Gain an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them.</p> <p>Use relevant dates and terms related to the story.</p>	<ul style="list-style-type: none"> - Useful links: - https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1 - https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/ - https://www.theschoolrun.com/homework-help/the-suffragettes - Share sources explaining what times were like for women during the Victorian age (1830s – 1900s). Discuss whether the sources are primary or secondary and how we know. - Complete research to find out who the Suffragettes were – children to answer given questions. Watch https://www.youtube.com/watch?v=r3eGgyD27jg - Why did women want the vote? Discuss, then share sources that show reasons given by women in the 1900s, (see ‘Reasons for the Vote’). - How far would you go? Ask the children, if they really wanted something, and they really believed in their cause, how far would they go to get it. If needed, discuss things like wanting an Xbox first, then move onto the bigger picture! Ask – is it right to use illegal methods to get what you want? Are there scenarios when it is ok? See: https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/4 for tactics used; civil disobedience. - In 1914, World War 1 broke out and all campaigning ceased. Why? 	<ul style="list-style-type: none"> - Children to complete a grid filling in details of source, (e.g. photo), whether it is primary or secondary source, and what the source suggests about what life was like for women in Victorian times. - Children to answer given questions about Suffragettes in their books. - Stick in a photo of the Suffragettes around the outside, mind map ready to show why women wanted the vote in the 1900s. - Record the tactics used by the Suffragettes in order to protest and get their voices heard. Children to record their feelings about whether they should have done the things they did. Are some tactics worse than others? Which tactics acceptable/necessary in order for their voices heard? Should the Suffragettes have been arrested, prosecuted and imprisoned for trying to have their voices heard? - Timeline to show when the Suffragette movement began and why, including World War 1 and key moments in the Suffragette movement to show how women eventually won the vote. - Body biographies.

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">- Children to research a Suffragette of their choice then create a body biography for them to share what they have learned. | |
|--|---|--|

Learning From main trunks – use Skills progression documents to inform the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>to recognise there are human rights, that are here to protect everyone.</p> <p>about the relationship between rights and responsibilities.</p> <p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>about the different groups that make up their community; what living in a community means.</p> <p>to value the different contributions that people and groups make to the community.</p> <p>about diversity; what it means; the benefits of living in a diverse community; about including diversity within communities.</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>about some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation.</p>	<p>Human rights/Children’s rights – watch https://youtu.be/zluDfzCyPKY Use the UN Rights of the Child Twinkl cards to introduce these.</p> <p>Rights and responsibilities – mind map the links – my right is...this means I have to take on this responsibility.</p> <p>Watch BBC mock trial clips to learn about how a court room works and the jobs involved.</p> <p>Children to debate the topic chosen for the mock trial – see right for scenario. Give children time to work in pairs/small groups to compile their feelings and evidence for each side – prosecution and defense.</p> <p>Discuss meaning of community and community groups that the children are a part of. What does it mean to be a part of those communities?</p> <p>Role play stereotypical behaviours – choose those that relate to the children. E.g. the loud, aggressive child, the quiet child, the strict teacher, and so on. Discuss how reputation can precede us and what we need to do to ensure we are not put into a stereotype box.</p> <p>Show children clips of people who have succeeded in life against the odds, (e.g. Barack Obama...black, poor upbringing and yet made it to university, became involved in law, progressed to becoming the President of USA and has continued to do well following this appointment). Share inspirational quotes from these</p>	<p>Discuss debate scenario sides as a class followed by children collecting their thoughts. Hold debate to be in on this, so as not to be biased for mock trial.</p> <p>Mock trial – children to assume positions for a court room. KS to be judge from home (avoid any bias in to children’s preparation so as not to be biased). Trial to be based on a fake scenario – this scenario to be decided on nearer the time to ensure it is a scenario that will not cause upset to any children.</p> <p>UN Rights of the Child cards – glue each one on a piece of flip chart paper. Children to work in groups to brainstorm what they think they mean around each edge. Swap the rights so each group sees each other’s. Discuss as a class and resolve misconceptions.</p> <p>Children to choose a community that they are a part of (all involved in school community, so all have to be at least one!) Children to brainstorm what it means to be a part of that community and how they could support it (both positively and negatively). Using a colour, children to consider how they could support their support for their community, and/or what changes they would like the community to have to better support them and others.</p> <p>Role play stereotypical behaviours – choose those that relate to the children. E.g. the loud, aggressive child, the quiet child, the strict teacher, and so on. Discuss how reputation can precede us and what we need to do to ensure we are not put into a stereotype box.</p>

	<p>people. Children to unpick the positive things about these people – create a class display.</p> <p>If time: children to make own laws based on what they have learned over the last few weeks.</p>	<p>Following on from discussion about people who succeeded against the odds, children to create a plan of themselves to show what job they will do when they're older, and what qualities they need to support their goal.</p> <p>Make own laws and 'sell' them to the class. The bills will be passed. Persuasive writing linked to English lessons.</p>
--	---	---

<p>Learning From main trunks – Global Trunks What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world Engage with voices and stories that aid understanding of poverty and injustice, not least from people and communities directly affected by poverty and injustice Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice Reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers with regard to injustice</p>	<ul style="list-style-type: none"> - See Suffragettes planning for opportunities. - Chris Lubbe Zoom call - P4C lessons – big questions such as, 'do people living in poverty have a voice?' Link P4C questions to the enquiry question and concepts. 	<ul style="list-style-type: none"> - See outcomes above. - P4C discussions.

Learning opportunities

ct	Skills/Knowledge	Outcomes
	<ul style="list-style-type: none"> - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best. - continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. - learn how to evaluate and recognise their own success. 	<p>Creative dance to perform at the outcome - share voice – something the children believe are passionate about.</p>
	<ul style="list-style-type: none"> - taught to sing and play musically with increasing confidence and control - develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Funk Junk – come into school to do workshops with the children. Children to then perform at the event. This is not certain yet – collecting prices from various companies to see if this is feasible.</p>

rney
erful
nge
s
and
cial

Text Drivers:
<https://edition.cnn.com/2021/01/20/politics/amanda-gorman-inaugural-poem-transcript/index.html>
Amanda Gorman
<https://www.youtube.com/watch?v=KAJsdgTPJpU> Greta Thunberg
<https://www.youtube.com/watch?v=iYhCn0jf46U>
Dove advert
<https://www.youtube.com/watch?v=vP4iY1TtS3s&t=221s>
MLK
https://www.youtube.com/watch?v=VxW5D5VPg_0
Michelle Obama
https://www.youtube.com/watch?v=KiB7o_bJs6o Ed Sheeran

Class Read:

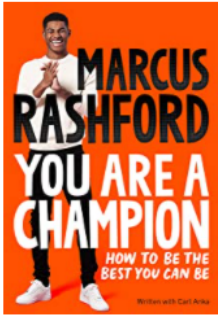
Curriculum objective focus:

Writing:

- To write effectively for a range of purposes and select language that shows good awareness of context (eg; the use of the first person in a diary; direct instructions and persuasive writing).
- To use organisational and presentational devices in text and guide the reader.
- To recognise how writing requires differing language and how these are achieved through consideration of punctuation and grammar choices.
- To use a range of punctuation taught at Key Stage 5 correctly (eg: inverted commas and other punctuation to indicate direct speech). See below
- To use the range of punctuation taught at Key Stage 5 (colons, dashes, hyphens and, when necessary, other punctuation precisely to enhance meaning and avoid ambiguity).
- To vary sentence structure and length for effect.
- To spell 80% of the statutory Year 5 /6 spelling list using a dictionary to check the spelling of uncommon and ambitious vocabulary.
- To maintain the legibility in joined handwriting at a speed.
- To evaluate the effectiveness of their writing against the required.

Spoken:

- use spoken language to develop understanding, speculating, hypothesising, imagining and explaining



- speak audibly and fluently with an increasing range of Standard English.
- participate in discussions, presentations, performances, role-play, improvisations and debates.
- gain, maintain and monitor the interest of their audience.
- consider and evaluate different viewpoints, and build on the contributions of others.
- select and use appropriate registers for effective communication

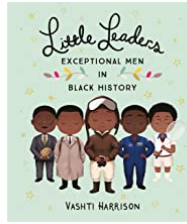
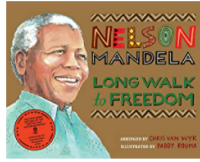
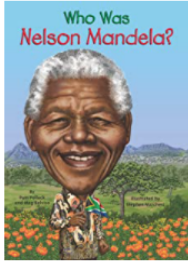
Reading:

- Use different techniques to aid understanding and retrieve information in a text quickly and accurately (e.g. scanning and close reading).
- Know how to resolve inconsistencies in understanding by navigating straight back to the source of the problem (e.g. looking at tables of content/ indices/ headings/ glossaries/ reject understanding).
- Read a range of non-fiction texts to use information from them (e.g. reading relevant parts of non-fiction in order to answer specific questions).
- Listen to a wide range of non-fiction, including radio and textbooks, that is at a level beyond which they can understand independently.

Text Driver:

Zoom session with Chris Lubbe (23rd April, 2021)

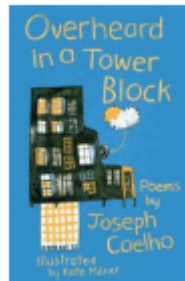
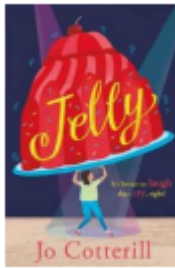
A range of non-fiction texts:



- https://www.youtube.com/watch?v=Rs_utj3o1NQ
- https://www.youtube.com/watch?v=48pFoAObv_w
- <https://www.youtube.com/watch?v=7PL911uyKYs>
- <https://www.youtube.com/watch?v=HN-IMe-AgMo>


As above

Text Drivers



As above

<p>poetry 6</p>	
---------------------	---

<p>ney lication e your t and d of e. What t to o parents use ents. Put</p>	<p><u>Text Driver:</u></p> 
--	---