

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 6 2021-22
SHAMBLEHURST PRIMARY SCHOOL

Shamblehurst Curriculum Medium Term Planning – Spring Term

Shamblehurst Curriculum – Medium Term Planning – Term Year 6

SMSC
<p>Spiritual:</p> <ul style="list-style-type: none"> • being reflective about their own beliefs and perspective on life • knowledge of, and respect for, different people’s faith, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity • Willingness to reflect on their experiences <p>Moral:</p> <ul style="list-style-type: none"> • Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law • Understand the consequences of their behaviour • Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others <p>Social:</p> <ul style="list-style-type: none"> • Work and socialise with other pupils • Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT, TOLERANCE of those with different faiths and beliefs <p>Cultural:</p> <ul style="list-style-type: none"> • Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others • Understanding and appreciation of a range of different cultures in the school and further afield • Recognise and value things we share in common – cultural, religious, ethic, socio-economic • Knowledge of British democratic parliamentary system and its central role in shaping history and values • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity

Concepts:	Choice	Discrimination	Protest	Free will
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<u>Enquiry Question</u>
Does everyone have a voice?

Global Neighbour

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

Lead Curriculum subject 1

Art

Does everyone have a voice?

Banksy – Does art give you a voice? Infer Banksy's messages through his art. Once own campaign is created, children create their own stencil of themselves as activists and add words linked to their campaign - Collage – use magazines and newspapers to cut out words/images that represent their voice.

Andy Warhol – print artists (Printing: Add detail to prints using pens and images) Using binding covers for translation (sharpie pen) Based on Nelson Mandela - inspirational activists. Look at Mali Morris for simplistic shapes and vibrant colours.

Ancient greeks

Victoria Topping/Hattie Stewart - Mythologica book and doodling over magazine covers. Look at Rex Ray for shape and colours as a background. Children to create their own greek god outcome inspired by these artists.

English

Biographies and diary entries

Speeches

Letters

Balanced argument

Persuasive writing

PSHE

Linked to houses of parliament visit: Democracy in Britain 1 - Elections

Democracy in Britain 2 - How (most) laws are made

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which display prejudice

L25. to recognise positive things about themselves and their community; to set personal 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 (Ancient Greeks - 3 week study)

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A secondary art focus and outcome

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will 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>Painting: Develop ideas from a range of sources</p> <ul style="list-style-type: none"> - Printing: Add detail to prints using pens and images. Monoprinting using pastels - Know a range of artists and their work - Know some key illustrators and the impact of their work. - Drawing: develop drawing techniques using a range of sources, reviewing and adding detail using perspective and composition - Collage: Extend and develop ideas working from a range of sources - Use their knowledge of artists to adapt and develop their own ideas, giving reasons for their choices. <p>Exploring, developing, evaluating ideas: Use their knowledge of artists and their work to adapt and develop their own ideas, giving reasons.</p> <p>Digital Media: Create photomontages. Create digital art using Keynotes . Create layered images.</p> <p>Printing and stencil skills</p> <p>Drawing: Develop drawing techniques using a range of sources, reviewing and adding detail using perspective and composition. Include negative drawing, chiaroscuro, expression alongside sketching and still life.</p>	<ul style="list-style-type: none"> - Research colour wheel theory and complementing and contrasting colours. Also research colours of South Africa. - Warhol- 5 facts . Record 5 facts about the artist. - Monoprint a picture of Nelson Mandela to copy - Trace over Nelson Mandela picture using binding covers and sharpie. - Paint the colour and detail - Teach colour theory: what colours complement each other? Primary and secondary. - Chris Lubbe - week 1 visit - 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? - 5 facts on Banksy <p>Create own stencil linked to their own campaign idea (Week 4) . Simple print and stencil shape with message they want to convey with their art.</p>	<p>Analysis of Warhol colour choice in art books.</p> <p>An Andy Warhol style tiling effect of lots of different coloured outcomes of Nelson Mandela’s face - to go alongside diary entries and biographies. https://www.youtube.com/watch?v=nSINdc0Rz_Y</p> <p>In books, choose one or two pieces of Banksy artwork that most appeals to them – answer the following around the artwork:</p> <ul style="list-style-type: none"> - Why does this piece appeal to you? - What is the message Banksy wanted to share with this piece? What can you infer? - How did Banksy create the artwork? - How does this work link to our enquiry question? <p>Pupils researched the topic of graffiti and explored different, often conflicting, views. They debated and wrote about the topic in various ways. Having learnt about the features of argument, they then wrote this piece to present their views to the local council.</p> <ul style="list-style-type: none"> - How does the artwork link to our concepts? - Children to design their own Banksy, then make the stencil to create it, and finally paint it. While

Increase awareness of colour pallets and complementing and contrasting colours.

- 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.

Cross Curricular writing opportunity using exemplar document on Graffiti : Pupils researched the topic of graffiti and explored different, often conflicting, views. They debated and wrote about the topic in various ways. Having learnt about the features of argument, they then wrote this piece to present their views to the local council.

- Return to Banksy - children to decide on a message that is important to them – what do they want their campaign to say to others? Can create a stencil of their own face as an activist and surround it with words and messages around the outside which convey their message.

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- Use Pobble 365 - The little girl and the red balloon to support.
<https://app.pobble.com/lessons/preview/51211564>

- Creating stencils for banksy
<https://www.youtube.com/watch?v=pe440Z071Zs>

the paint dries, children to create 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 use Batik to produce a t-shirt, then print their own voice slogan on this to be worn for the final enquiry outcome of flash mob and speech giving!
- Children to also spend time developing their own unique artwork to share their voice. A range of resources will be needed, such as mini canvasses, clay, batik wax, sketching pencils and colouring pencils, and so on.

Children to receive front cover of a magazine and use techniques seen in Hattie Stewart and Rex Ray . Use Rex Ray designs as a background .

Use Hattie Stewart to build up doodles, shapes, lines , blocks of colour over the top to layer images and shape.

Mythologica - A modern day twist on Ancient Greece

To use the work of artists to influence ideas

Develop drawing and sketching skills

Use collage to layer images

Work with a wide range of more specialist media and mix media to achieve desired effects. Plan and produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern

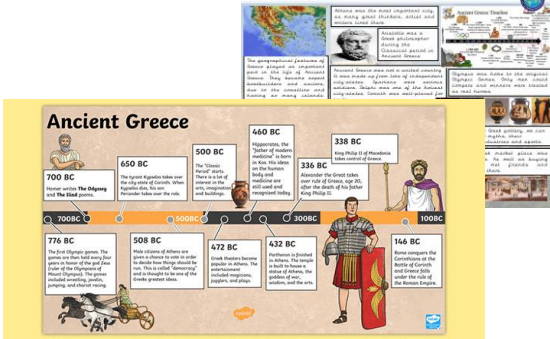
Analyse the work of Victoria Topping . Use images to analyse what pattern , textures, lines, shapes , forms and space they can see.

Explore website

<https://www.victoriatopping.com/portfolio> . Look at her art and create a glossary of shapes that appear in her artwork.

Introduce Hattie Steward and Rex Ray . Analyse their work and identify similarities and differences to Topping.

Create a mini version of Victoria Toppings art using stencil design of a greek god , goddess or greek mythical creature . Use skills of artist above to create final piece.

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. 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>
<ul style="list-style-type: none"> • Use, evaluate and link a range of sources to find out about an aspect of the past. • Suggest omissions and the means of finding out. • Study different aspects of life at the time for men and women. • Find out about beliefs, behavior and characteristics of people, recognizing differences in views and feelings. • Identify and describe reasons for and results of historical events, situations and changes in British history. • Use evidence to support and illustrate an explanation on the cause and effects of the past events. • Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them. • Use relevant dates and terms related to history. 	<ul style="list-style-type: none"> • Ancient Greeks - how have they made an impact today? (3 week unit) • Locate Greece on a map - have a look on Bing maps to zoom into the area - what is their location in relation to the other countries? • Creating Greek timeline of main events. • the beginnings of democracy - ‘does everyone have a voice?’ <p>https://www.youtube.com/watch?v=52ncAgGnB5s (link to PSHE and houses of parliament)</p> <p>https://www.youtube.com/watch?v=sKJHCYcdm2Y</p> <p>https://www.ducksters.com/history/ancient_greek_government.php</p> <p>https://www.youtube.com/watch?v=XdNHG7QtBsg (horrible histories)</p> <p>How to change the world book</p>	<p>Greek timeline</p>  <p>(Art outcome based on Mythologica book)</p>

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. 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>

<ul style="list-style-type: none"> - To recognise reasons for rules and laws; consequences of not adhering to rules and laws. - To recognise there are human rights, that are there to protect everyone. - About the relationship between rights and responsibilities. - 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. - About the different groups that make up their community; what living in a community means. - To value the different contributions that people and groups make to the community. - About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities. - About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. - About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. - To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. - About some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation. 	<p>(recapped from year 5 learning on rights and responsibilities) 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>Visit to houses of parliament</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 people. Children to unpick the positive things about these people – create a class display.</p>	<p>Discuss debate scenario sides as a class following children collecting their thoughts. Hold debate (KS not to be in on this, so as not to be biased for mock trial).</p> <p>Mock trial – children to assume positions found in the court room. KS to be judge from home (avoid listening in to children’s preparation so as not to be biased!) Trial to be based on a fake scenario – this scenario will be decided on nearer the time to ensure it is a subject that will not cause upset to any children.</p> <p>UN Rights of the Child cards – glue each one to a piece of flip chart paper. Children to work in groups to brainstorm what they think they mean around the edge. Swap the rights so each group sees each one. 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 at least one!) Children to brainstorm what it means to be a part of that community and how they contribute to it (both positively and negatively). Using a different colour, children to consider how they could improve their support for their community, and/or what changes they would like the community to make 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>Following on from discussion about people who have succeeded against the odds, children to create a mini me of themselves to show what job they would like to do when they’re older, and what qualities they have to support their goal.</p>
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	<p>If time: children to make own laws based on what they have learned over the last few weeks.</p>	<p>Make own laws and 'sell' them to the class – only 5 bills will be passed. Persuasive writing linked to English lessons.</p>
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Key Learning From main trunks – Global Neighbours What will 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?
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> · Chris Lubbe visit to school <ul style="list-style-type: none"> - 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.

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
Music	<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 outcome event. This is not certain yet – collecting prices from various companies to see if this is feasible.</p>
Science	<ul style="list-style-type: none"> - Light (link to workshop in Autumn 2) - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>Pictures from the workshop on light with annotations of the science behind how light travels and how it helps us to see.</p>