

Curriculum Document 2 – EXAMPLE MEDIUM TERM PLAN – Y5 and Y6 – The Benefit Concert

HISTORY

- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – investigate WWII from a child's point of view e.g. evacuation, propaganda
- Learn about life in Britain during WWII – e.g. air raids, rationing etc.
- Evaluate the impact and historical significance of Live Aid.
- A local history study.
- Investigate more recent conflict
- Consider the impact of the Holocaust;
- Look at conflicts around the world, including Israel/Palestine
- Learn about refugees, including those who leave their homelands due to conflict.
- Find out about child soldiers, using resources from War Child.

ART

- Produce artwork based with a focus on the Blitz bombed out houses
- Create artwork based around the UN Convention the child
- Create artwork inspired by Banksy's graffiti on the Israeli/Palestine wall

READING (INCLUDING CLASS TEXT)

- Class texts – Once by Morris Gleitzman; Letter from a Lighthouse; The Mozart Question and The Kites are Flying by Michael Morpurgo
- Use the Mozart Question to learn about the Holocaust – write a biography of Paolo Levi
- Use The Kites are Flying to investigate the Israel/Palestine conflict. Create a section of dialogue linked to sections of the book. Create a newspaper story about the final chapter of the book.
- Extracts from 'The Machine Gunners', 'Letters From the Lighthouse', 'The Other Side of Truth' and 'Goodnight Mr Tom'

MATHS

- Budget for the benefit campaign
- Handle data linked to conflict

Note – this isn't all of our maths medium term planning! We have separate documents for subjects like maths. Instead, this shows some specific places where maths will be incorporated into the context of the project.

This is the first page from one of our project plans. This document starts with just the NC objectives from document 1. Beyond that, class teachers are free to add their own ideas for content, based on their experience, imagination and knowledge of the children. We include every NC subject area **and** our four 'drivers' (note that this example still uses last year's drivers – these have recently been reviewed). These are areas we believe are fundamental to the development of our children. Every project through school is built around an end goal. The reason for this is to give the children a purpose for their learning. For example in this project, they're not just learning about war; they're putting on a Benefit Concert to raise awareness of the plight of children affected by war. To do that, they have to develop a good understanding of war and its consequences. Therefore, their learning has meaning.

ENTERPRISE

- Set up and run a benefit campaign for War Child;
- Evaluate Live Aid in relation to the 13 enterprise skills, using what we find to help us run our own benefit gig.

SCIENCE

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object;
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces;
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect;

LOCAL, NATIONAL & GLOBAL COMMUNITY

- Raise money for the 'War Child' charity; raise awareness of the work of 'War Child'
- Interview Grandparents and older members of the community who have memories of WWII

MUSIC

- Develop an understanding of the history of music.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations.