Red Deer-Upper Key Stage 2—BUILDING A COMMUNITY-SPRING 2021 Term 1

Week 1: The Arrival— Shaun Tan Poetry creation

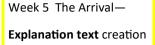


Week 2: The life as a Suffragette—Poetry



Week 3: The Arrival— Shaun Tan—Narrative creating a backstory planning

Week 4: The Arrival— Narrative—creating a backstory - producing





Week 6: The Arrival -



Continue reading and





Session 1: History: The Suffragettes

L.O: To learn how people's lives have shaped the nation through historical change.

Introduce children to the Suffragette movement in the early 1900s and how this movement was received.

Session 2: History: Suffragette revolution

LO: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;

Study the suffragette movement and see how this compares with what was happening in other countries of the world.

Session 3: History:: Fighting in Parliament

L.O to gain and deploy a historically grounded understanding of abstract terms such as parliament.

Learn about the petition given to parliament in 1856 what did this contain? Why was this necessary? Create a balanced argument.

Session 4: History—Emeline Pankhurst

L.O: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.

Learn about Emeline Pankhurst—leader of the Suffragettes and also local influencers— Princess Catherine and Princes Sofia.

Session 5: History: Get the Message!

L.O: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims

Look at the various literature that was being produced to promote women's rights and re-create a modern day version

Session 6: History: Our rights!

I am learning to be aware about the lives of people living in other times, their ideas, beliefs and attitudes towards women

Children to take part in a debate—women vs men arguing why women should/shouldn't get the vote.

Session 1: Geography

L.O: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Investigating key geographical questions and prior knowledge. Looking at maps, photos, old newspaper cuttings and discussions with locals and relatives.

Session 2: Geography

L.O: Record and present the human and physical features in the local area.

Determine the differences between physical and human features in local geographical settings. Discuss reasons for change and how it has impacted the environment

Session 3: Geography

L.O: use mapping skills to map local area and understand 8 points of compass.

Children following compass points to lead them to puzzle pieces within the 'Forbidden Forest' Mapping local area using OS maps. Class will become members of the OS Digi map for

Session 4: Geography

L..O: Use sketch mapping and photographs to record data.

Children will provide evidence to support findings in local area and reference these to the OS map.

Session 5: Geography

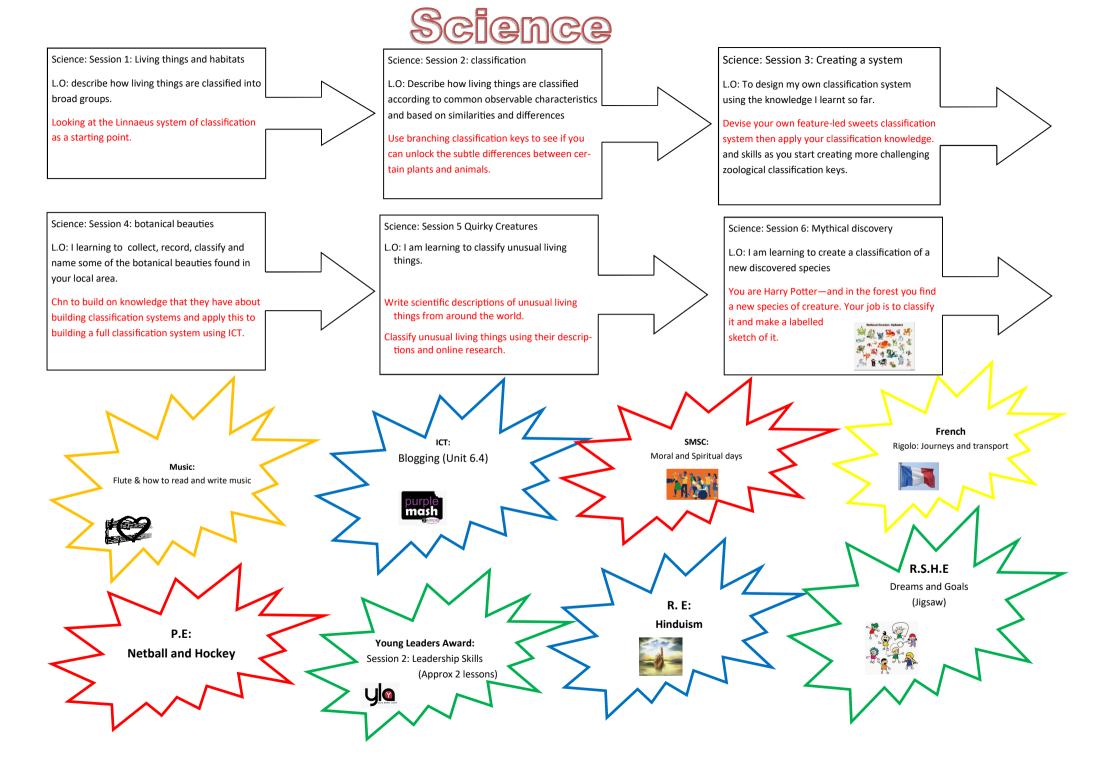
L.O: Engaging in fieldwork to observe and record land use.

FIELD STUDY: To visit Brandon town centre to record and observe physical and human influences and produce graphs from data collected.

Session 6: Geography

L.:O: to present research data of findings to an audience

Chn to determine how best present their findings of their study. For example, then and now maps, tourist guide etc. Children will need to combine digital technology in their projects.





Session 1 Art: Who is Gaudi?

LO: I am learning to identify and learn about great artists and architects.

Children to research and write a chronological report about the life of Gaudi and his art work.



Session 2: Art: Gaudi's masterpieces!

LO: I am learning to appreciate art and discuss famous pieces forming my own opinion.

Children to look at various pieces of Gaudi's artwork, deciding the key themes, what they like and dislike etc.



Session 3: Art: Our own Gaudi designs! LO: I am learning to develop my sketching skills.

Children to begin to sketch our their designs for a piece of Gaudi inspired art work, taking inspiration from his various pieces. Children to label with colours ready to mosaic.



Session 4: Art-Formulate Gaudi design

L:O-I am learning to formulate a final design.

Chilldren to create their mosaic by using the appropriate skills.



Session 5: Art— observing different forms.

L.O: to observe artwork of different forms

Chn will be observing a shell from 2 angles using pencil, one in line and one using tone



Session 6: Art— review of the artist

L.O: I am learning to make a comprehensive review of an artist.

Chn to review the styles and technique of the artist and make a critical review of their own work and to that of the artist.

