

	IP	VCOPS	DT	CF	Project
Mon					<p>Show a picture of a Poppy with the title Remembrance Day. Complete A-Z assessment. What do we know? Children complete individually.</p> <p>Play a game in class where they have to choose one thing they wish could come true a) everyone lived forever b) school was not compulsory c) no countries d) give all money to the poor. Show a picture of odd one out – child from St Stephen’s, child slave and soldier. How are these different? Introduce concept of choice. Introduce Learning Objective and children to discuss WHAT, HOW and WHY we should learn about this. Leave Recap i-learn motto-this is about choice.</p> <p>Group Discussion- What choices do we have and what choices do we not have? Turn over. What choices did they have in World War I?</p> <p>11.00 Service at Cenataph.</p> <p>In the afternoon children sit in a circle and play video about Human Right Number 1. Children make notes and key words and generate a question about the topic. Children discuss question using P4C community of enquiry. Children use sheet to write/draw three thought bubbles: a choice/freedom they have, a choice they wish they had, a choice everyone should have. Children share their ideas and start to generate questions in a grid as a class. Use Enquiry Wheel.</p>
Tues					<p>9.00- Introduce new word ‘Consequences’. Children then discuss consequences pictures and make a choice as a group. Justify as a whole class.</p> <p>9.30 - Show picture of Conscientious Objector. Create a story based on the picture with key questions. Include descriptive language + feelings of character making the choice. Work as a group on collaborative story, describing what might be happening in the picture of the Conchie. Share each table’s ideas. Similarities? Differences?</p> <p>11.00-12.00 Introduce Malala, hot seat interview with Diane/Maryam as if she was Malala. Children write independent account of Malala with pictures and key choices she made/didn’t make and how she felt. Did she really have choices? Does she have more freedom now? Watch You Tube clip of Malala at the United Nations. Discuss choices that she wants to have.....are they the same as the one’s you want?</p> <p>(PM)</p> <p>‘Where do our choices come from?’ Introduce the concept of the United Nations. Introduce book ‘we are all born free’. Group into those that everyone has and those everyone doesn’t. Introduce a right to each table a) slavery b) freedom to move c) freedom of thought d) the right to education. Discuss what would happen if we didn’t have this right and draw a picture of the world without it individually. Use Jigsaw and children share their right with other children. Clarify that not everyone has these rights. Show videos about their Human Right. Children write a letter to the UN about why everyone should have this right.</p>
Weds					<p>Children in project teams split into pairs of their own choice. Using everything learnt so far ask children what they would do if they were in charge of a country. Children’s challenge is to create rules/charter for their own made up country and a flag which shows their values. Children draft rights and prioritise these from 1-10. Children then write them out on a scroll. Their flag needs to include images to show values-provide some as an example. Think carefully about what colours may mean-blue (peace), red (determination) etc.</p>
Thurs					<p>REVIEW Ask children from Mr Heathcote’s class to listen to each of the countries’ rights in a speed dating type format. Q- What will happen if the countries don’t work together? Children practise their charter and write a persuasive speech about why they should be part of the United Nations and why they have put certain rights in a particular order. Children come together in a circular meeting with countries names and flags. Children share their rights and children vote whether country should be included in the United Nations. Children break into project teams and decide which priority the rights of all countries should be in so they can create a big scroll of ‘United Nations Declaration of Rights to use at St Stephens CE Primary School’. Teacher scribes and all children sign the scroll.</p>

Fri

Children recap on the scroll they have made as a class and they now take a 'Right' each and they have an **A3 page to illustrate** and draw picture of that right in operation in school with the written Right. This will be put into a book together. Give children a storyboard to reflect on when their learning was powerful to review how they learnt. Show photos of the week. Invite children from other year groups to see working gallery of their pages and provide feedback with **feedback proforma**.

This integrated topic weekly plan was written by Mr Peter Timms of St Stephen's C of E Primary School, Bradford. It is re-produced with kind permission. It was implemented with great success in November 2013. This school was judged to be outstanding in promoting community cohesion by Ofsted when last inspected.