

Overall outcome: To end the topic, we will ask the children to think of a promise of something small they can do, which will create a big difference.

Hook: dress up as a historical figure day (living history day)

Curriculum areas that will be covered in stand-alone units during this topic:
Science
Maths
RE
PE
Computing
Phonics

Areas of learning (theme/subject)

Which subject areas will be included through this project? Literacy, Geography, Art, DT, History



Y1: Spring 1& 2: Medium Term Plan

Vehicle Texts: Amazing Grace, If a Bus Could Talk, The Lighthouse keeper’s Lunch, The Black Book of Colours.

Key Vocabulary: equality, fairness, unjust, beyond living memory, within living memory, mural, lighthouse, blindness, levers, sliders, collage, printing, rhyming, braille,

How can small actions make big differences?
GG 16 Peace, Justice and Strong Institutions
GG5 – Gender inequality

Resources

Key texts, pictures of murals, materials for collage, paint, card.

Significant individuals

Rosa Parks, Marcus Rashford, Grace Darling, Louis Braille, David Armitage, SMUG – Australian street artist, Mike Jones,

Curriculum
What will we learn?

Children will be able to:

Recognise events beyond living memory that are significant nationally or globally – Grace Darling, Louis Braille

Explain the lives of significant individuals in the past who have contributed to national and international achievements.

Talk about significant historical events, people and places in their own locality

Use a range of materials creatively to design and make products

Use drawing and painting to develop and share their ideas, experiences and imagination

Recognise the work of a range of artists including -David Armitage

Creativity:
*How will we show we understand in multiple ways?
What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

Retell the story of Rosa Parks from a different perspective

Write a character description about Grace from Amazing Grace

Innovate The Lighthouse Keeper’s Lunch

Explore and write poetry about colour

Talk about significant historical events, people and places in their own locality (links to the murals in New Brighton and the statue for the Guide Dogs)

Use levers and sliders to move a picnic basket from a house to the lighthouse

Make a background for our DT project using collage and printing techniques

Design, make a pop up card for Rosa Park’s Day and evaluate it

Make a group mural for our school based on the mural of Marcus Rashford and local murals in New Brighton.

Connections
What are the connections to our curriculum past and present?

Children have access to a class timeline which shows all previous learning in history so they will be able to make connections as to when these people lived and who lived before and after them.

Children have previously made a background in art and have knowledge of colour mixing

In both Art and DT the children have designed, made and evaluated their products

Children have experience of Talk for Writing and will use this process again in this topic

Rhyme of the Week gives children knowledge of poetry and they can use this to help create their own poem

Compassion
What feelings to we wish to evoke?

We want the children to believe that their small actions can also make big differences, in line with our school eco code

We want the children to empathise with people from the past and recognise when things are unfair

We want the children to feel as though they can stand up and make a change if something is unjust

We want our children to feel proud of our local area and understand how some of the people in our local area have made a lasting impact

Community
What links can we develop ‘Near and Far’?

We aim to take the children on a school trip to New Brighton so they can see the murals and statues in person

Make links to events that have happened both nationally and internationally

Learn about murals and use this knowledge to design our own school mural