

Music

Skills:

To be able to listen, respond & review music.

Tasks: Set listening examples into a historic context. Compare and contrast Music from different genres using a musical vocabulary.

Outcome:

Be able to describe a range of genres from different historical contexts.

DT/ Art

As relevant and appropriate to the needs of the topic and children's interests.

Ideas: making a birthday cake, making a model of the school, sketching of the school.

Hook:

Birthday cake with 60 candle - whose birthday? Compose questions that we would like to find out answers to within this topic.

Homework:

Interview someone who was alive in 1957 and find out about life in 1957 e.g. what games they played, what they wore, what school was like, favourite foods, entertained, music etc. Ch to present their information in a variety of ways:

- Poster
- Newspaper report
- Interview write up

English Links

Cross curricular writing opportunities within topic. E.g. letters for time capsule about (school)life today to be opened in 2057, non chron report about stms in 2007

P4C

Would you prefer to be at STMS now or 60 years ago?

Local History- Happy 60th Birthday STMS

-5 weeks



Learning Experiences

School artefact exploration and visit by parishioners of STMS in 1957.

Show Case:

Children to create their own digital presentation documenting their findings of STMS in 1957 - to be showcased at Tommy Fest.

Then/Now comparison of different aspects of STMS e.g. clothes/ uniform, music, discipline, home life, school life.

Science Links:

Our Science topic is Plants.

History:

Objectives: To investigate & interpret the Past: Identify some of the different ways the past has been represented.

To understanding chronology: Develop an awareness of the past. Place people, events and artefacts on a time line. Use dates where appropriate.

To be able to communicating Historically: Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.

Communicate their knowledge in a variety of ways (e.g. talking, writing, using IT).

To be able to carry out Historical Enquiries: Use vocabulary of everyday historical terms. Observe or handle evidence to ask questions and find answers to questions about the past (show how they know and understand key features of events). Ask questions about the past e.g. What was it like for people? What happened? How long ago?

Understand some of the ways in which we find out about the past. Use artefacts, pictures, photographs, stories, eye witness accounts, historic buildings, visits to museums, galleries and sites, online sources and databases to find out about the past.

Task:

Week 1: Put school building on timeline. What do we want to know? Questions generated by children. History Detective tasks - how can we find out what STMS was like in 1957.

Week2: Using historical evidence to begin to find answers to questions set in Week 1. Set up stations to investigate - make notes, incl pics - maps, photos, registers, other school documents. Generate questions for interviewing a visitor for Week 3.

Week 3: Using first hand historical evidence use prepared questions to interview/hot seat people who attended STMS in 1957. Record what info they found out.

Week 4/5: Then/Now comparison of different aspects of STMS. Put together a digital showcase documenting their findings about STMS in 1957 using video cameras, art, interviews, photographs, models, and text documents.