

WHERE I LIVE



SOUND OF THE LOCALITY

Suggested Learning Intentions

- Understand that sound can be used to create a mood.
- Be able to classify sound.
- Understand some of the elements of music and how they are used within our culture.
- Be able to preserve the music they have created.

Suggested Activities

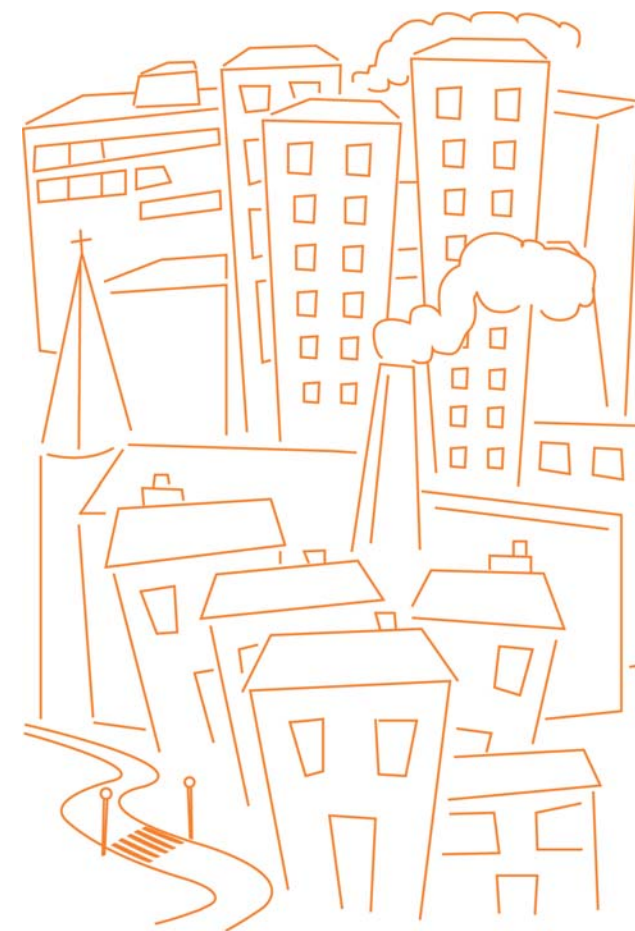
List and record the different sounds heard in the home, the locality or the community. Listen to and identify the origin of the recorded sounds. Discuss and decide on how these sounds could be grouped, for example, loud/quiet, high/low and short/long. Imitate these with voice and body sounds, for example, rubbing hands or stamping feet. Use classroom instruments and discovery instruments to explore imitation of these sounds. Represent these sounds in drawings.

Talk about a musical journey of a home, locality or community. Use ICT software such as 'Compose World Junior' to compose or sequence a sound pattern (score) to represent this journey and make a recording of it.

Find songs that are linked to the locality and famous local musicians. Use traditional and/or digital sources to research music in the local area. Carry out a survey of all the different musical groups or organisations in the area and establish what is the most popular form of music. Choose an appropriate format to record and present findings.

Invite one of the local music groups into school to discuss their day at work and the skills and qualities they use.

Sing local songs and make up simple accompaniments.



Key Stage: 2 Years: 5/6

The Arts

- clay slab work;
- observing local buildings;
- sounds in the locality;
- sound pictures;
- music in the locality
- drama.

Personal Development & Mutual Understanding

- organisations and services in the community;
- local democracy;
- cultures and traditions;
- keeping safe.

The World Around Us

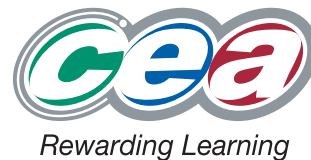
- place;
- interdependence;
- change over time.

Physical Education

- orienteering in a local area;
- following a simple plan or route;
- keeping healthy and safe.

FOCUS

The local environment is used as a resource for this teaching plan. It allows investigations into local issues, past and present, as well as an insight into the impact humans have on the physical environment. They learn to respect difference and the importance of mutual respect and develop strategies for their own personal safety.





WHAT ARE THE LOCAL LANDMARKS?

Suggested Learning Intentions

- Understand how images can help to inform art-making.
- Know the qualities of a range of materials and tools to realise ideas.
- Know that malleable materials can be manipulated in a variety of ways.
- Be able to talk about their work.

Suggested Activities

Collect or use digital photographs of local landmarks (for example, churches, towers, prominent buildings) as a source for clay slab work. Use rollers to make clay slabs of even thickness and trim edges to form a plaque. Roll out another thinner slab, and using the photographs as reference, cut out shapes of the landmarks. Apply the relief shape to the plaque using the correct joining technique of scoring, moistening and blending edges together. Add the finer details and textural effects. Paint with poster paints and glaze with a coat of PVA glue. Talk about the work and how it was made, discussing difficulties which arose and how these were solved.

Record the process of how it was made, for example, as a flow diagram, procedural writing or labelled diagram.

Review finished pieces and compare textural effects obtained by engraving and impressing into the clay, identifying areas that were particularly successful.

LOCAL NEWS AND VIEWS (DRAMA)

Suggested Learning Intentions

- Be able to structure and present a class news programme.
- Be aware of some interview strategies.
- Know how to use appropriate format and resources, for media presentation.

Suggested Activities

Discuss and list the people we sometimes meet and talk to on our way to school. They might include parents, grandparents, friends, patrol – crossing person, caretaker, teacher, canteen supervisor or shop assistant.

Research a local story or invent an imaginary story. Choose either to produce a front page of a newspaper or a video of a new programme.

For a news programme, look at local and regional news programmes to develop ideas of structure and presentation. Investigate newspapers or magazines for stories, style and content. Decide on the roles within the group, for example, presenters, interviewers, and interviewee. Devise a story, for example, 'Patrol - crossing man wins lotto', 'Dinner Ticket Prices go up', 'Famous footballer Visits School', 'Pupil wins Pop Idol'. Capture footage or use images from papers or the internet. Write a headline and introduce the programme using music or sound effects. Structure the story with an interview. Add local sports and weather reports (with props). Conclude the programme with music or sound effects. Present to the class and evaluate.

Edit where appropriate and present programme on the school website.

WHERE I LIVE



EXPLORING WAYS OF KEEPING SAFER

Suggested Learning Intentions

- Recognise the risks inherent in different situations.
- Understand some of the consequences of actions.
- Know some of the procedures necessary in the event of an emergency.

Suggested Activities

Identify risks associated with our daily lives such as road safety, safety around the home, risky situations or behaviours.

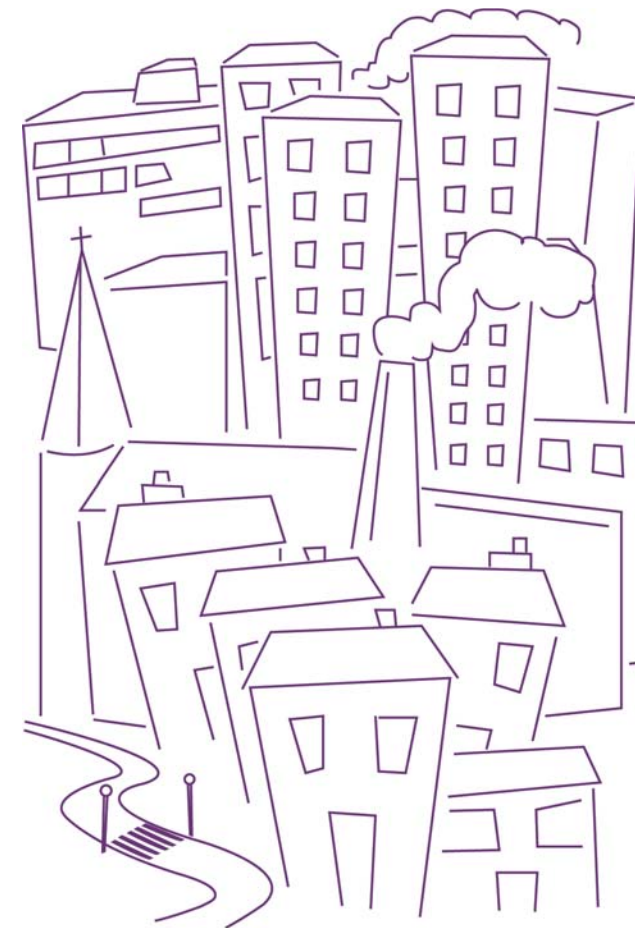
Complete a weekly log of activities and situations. At the end of the week review the log and colour code situations or activities where personal safety may have been at risk (Red=High Risk, Green=Low Risk). Consider ways to reduce the risk and complete the sentence "One way I can reduce a real risk to my safety or health is to ...". In Circle Time discuss who you would go to if you needed help, or were feeling unsafe.

Use ICT software such as 'Textease' to create a 'Stay Safer' leaflet for younger children with guidelines on keeping safe in different places and situations such as home, school, road, the internet or around water. Role-play potentially dangerous situations, for example, at home (on the Internet), at school (in the playground) or outside (on roads). Use different endings to demonstrate consequences of decisions made.

Invite a road safety officer to talk to the class and demonstrate pedestrian, passenger and cycling skills.

Create and use a data collection sheet to conduct a survey around the local area. Identify the most common road signs and road markings and discuss how these 'manage' traffic. Draw a risk line (high risk to low risk) and read relevant scenarios one at a time. Stand on the line in the place that represents how risky you believe the situation to be.

Go through the correct procedure in making an emergency call. Stress the importance of never making a hoax call.



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- local democracy;
- cultures and traditions;
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The World Around Us

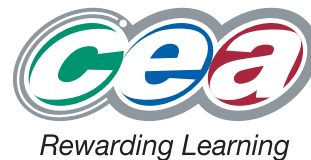
- place;
- interdependence;
- change over time.

Physical Education

- orienteering in a local area;
- following a simple plan or route;
- keeping healthy and safe.

FOCUS

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COMMUNITY SERVICES AND ORGANISATIONS

Suggested Learning Intentions

- Understand the need for the diversity of services within the community.
- Understand that different jobs need different skills and attitudes.

Suggested Activities

Brainstorm and discuss the range of organisations and services that provide help, support and advice to individuals, local families and groups in the community. Classify them into services and support organisations.

Invite representatives from local services, or as an alternative, visit services such as the police, fire or Ambulance services to talk about how they are able to help people and the support they offer.

Research or invite members of organisations such as 'RSPCA', 'RNIB', 'RNLI', 'Friends of the Earth' or suitable religious groups to talk about the role they have in the community.

Research the internet, collect newspaper articles and take photographs to design and prepare a small booklet on a chosen service or organisation that helps them. List the types of qualities and skills needed to successfully carry out a job in the chosen service or organisation.

Create a display of pictures, photographs, leaflets or literature about the diversity of local services and organisations that help us. Use key words and phrases to surround the display, for example, responsible, attentive, focused, secretary, patrol person, fireman, policeman, paramedic. Include organisations such as schools, Brownies, Girls and Boys Brigade and prepare a talk for the class about how they benefit from attending such organisations.

CULTURES AND TRADITIONS IN THE COMMUNITY

Suggested Learning Intentions

- Recognise and value the diversity of groups within the community.
- Recognise that traditions, festivals and celebrations are unique to different cultures.
- Understand the elements necessary for peaceful co-existence.

Suggested Activities

Find out about the different cultural groups in the community. Write to different groups requesting more information. Invite representatives from the different cultural groups and create an exhibition illustrating different costumes, foods, customs and recreations. If possible, ask family members from different cultures to talk about customs, traditions, similarities and differences with other groups.

Draw up a calendar of events for different cultural groups to represent important events in the year. Find out how these events are celebrated and use dance, drama, stories and poetry to demonstrate some in the classroom.

Use ICT software such as 'MS Publisher' to make greetings cards to reflect different cultures and their events.

Find out about famous people who have worked to break down barriers and foster good relationships between different cultures, for example, Martin Luther King or Nelson Mandela.

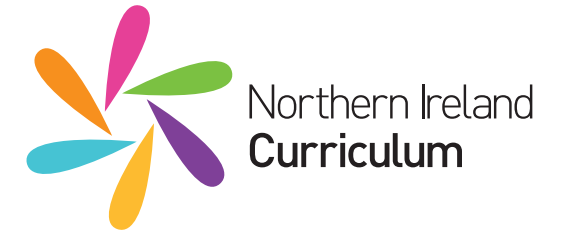
Use video conferencing or an online communication tool such as e-mail or text conferencing to communicate with children from other traditions.

Use ICT software such as 'Textease' to prepare a class code for promoting cooperation and understanding amongst different cultures and traditions.

Please Note

For other activities please refer to the CCEA Thematic Unit 'Being and Belonging'.

WHERE I LIVE



THE WONDER OF NATURE

Suggested Learning Intentions

- Know how to use a range of digital and traditional resources for research.
- Understand the importance of recording information systematically.
- Understand that there are main stages in the life-cycle of living things.
- Recognise that seasonal changes have an effect on some living things.

Suggested Activities

Use traditional or digital resources such as 'Decisions 3' to construct decision diagrams for Mini Beasts in the school grounds, for example, butterflies. Record and communicate findings using 'Softease' or 'Information Workshop 2000' and present findings using graphs and data sheets.

Investigate the lifecycles of a number of mini beasts and other animals found in the locality.

Explore the relationship between plants and animals, for example, feeding (nectar), pollination and camouflage.

Use ICT software such as 'Textease' to produce a short report on a chosen mini beast (incorporating digital images).

Design and make a mobile to illustrate findings.

Contrast with a habitat that may not be in the locality, for example, in the sea, desert, mountains or jungle. Research an animal and how it has adapted to live in its environment.

Discuss the effect of the weather and seasons on local wildlife, for example, migration and hibernation.



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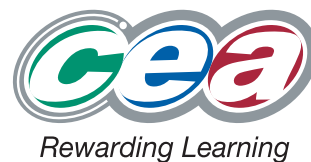
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BACK TO THE FUTURE

Suggested Learning Intentions

- Understand how changes take place over time.
- Recognise the importance of historical evidence.
- Know how to use a range of digital and traditional resources for research.
- Understand the importance of recording information systematically.
- Know how to use Ordnance Survey symbols.
- Understand some of the differences that exist in areas.

Suggested Activities

Follow a local trail which incorporates points of historical interest.

Explore co-ordinates to plot points and follow routes on the map using the eight points of the compass.

Use Ordnance Survey maps of the area from different time periods to identify changes to the local area, for example, land usage, housing or roads. Suggest reasons for the changes.

Interview older members of the community about their memories of what life was like. Gather evidence, for example, photographs or maps and construct a timeline of the local area.

Identify and research historical points of interest in the local area. Investigate any key events which have affected the area. Create a visual display to present findings. Predict what the view from the class window will be like in 50 years time and illustrate using ICT software such as 'Colour Magic', 'Fresco' or 'Designer'.

In groups discuss what the difficulties might be of living on Mars. Think about what humans need to survive and whether these needs are available on Mars.

HOME AND AWAY

Suggested Learning Intentions

- Understand the design process.
- Know how to use a range of digital and traditional resources for research.
- Understand the importance of recording information systematically.
- Understand how we are interdependent within the wider world.
- Know that the environment in which people live may impact upon their lifestyles.
- Know some of the ways of using a variety of maps.

Suggested Activities

Design and make a device for measuring rainfall.

Observe local weather and measure and record the temperature (introduce the concept of negative numbers) and rainfall in millimetres. Use ICT software such as 'Information Workshop 2000', 'Number Box 2' or 'Softease' to record, analyse and present data.

Choose a country with a contrasting climate and use traditional bar charts and digital sources to research and present information (including the impact climate has on the design and construction of homes in that country and the effect of climate on food produced in that country).

Identify a range of food and products which we import from other countries.

Visit the Ulster Museum to gain a hands-on opportunity to experience the variety of life in the rainforest, including food from the rainforests. Discuss the reasons why we import these products. Compare and contrast with food produced locally.

Identify from aerial photographs and Ordnance Survey maps different land uses in the locality. Record land use on a map using a key. Sort types of work in the local area, (including the variety of services provided to the area) using Venn, tree or Carroll diagrams.

Choose an industry or service and research it in more detail, for example, who do they provide for, where do they get their raw materials or what people work in this industry/service.

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ROUTES AND TRAILS

Suggested Learning Intentions

- Understand where they are on a plan or diagram.
- Know how to travel successfully to and from objects and locations on the ground.
- Be able to follow simple routes and trails, orientating themselves successfully.

Suggested Activities

Orienteering in the school grounds, a local park or area. Use symbol recognition to find objects on a drawing or diagram. Practise holding or orientating the diagram or map. Travel from a base to an object and back again. Follow a route and recognise location.

Identify certain areas within the school that would be useful orienteering markers. Discuss reasons as a class. Practise basic orienteering skills, within the classroom and school grounds before deciding on orienteering activities in a local park or an area within the locality of the school. Using a plan of the school grounds, make a simple journey to each feature marked, orientate the map and record findings at each point.

Walk in the local park or safe area, noting how to care for the environment and noting suitable orienteering points. Run a short course on clearly marked paths or follow a previously taped route (this may be completed in groups).



CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, using ICT and Thinking Skills and Personal Capabilities.

Using Mathematics

- Count, understand and use negative numbers in context;
- Discuss and source information for an identified issue;
- Create, with help, and use a data collection sheet;
- Construct and label bar charts on given axes which require simple scales and interpret the results;
- Record and present data in a range of ways including ICT and discuss which representation displays the information most clearly;
- Use ICT to research analyse and present information relating to a specific topic;
- Use a decision tree diagram with given criteria to sort or identify objects;
- Introduce, measure and record in millimetres;
- Talk about important dates;
- Know and use the 8 points of the compass;
- Use co-ordinates to plot points.

Communication

- Express ideas and opinions clearly;
- Begin to comment on the process they have used to develop their ideas;
- Talk about how the senses contribute to our understanding of events, atmosphere and characters;
- Talk with increasing confidence in a range of familiar situations;
- Contribute ideas and information appropriate to the subject and purpose;
- Listen and respond to a wider range of questions and begin to generate own questions in follow up activities;
- Show awareness that differences of opinion exist and, with teacher guidance, attempt to reach agreement on a given topic;
- Talk in a structured way keeping to the point to suit the needs of audience and purpose;
- Begin to organise and shape a talk, making connections between ideas;
- Assume and sustain a role;
- Use appropriate language to explain their thinking and to justify and support ideas and opinions;
- Talk and listen to others to generate, build on and develop ideas;
- Make clear and appropriate contributions in a way that suits purpose and situation;
- Read for specific purposes to assist in addressing a task/activity;
- Consider a possible range of sources for finding and locating information;
- Recognise the main points of a text, selecting and using appropriate information;
- Begin to develop personal opinions and attempt to draw conclusions;
- Recognise and express explicit meanings and attitudes in text and begin to be aware of some implicit meanings and attitudes when making inferences and deductions;
- Develop an awareness of different strategies to locate information;
- Share information they have found/read with others, including some supporting detail;
- Discuss what they have learned through their reading and what further information might be useful;
- Establish the purpose of the task and begin to identify the audience;
- Generate and organise ideas for writing;
- Begin to plan more independently and set out clear steps in the writing tasks;
- Use appropriate form, style and structure (including paragraphs) for the purpose of the task, beginning to take account of audience;
- Begin to explore different features of language and presentation;
- Convey and organise ideas, opinions and information clearly;
- Work with classmates on collaborative projects;
- Relate experience and attempt to reflect on ideas, thoughts, feelings and imaginings, independently.

CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Using ICT

- Access, select, edit and use information from a range of given digital sources and resources;
- Research, collect, organise, present and analyse information/data to support a topic using a range of digital sources and resources;
- Create and redraft work combining text, sound and/or graphics presenting and communicating it in a variety of ways showing an awareness of audience and purpose;
- Carry out and edit a series of instructions to solve problems using digital devices or environments;
- Solve problems by investigating, testing and refining using digital devices or environments.

Thinking Skills and Personal Capabilities

Managing Information: Asking more focused questions using their own and others' ideas to identify and locate information. Relating current activities to prior knowledge. Beginning to plan next steps, breaking tasks into sub-tasks and setting goals.

Thinking Problem Solving: Summarising to show understanding. Sequencing, ordering and ranking along different dimensions. Making comparisons and connections. Testing predictions and looking for evidence. Generating options and suggesting solutions to problems. Being systematic in a task. Explaining methods and opinions, giving reasons for choices and actions.

Being Creative: Taking time to use imagination for enjoyment. Showing curiosity, listening to and sharing ideas and experiences. Generating ideas and options, building and combining ideas. Enjoying the unexpected, usual and surprising. Having experiences with all their senses. Experimenting and investigating real-life issues.

Working with Others: Developing habits of collaborative learning. Showing the ability to learn from shared and modelled activities. Becoming adept at turn-taking, sharing and co-operating. Deciding what needs to be done and taking personal responsibility for aspects of the work. Showing fairness and respecting other people's feelings and ideas.

Self Management: Checking that they are achieving their purpose by talking about what they are learning. Checking their work for accuracy and precision. Persevering with tasks. Reviewing how the work was carried out and some aspect that might be improved. Beginning to work towards personal targets. Seeking help from other people. Developing an awareness of their personal strengths and limitations.





WHERE I LIVE

Digital Resources

ICT Software	Suggested Websites
<p>Microsoft Publisher Slideshow or Powerpoint Compose World Junior Colour Magic, Fresco or Designer Decisions 3 Information Workshop 2000 Number Box 2 Textease Through My Window Read and Write 4 Switch Clicker 4 Write Away! Writer Junior Viewpoint Number Box 1 Number Magic</p>	<p>www.becta.org.uk/ www.oxfam.org.uk/coolplanet www.ncs6.co.uk www.timeforcitizenship.com www.amnesty.org.uk www.primaryresources.co.uk www.savethechildren.org.uk www.galaxy-h.gov.uk www.roads.dft.gov.uk/roadsafety/hcyoung www.streetwiseguys.co.uk www.protectchild.co.uk www.uahs.co.uk www.naturegrid.org.uk/explore/index.html (includes Woodland Explorer) www.bigpic.biz (One World Centre Citizenship website) www.en.wikipedia.org/wiki/Roskilde www.pages.zoom.co.uk/leveridge/vikship.html www.britishorienteeing.org.uk www.niorienteeing.org.uk</p>

Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p>Being and Belonging, CCEA, A Thematic Unit linked to 'Where I Live'</p> <p>Planning for Progress in Art and Design (Northern Ireland Education and Library Boards)</p> <p>Music Box Songbook, Barry Gibson (BBC Books:1987) ISBN: 0563213434</p> <p>Music Through Topics for Infants Spiral Bound: An Activity Resource, Veronica Clark (Cambridge University Press:1990) ISBN: 0521348420</p> <p>Explore Music Through Geography, David Wheway and Shelagh Thomson (Oxford University Press:1993) ISBN: 0193218720</p> <p>Carousel Primary Music, Joan Child, Richard Crozier and Ken Storry (Ginn & Company:1995) ISBN: 0602263654</p> <p>Lift Off - Introducing Human Rights Education within the Primary Curriculum Cross Border Primary Human Rights Education Initiative 2003, Age 8-10, (Amnesty:2003)</p> <p>Finding the Griz, Brin Martin (NES Arnold: 1997)</p> <p>Hunting the Griz, Brin Martin (NES Arnold: 1997)</p>	<p>Magical Musical Mystery Tour – BBC – NI Education</p>

Traditional Resources

Books/Teaching material

Orienteering for the Curriculum: a Practical Guide, C. McNeill (Harveys: 1992)
Global Citizenship: The Handbook for Primary Teaching, Mary Young (Chris Kington Publishing:2002) ISBN: 1899857478
 Citizenship Schemes of Work (QCA) www.standards.dfes.gov.uk

- Unit 4 - People who help us
- Unit 6 - Developing our school grounds
- Unit 8 - How do rules and laws affect me?
- Unit 9 - Respect for property
- Unit 10 - Local democracy for young citizens

National Children's Safety Books, Access Partnership (ring 08457413491 for more information)
Play Safe, Stay Safe, Keep Safe, Sarah Dunscombe (Access Partnership:1999) ISBN: 1903997062
Junior Citizen Handbook, Sarah Dunscombe (Access Partnership:1998) ISBN: 1903997070
Fire Safety at Home, Caroline Booth (WELB)
Skills for the Primary School Child Part 1: I am, I know, I can: Personal, Social and Health Education and Citizenship in the Primary School for children aged 5-11 (Tacade:2001)
Me and My Relationships, Carol Barnickle (Hopscotch Educational Publishing:2000) ISBN: 1902239547
Me as a Citizen, Carol Barnickle (Hopscotch Educational Publishing:2000) ISBN: 1902239466
Primary Values (CCEA:2001) (pps 38, 84, 158 & 191)

Something Else, Kathryn Cave and Chris Riddell (Puffin:1995) ISBN: 0140549072
Leon and Bob, Simon James (Candlewick Press:2006) ISBN: 0763626864
Grace and Family, Mary Hoffman and Caroline Binch (Frances Lincoln Publishers:1997) ISBN:0711208697
'Woodlands provide a sustainable habitat', Yellow Woods Teachers Toolkit, www.yellow-woods.co.uk

Organisations

Useful Contacts

Folk Music Society of Ireland
Ulster Folk and Transport Museum
Ulster-Scots visiting speakers/musicians- Willie Drennan, Charlie Gillen, Stephen Hall
RSPCA
RNLI

Places to Visit

Ulster Folk and Transport Museum
Ulster Museum

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites are live.

