

Key Stage 2 Years 6 & 7

# Wonderful World



## focus

Through exploring the world in which they live children become aware that they are members of a global community. They observe the natural world they live in and reflect on our ever-changing world, now, in the past and future.

### The Arts

- music from own locality, Ireland and the wider world
- instruments from around the world
- animation

### Personal Development and Mutual Understanding

- being unique
- relationships with friends and family
- roles in the community

### The World Around Us

- interdependence
- change over time
- place

### Physical Education

- responding creatively to music
- working with and appreciating the work of others
- personal safety in and around water
- developing recognised swimming strokes



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## The Arts

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- instruments from around the world
- animation

## Personal Development and Mutual Understanding

## The World Around Us

## Physical Education

## Moving Nature

### Suggested Learning Intentions

- Understand the use of visual elements to create an effect.
- Know how to use a range of materials, tools and processes.
- Appreciate that artists use different methods and techniques.
- Know how to use some techniques in their own work.

### Suggested Activities

View some animated films and talk about the settings and characters (think about colour, texture, format and pattern).

Discuss how animations are made. Look at a flip-book to see how animation is a series of pictures, with slight changes, being run together.

In groups, create a story and storybox for a simple animation, with the focus on stories from our own or other cultures. Identify and visualise the main idea through storyboarding. Include notes on the storyboard to help you organise your thoughts on the characters. Assign roles within your group and work as a team to create the background, focus and details. Organise a safe area within the room for taking photographs, for example, table against wall and camera on tripod (or other secure fixture).

Arrange the scenes for the animation and take photographs, recording the new picture every time a slight change is made. Create an animation using the digital images you have taken and/or animation software, if available. Modify the animations by setting the fastest timing, adding text, sorting slides or by copying them to repeat actions. For example, a tree that begins bare, then grows leaves, blossoms, changes colour and finally loses its leaves, may be repeated to show a cycle of growth. Show your animation to the rest of the class using the data projector. Describe the various effects you have created and explain the process behind them.

# Our Musical Heritage And The 'World Symphony'

## Suggested Learning Intentions

- Understand how different cultures use the elements of music.
- Be able to create stories and pictures through sound.
- Be able to perform a short piece using voice and instruments to reflect a culture.

## Suggested Activities

Talk about and explore the musical traditions of our locality and country. Make a collection of recordings of popular local songs and music. Sing or play some of these songs and tunes, for example, 'I'll tell me ma'.

Explore the music and songs from different counties in Ireland, using the BBC resource – Musical Mystery Tour as a starting point. From this plan, sequence and perform a simple musical sound journey through Ireland using local songs and sound effects.

Listen to artists who have combined different aspects of our musical heritage in Ireland, for example, Different Drums of Ireland. Select one instrument, for example the drum. Compare and contrast drumming styles from the different musical traditions, for example, Lambeg, bodhrán. Research how this instrument is used in other parts of the world and listen to examples of this music.

Using traditional and/or digital sources, research and compare our musical traditions to musical traditions around the world. Listen to a variety of music from different cultures and respond to it in a variety of ways.

Research and perform songs from around the world, adding rhythmic accompaniments. Invite a local musician to talk about aspects of their job.

## Sell a Smoothie

### Suggested Learning Intentions

- Know the importance of persuasive advertising.
- Understand the process involved in storyboarding and script writing.

### Suggested Activities

Review and discuss advertisements from television and evaluate what makes some successful, this might include: use of humour, location, catchy jingle, clever script, play on words, characters involved, use of accent, slogans etc.

Collect advertisements that sell drinks to young people. Discuss what makes a healthy drink and also what local produce and produce from around the world might be used to make a healthy fruit smoothie drink for young people.

Working in groups, devise a new recipe for a new drink and try some of these out in class. Present the results as a cookery demonstration, talking through the making of the drink for the rest of the class (these could be scripted and recorded). Invent a new brand name for the smoothie drink.

Create an advertisement lasting two minutes to sell the product on television. Use a storyboard to create the sequence of shots to be recorded. Write the script for the advertisement, which involves all members of the group; include ideas for location using a fixed camera. Develop a short jingle to sell the drink, you can use an existing song and change the words, or create a new tune. Involve all the group in the singing and perhaps by moving/dancing. Discuss appropriate props needed for the recording as well as set-dressing for the location and costumes for the characters involved. Sequence the advertisement for continuity and recording. Rehearse the script and develop appropriate scripts and accents for the performance - make the language clear, simple and effective.

Make the product using an existing container and changing the branding. Include details of what makes it a healthy drink. Record your advertisement and show it to the rest of the class using a data projector. How effective is the advertisement? Discuss a marketing strategy.



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# Personal Development and Mutual Understanding

- being unique
- relationships with friends and family
- roles in the community

The Arts

The World Around Us

Physical Education

## Can We Be Friends?

### Suggested Learning Intentions

- Know about the importance of friendship.
- Know about the problems that can arise in friendships and how these can be handled and resolved.
- Understand the importance of recognising stranger danger.

### Suggested Activities

Manipulate a digital photograph of yourself using a software package such as 'Colour Magic' or 'Fresco'. Add a speech bubble describing yourself.

During circle time, share the qualities that make a good friend. Use an ICT software package such as Young Writer's Workshop, Colour Magic or Fresco to design and create 'Wanted Posters' for an ideal friend. List the characteristics you would like in a friend. Display the posters for the class to comment on.

Act out situations of conflict between friends, for example, in the playground or in the classroom, bullying or if their friend was being teased or was upset. Discuss and develop strategies for dealing with peer pressure between 'friends'. In circle time discuss the statement 'we must treat other people as we would like to be treated by them'.

Create a school council which aims to foster good relationships between pupils in all areas of school life.

Discuss safety on the Internet and in online discussions such as chat rooms. Use the Becta Internet Proficiency Scheme for Key Stage 2.

Email or conference a pupil from another school through a reputable website such as 'Grid Club'.

# Is There A Role For Me In The Local Community?

## Suggested Learning Intentions

- Express feelings using appropriate language.
- Understand that people belong to different groups and communities.
- Recognise diversity within the local community.

## Suggested Activities

Discuss what the word 'community' means. Consider how important it is for community members to work together and help support each other.

Find out if you have a role in the school community and what it is. Use traditional and/or digital resources to design and create a class collage or digital presentation on the roles within the school community. Identify ways in which help and support can be given to members of the school community. Design and make an invitation for different members of the school community to talk about their roles in the school. Devise appropriate questions to ask. Photograph or record the visit and send thank you letters or emails.

List other communities and groups that you belong to outside of school, for example, sporting clubs, scouts, brownies, church. Make a display of images that reflect these groups. Identify the facilities in the community for various groups, for example, the elderly, young children and teenagers. Examine the contribution of local clubs and organisations to the life of the community.

Visit the local council's website to find out about the work and role of the local council, the different parties that contribute to it, the Mayor and his/her role.

## Who Am I And Why Am I Unique?

### Suggested Learning Intentions

- Recognise themselves as special, unique individuals.
- Identify positive attributes about themselves and others.
- Know how to set personal, realistic goals.

### Suggested Activities

Play 'fruit salad' during circle time, for example, change seats if you have black hair, wear glasses, had cornflakes for breakfast, have a watch on.

Create a personal page about yourself and publish it on an online environment such as Grid Club. Discuss what personal information is appropriate to share online.

Take part in the 'getting to know you' game. With a partner, find out as much as you can about the other person. Report to the class with all the information you have found (serious or funny).

Generate ideas about the word 'identity' and include aspects of our cultural identity. Categorise the key words and phrases, for example, what we look like, what our beliefs are, what we like to do and how we treat others. Use ICT software such as Fresco or Colour Magic to design and create a badge or coat of arms that illustrates your identity.

Keep a daily record with the title 'What have I done today to make me feel proud'. Review the journal each week and set some personal goals.

On a regular basis nominate or select a 'Privileged Pupil', allow the pupil privileges during the day for example, no homework, special seat, first in line. Use ICT software such as Fresco or Colour Magic to contribute to a class certificate for the 'Privileged Pupil', commenting on the special qualities and talents they may have, allow parents to add their comments and create a class display.

Prepare a brief presentation about an interest, hobby or visit to tell the rest of the class.

Make an 'I am, I can, I know tree', create your own set of three leaves and set personal goals for each leaf on the opposite side. Discuss with the class 'turning over a new leaf'.

Use a digital microscope to observe and analyse your fingerprints. Record this and present it to others in the class.

# Will You Tell Me More About Our Global Community?

## Suggested Learning Intentions

- Be aware of cultural diversity within the wider world.
- Know that inequality exists in the wider world.

## Suggested Activities

Access Time magazine's '100 Most Influential People' at [www.time.com/time100](http://www.time.com/time100). Research the life of a person such as Martin Luther King. Discuss his achievements. How has he helped to make a wonderful world?

Describe the achievements of a local person of your choice. How have they helped to make your life or the lives of others more wonderful? Write a newspaper article about the person.

Create, use and evaluate a data collection sheet to conduct a survey of places that have been visited abroad, or would like to be visited. Collect travel brochures and/or visit websites to assist in the design of a digital postcard. Compare and contrast the similarities and differences between living in their own and the chosen locality.

Use a variety of traditional and/or digital sources to access images of people from different countries. Design and create a presentation 'A Day in the Life of...' describing a typical day for someone living in the country you have researched and compare it to your own day. How are the food, jobs, adult roles, clothes and customs similar or different?

Use traditional and/or digital sources to produce a class calendar of festivals celebrated by people of different cultures and religions. Invite members of the community who are from a different country or who have had experience of living abroad to talk to the class.

Establish a digital link with a school from another country and find out more about their way of life.



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# The World Around Us

- interdependence
- change over time
- place

## The Arts

Personal Development  
and Mutual Understanding

Physical Education

# How Do Trees Make A Wonderful World?

## Suggested Learning Intentions

- Understand the interdependence between people in the environment.
- Understand some of the ways in which change takes place over time.

## Suggested Activities

Explore the school grounds or other local area to observe and find out about trees. Use all of your senses to find out as much information as possible, measure the height and girth, observe the bark, leaves, the extent of the roots or the tree as a habitat, what lives in the tree and at which part (mice, mini-beasts, birds, squirrels, ivy). In groups, choose an aspect of the tree, such as, the leaves or bark, to study in more detail. Choose ways to report and present to the rest of the class.

Find out about the variety of trees in the local area, Northern Ireland and in contrasting places around the world. Research and organise information about trees, such as, evergreen, deciduous, lifecycles, food-chains or seasonal change. Find out about interdependence by carrying out the web of life experiment.

### **NB:**

*Web of Life Experiment. Arrange children in a circle. Name each child either a tree, animal, soil or climate. Ask the children to use a ball of string and make a criss-cross pattern web by passing it to whoever is opposite. Continue until string is completely used; ask children to lean back slightly; pose questions, for example, what would happen if all the trees were cut from the web? Demonstrate that the web would collapse by cutting all the trees or destroying one of the other elements in the web.*

Look at a Bonsai tree and challenge some of the original ideas about trees. Find out about traditions and uses of trees from around the world such as, the Bonsai tree. Find out about the importance of trees in our world, for example, shelter, food and preventing soil erosion. Research stories, poems and rhymes about trees in various world cultures, for example, Warriors of Red Branch (Ulster).

Investigate the various uses of trees through the ages using traditional and/or digital sources. Record and present your findings to others. Experiment with making paper. Visit the Ulster American Folk Park to find out about the uses of wood in Ireland and America. Use wood to design and make a model.

Visit a local woodland or forest park or, for example, the Palace Stables, Armagh to find out about the apple industry. Contact an education officer at a local forest or use the internet to find out about tree initiatives, for example, sponsor a tree or the Northern Ireland tree campaign.

# Wonderful People

## Suggested Learning Intentions

- Understand the impact that people can make on our world.
- Understand the factors that can accelerate interdependence over time.
- Know some of the causes and effects of movement.

## Suggested Activities

Research how different cultures have impacted on our lives, for example, Arabic contribution to the alphabet and maths, Greek influence on our architecture or modern USA and its media's influence on language, food and attitudes.

Establish email links with pupils in another country to compare and contrast similarities and differences in each other's cultures. Invite representatives from ethnic communities to provide food-tasting opportunities. Try out some simple recipes with the class.

### **Inventors and their Inventions**

Visit the Transport Galleries and the X2 Flight Experience gallery at the Ulster Folk and Transport Museum. Investigate how human invention has changed our world and made it a better place to live, for example, the Archimedes screw. Visit a working model of an Archimedes screw (see resources). Design and make models based on a visit.

### **Leonardo da Vinci – a man ahead of his time**

Design and make models based on some of Leonardo's inventions. Explore modern day inventions and possible inventions for the future. As a class, discuss how inventions improve people's lives.

# The Seven Wonders of the World

## Suggested Learning Intentions

- Know the features and variations of a range of places in our world.

## Suggested Activities

Find out about the Seven Wonders of the World and discuss why they are called this. Locate all Seven Wonders on a world map. In groups, choose one of the Seven Wonders and make a topic web of all the questions you want answered. Use a variety of sources to investigate further and present your findings to the rest of the class. Decide which of the Seven Wonders would be most fascinating to visit and why. Form groups with others who have the same preference. Create a poster or television advertisement to promote this as a holiday of a lifetime. Use an art software package such as 'Colour Magic' or 'Fresco' to create a map of the Seven Wonders of the World. Use this map to design a route using Logo and create a procedure to visit each Wonder.

As a class, consider what the Seven Wonders of the local area might be and why. Use traditional and/or digital sources to research these locations further and create a newsletter. Distribute the newsletter to parents or publish information about the Seven Wonders of the locality on the school website, Grid Club or the school intranet (public folder).



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## Physical Education

- responding creatively to music
- working with and appreciating the work of others
- personal safety in and around water
- developing recognised swimming strokes

## The Arts

## Personal Development and Mutual Understanding

## The World Around Us

# Water, Water Everywhere

## Suggested Learning Intentions

- Understand how the temperature of the water affects their bodies.
- Identify and explain the rules and routines that keep them safe in and near water.
- Be able to perform recognised swimming strokes.

## Suggested Activities

Discuss and describe how your body feels when you are swimming and what happens to your breathing. Consider how the temperature of the water makes you feel and how your body reacts to the temperature.

Generate a list of rules needed when playing in and near water. Discuss both the fun and the dangers of being in water. In groups, create a list of ways in which you could help and support others in and around water and help them feel safe. Share the ideas with other groups and agree on a class list.

### **NB:**

*Children should be able to enter and exit from water safely. Provide opportunities for them to explore and practise floatation, balance, jumping from side to side in the water and in and out of the water. Practise stroke development, such as front crawl, backstroke, breaststroke and butterfly. Some children may still not be able to swim, encourage them by exploring the use of their arms and legs while travelling in the water and playing simple games. It is important that children have time to have fun and enjoy water, whilst experiencing many structured play activities in the water.*

*Encourage children to use the local facilities to develop their confidence in water and to practise the recognised swimming strokes.*

# What a Wonderful World We Live In

## Suggested Learning Intentions

- Be able to perform movement phrases using a range of body parts and actions.
- Use music as a stimulus for movement.
- Be able to create and perform a simple dance individually and with a partner or in a small group.

## Suggested Activities

Download the song and lyrics of “What a Wonderful World” by Louis Armstrong from the Internet. Listen to the song and talk about the range of wonderful things in our world that he sings about. Discuss how you might create movement ideas based on the words of the song. From this, explore the range of ideas, for example:

“I see trees of green, red roses too, I see them bloom for me and you”  
- make large swaying movements for the trees and exaggerate flowers blooming using large hand and arm movements;

“I see friends shakin’ hands, sayin’ “How do you do?” - travel in a variety of ways and each time you meet some one greet them in a different way.

Individually explore, create and practise a simple dance to depict the song. Demonstrate good body shapes and a variety of actions, levels, speeds, directions and pathways.

Observe, describe and discuss your own dance and those of others. Develop the ideas further with a partner or in a small group. Work creatively, listening to the views and ideas of each person in the group to create a dance, using the music as a stimulus. In your group, practise and refine your dance.

Record the dances using digital video technology. View, discuss and evaluate the range of movement ideas and discuss ideas about how to improve the movements.

### **NB:**

*Encourage good poise, control and coordination whilst moving and stopping. Ask each group to perform their dance for the rest of the class or ask half the class to dance and the other half observe.*

# 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.

## Communication

- Use a wide range of sources to locate and make use of relevant information.
- Awareness of different types, structures and features of texts.
- Talk for different purposes using a widening vocabulary.
- Structure and sequence talk to take account of audience.
- Present and communicate work in a range of forms and a variety of ways.
- Organise and structure work independently.
- Check work for accuracy and redraft to improve meaning.

## Using Mathematics

- Within purposeful contexts identify, collect and record data.
- Find information from a range of graphs and diagrams and draw conclusions.
- design and use a decision tree to sort or identify a group of objects.
- Use vocabulary associated with probability.
- Measure, using correct notation and read scales with an appropriate degree of accuracy.
- Make sensible estimates, and where appropriate choose and use metric units.
- Use 12 and 24-hour clock.
- Use simple percentages in everyday use.

## Using ICT

- Research, select, edit, organise and present information/assets using a range of digital sources.
- Process found or self-produced assets, including text, number, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.
- Communicate and develop ideas by creating and editing text onscreen, combining this with appropriate selected images and/or sound.
- Use contemporary digital methods to communicate, share and exchange information with peers.
- Investigate and solve problems in a digital environment.

## Thinking Skills and Personal Capabilities

**Managing Information:** Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

**Thinking, Problem-Solving and Decision-Making:** Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions, and linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

**Being Creative:** Experimenting in a playful way. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

**Working with Others:** Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

## Suggested Resources Wonderful World

Digital Resources	
ICT Software	Suggested Websites
Blackcat Logo	BBC Northern Ireland Learning <a href="http://www.bbc.co.uk/ni/learning">www.bbc.co.uk/ni/learning</a>
Colour Magic or Fresco	
Egyptians CD-Rom	BECTA – Improving Learning Through Technology <a href="http://www.becta.org.uk">www.becta.org.uk</a>
Encarta World Atlas	Child Safety Initiative <a href="http://www.protectchild.co.uk">www.protectchild.co.uk</a>
Interlinks CD ROM	
Victorians CD-Rom	Citizenship site for Primary Schools <a href="http://www.timeforcitizenship.org">www.timeforcitizenship.org</a>
Young Writer’s Workshop	Crick Educational Software <a href="http://www.cricksoft.com">www.cricksoft.com</a>
	Cultural diversity - Creative connections Teachers pack <a href="http://www.ccph.com">www.ccph.com</a>
	Entrepreneurs for Sustainability <a href="http://www.e4s.org">www.e4s.org</a>
	Eyeneer Music Archives <a href="http://www.eyeneer.org">www.eyeneer.org</a>
	Film Education <a href="http://www.filmeducation.org">www.filmeducation.org</a>
	Free lesson plans and resources <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a>
	Grid Club <a href="http://www.gridclub.com">www.gridclub.com</a>
	Museums and Galleries of Northern Ireland <a href="http://www.magni.org.uk">www.magni.org.uk</a>
	Music Store <a href="http://www.musicroom.com">www.musicroom.com</a>
	NAACE – advancing education through ICT <a href="http://www.mape.org.uk/kids">www.mape.org.uk/kids</a>
	National Trust – Learning and Discovery <a href="http://www.nationaltrust.org.uk/learninganddiscovery">www.nationaltrust.org.uk/learninganddiscovery</a>
	Northern Ireland Tree Campaign <a href="http://www.cvni.org/nitc">www.cvni.org/nitc</a>

<b>Digital Resources continued</b>	
<b>ICT Software</b>	<b>Suggested Websites</b>
	<p>One World Centre Citizenship www.bigpic.biz</p> <p>PSHE site from DFES www.galaxy-h.gov.uk</p> <p>Save the Children www.savethechildren.org.uk</p> <p>The Amazing Body – The Virtual Body www.medtropolis.com/vbody.asp</p> <p>Time Magazine – 100 people who shape our world www.time.com/time100</p>
<b>Traditional Resources</b>	
<b>Books/ Teaching Materials</b>	<b>Audio/Visual (Media Texts)</b>
<p><b>Greek Myths for Young Children</b> Amery, Heather (Usborne Publishing Ltd 1999) ISBN 0746037252</p> <p><b>How the body works</b> Parker, Steve (Dorling Kindersley Publishers Ltd 1994) ISBN 0-7513-0081-0</p> <p><b>How the Earth Works</b> (Eyewitness Science Guides) John Farndon (Dorling Kindersley Publishers Ltd. 1992) ISBN 086318-831-1DN.</p> <p><b>Junior Citizen Handbook</b> Children’s Safety Education Foundation</p> <p><b>Lift off - Introducing Human Rights Education Within The Primary Curriculum</b> Amnesty International</p> <p><b>Listening to Music Elements Age 7+</b> MacGregor, H (A &amp; C Black, London, 2007)</p> <p><b>Me and Relationships</b> Barnickle, Carole and Wilson, Duncan (Hopscotch Educational Publishing 2004)</p> <p><b>Me as a Person</b> Barnickle, Carole and Wilson, Duncan (Hopscotch Educational Publishing 2000)</p> <p><b>Out of This World</b> (CEEA/CITB 2006)</p> <p><b>Oxfam Global Citizenship – The Handbook for Primary Teaching</b> (Oxfam 2001)</p>	<p>BBC Television, ‘<b>The World Around Us – Geography</b>’ Autumn 2003 Go With The Flow (the story of the River Lagan).</p> <p><b>Brining it all back home</b> – BBC series London</p> <p><b>Chinese Flute: Chinese Classical Folk Music</b> Li He (Arc) ASIN: B00008EP6F</p> <p><b>Magical Musical Mystery Tour</b> – BBC NI Education</p> <p><b>Mango Spice – 44 Carribean Songs</b> Yvonne Connolly (A&amp;C Black: 2001) ISBN: 071366097X</p> <p><b>Songs and dances from Turkey</b> H &amp; G Turkmenter (Arc) ASIN: B00000617P</p> <p><b>The Singing Sack: 28 Song-Stories from Around the World</b> Helen East (A&amp;C Black:1991) ISBN: 0713631155</p> <p><b>Under African Skies</b> Adzido (Arc:1995) ASIN: B0000011CG</p>

*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 were live.*

