

Language, literacy and communication

Skills

Reading (N.B. for 'text' below, read 'audio/still image')

- Recognise the ways writers present issues and points of view in fiction and non-fiction.
- Show how they have made inferences and deductions by referring to the text.
- Identify how language is used and structured in a range of texts.
- Identify the language features of a range of texts, audio, visual and written.

Oracy

- Speak using appropriate tone and volume.
- Adapt talk to suit purpose.
- Understand how changes in vocabulary and style can improve talk.
- Identify the presentation features used to communicate the main points in a variety of presentations, including a range of audio/moving image texts.

Group work

- Use talk to organise roles and action.
- Include and respond to all members of the group.

Role play

- Use some drama strategies to explore stories or issues.
- Present events and characters through dialogue to engage the interest of an audience.

Activities/Resources

- Children to investigate examples of podcasts. What is a podcast?
- Using multi-modal texts from Yr 5 (scholastic) children should be able to identify interviewer and interviewee.
- Discuss text type: recount of life. What features do we recall about recounts?
- Discuss formal and informal and elicit that the style depends on the type of broadcast.
- Children should hear and deconstruct language used in formal and informal broadcasts.
- What types of language used to capture the audience's attention.
- Use and explore different question types and different ways in which words are used including in formal and informal contexts.
- Identify different question types and evaluate their impact on the audience: open and closed types of questions.

Information Communication Technology

Skills – Year 5 skills

- Media: use a sound recording device to capture sounds or narrations.
- Select appropriate, captured images, sounds and narrations to use within a planned project.
- Create a video or animation that includes captured and appropriate resources such as music.
- Explain choice of clips, effects and structure and the resources they create.
- Plan and work collaboratively on a group[project or task.
- Use a digital camera to capture images required for a project.

Activities/Resources

- On the trail: children will make the use of cameras and microphones whilst Yr6 are role-playing and Mr Brayley talking.
- Scan in pictures of old Swansea buildings that are no longer there.
- Using Audacity – children can decide whether to edit as appropriate. They should also investigate the use of tracks in order to add sound effects/mood music etc. (overlay).
- Brief use of Photostory matching photos to sound. Possible extension: children to create their own music using Black cat compose to be exported into Audacity.

Learning Through Victorian Swansea – Year 5

Developing thinking

Skills

Plan

Accessing Prior Knowledge

- Look for gaps and begin to build on skills, knowledge and understanding you have.
- Determining success criteria for a successful multi-modal project.

Develop

- Generating and developing ideas.
- Valuing errors and unexpected outcomes.
- Determining the process, method and strategy. Plan with help the process/method to be used.

Reflect

- Reviewing the process and the method.

Activities/Resources

- KWHL grid. Mindmap, what is a podcast?
- TASC: How will they plan their podcasts? (Groups of 5. Who does which role within the group?)
- Success criteria shared. Reflecting using traffic lights and scaffolded reflection techniques.

Other curriculum area(s): History

Skills

Historical knowledge and understanding. Pupils should be given opportunities to:

- Identify differences between ways of life at different times.
- Identify significant people and describe events within and across periods.
- Understand why people did things, what caused specific events and the consequences of those events.

Interpretation of history

- Distinguish between 'fact' and 'opinion', giving some evidence/ knowledge-based reason for this.

Activities/Resources

- Role play.
- Research into the Victorian era, focussing upon jobs, children, houses and buildings. This research should give children a depth of knowledge sufficient to 'hot-seat' a character confidently.
- Children to be given opportunities to record 'on location', i.e. to record sounds, take photographs and record initial thoughts.

Language, literacy and communication

Skills

Reading (N.B. for 'text' below, read 'audio/still image')

- Understand a range of texts, their purpose, structure and features.
- Identify key features, themes and characters across a range of texts.
- Summarise the main points in a text.
- Explain implied meanings by referring to the text.
- Describe and evaluate author's use of techniques e.g. narrative structure, character action, themes or figurative language, justifying interpretations by referring to the text.

Oracy

- Listen to/view and take notes that can be used for a variety of purposes.
- Pay close attention to what others say, asking questions to develop ideas.
- Listen to others considering their point of view.

Role play

- Create roles showing how behaviour can be interpreted from different viewpoints.
- Develop scripts based on improvisation.
- Compare the contributions sound makes to media extracts.
- Comment constructively on plays and performance, discussing effects and how they are achieved.

Activities/Resources

- Deconstruct factual report type video. The children need to consider the use of shot (LS). These need not be focusing upon the Victorians.
- Children will investigate local history through a series of lessons, focusing particularly on Victorian jobs (see history).
- Children will work in groups to develop a series of questions (interview/ open-ended questions).
- Children are to develop a shoot list for 'on location' video recording.
- Role play scenarios to be built upon these questions to be deleted at a later date (see ICT session).
- 3Cs (focus primarily on colour, moving onto character and camera shot).

Information Communication Technology

Skills – Year 6 skills

Media

- Plan a media project including techniques such as storyboarding.
- Choose and use appropriate ICT equipment to capture sounds, music, narration, images and/ or video.
- Understand that features of ICT equipment can enhance the quality of resources captured.
- Use captured resources for developing a multi-media presentation.
- Understand that images combined with appropriate music can convey a powerful message.
- Create a presentation with title, images and sound that creates an appropriate mood and conveys meaning.
- Plan and use a digital video camera and edit to combine with text, sound and music to create a story.
- Add titles and transitions to the video.
- Evaluate and refine work giving consideration to intended audience.

Activities/Resources

- Revisit camera shots through film (BFI).
- Show an example of a movie (modelled).
- Show functions within the program (image insertion, ageing, cropping, transitions).
- On location, children to be given opportunities to record using the video camera, following the shoot list.
- Children to be allowed to take mobile phones and digital cameras onto the history trail trip.

Learning Through Victorian Swansea – Year 6

Developing thinking

Skills

Plan

Accessing Prior Knowledge

- Look for gaps and begin to build on skills, knowledge and understanding you have.
- Determining success criteria for a successful multi-modal project.

Develop

- Generating and developing ideas.
- Valuing errors and unexpected outcomes.
- Determining the process, method and strategy. Plan with help the process/method to be used.

Reflect

- Reviewing the process and the method.

Activities/Resources

- KWHL grid. Mindmap, what makes a good informative movie?
- TASC: How will they plan their movies?
- KWHL grid. Success criteria shared.
- Success criteria shared. Reflecting using traffic lights and scaffolded reflection techniques.

Other curriculum area(s): History

Skills

Historical knowledge and understanding.

- Pupils should be given opportunities to:
- Identify differences between ways of life at different times.
 - Identify significant people and describe events within and across periods.
 - Understand why people did things, what caused specific events and the consequences of those events.

Activities/Resources

- Role play.
- Research into the Victorian era, focussing upon jobs, children, houses and buildings. This research should give children a depth of knowledge sufficient to 'hot-seat' a character confidently.
- Children to be given opportunities to record 'on location' in character, in costume if possible. They should shoot videos of role play scenarios, take photographs and record initial thoughts.