



Integrated Learning Tasks 1st Half Term Autumn 2017-18
Topic: A History of British Invasion and World War II

PSHE <u>Me and my relationships</u>	Science <u>Forces and Light</u>	Geography and History <u>Invasion and World War II</u>	RE <u>How can we express religious belief through art?</u>	DT <u>Making a Shelter</u>	ICT <u>How can we interact with an online community?</u>	Music <u>How were drums used in invasions?</u>
Introductory tasks (These must be done)						
<p>Every Child Matters- how will you choose to represent these values?</p> <p>Research and present gestures of communication: How is smiling easier than frowning? What are the benefits of smiling? Which gestured have different meanings in</p>	<p>How did Galileo and Newton change the way we think about forces? Research the work of the scientists and present your findings.</p> <p>Create a presentation with the title, 'What is Gravity?' Be prepared to present it to the class.</p> <p>What are light sources? Are there different types? How are they different? Create a table to show this.</p>	<p>Britain- who are we? Create a timeline of British history since the time of the Roman invasion. Your timeline must include all aspects you consider to be 'major events'.</p> <p>Using your timeline, create a collage of images that you feel represents British history.</p>	<p>How do we express our feelings? Use photographs to show your different emotions, including body language. Create a collage using colours to match each emotion.</p> <p>How can colour express religious feelings and ideas? Create a colour mind map with 'Colour in Christianity' in the centre. Add branches to the map using colour and write an explanation of each.</p> <p>How do artists express religious belief? Examine</p>	<p>Research shelters that have been used throughout British history.</p>	<p>How can we stay safe online?</p>	<p>Create a mind map behind the image of the taiko drum to show how drums were used during invasions throughout history.</p>



<p>different parts of the world?</p> <p>What makes a good and bad relationship?</p>	<p>How do we know light travels in a straight line?</p> <p>Can you design a model to show this?</p>		<p>famous art pieces showing stages in Jesus's life. Identify colours and symbols. Choose a stage of Jesus's life to represent in a stained glass window.</p>			
<p>Core tasks (these should be done)</p>						

<p>What is empathy? Use the question cards to debate.</p> <p>What is a good and bad relationship? Read the poem 'Friends'. Use a table to decide what you feel a friend does or doesn't do.</p> <p>What is conflict resolution? In what situations could you use the strategies of self-check, honest communication and finding a solution? Present your ideas.</p>	<p>Can you produce and effective parachute to drop WWII resistance men and woman behind enemy lines using the materials given? What forces will you have to consider? Explain in your conclusion the effects of air resistance and how this impacted your decision</p> <p>How would you explain 'water resistance' to an alien from a planet with no water? Use your research notes to create an explanation with diagrams or models.</p> <p>The Romans are invading! Design a catapult using a level mechanism to defend your people. Design, make, test,</p>	<p>Invasion- create a zig-zag booklet about each different British invader: The Romans Saxons, Vikings, Normans, William of Orange. You must include:</p> <ul style="list-style-type: none"> - Who? - Where from? - Why? - When? - How? - What did they do? <p>What were the causes of WWII? Create a flow chart using the given images and provide reasons for each.</p> <p>Label a world map with the major countries participating in WWII. Can you colour the Allies and Axis and create a key?</p>	<p>How can I express my beliefs? Mind map your key beliefs. Use them to create a piece of art that is within an outline of your profile. You can use images from online, sketches, or any chosen media.</p> <p>Who was the Buddha? Create a comic strip showing the four stages of Buddha's life (The Prince, 4 signs, The Search & The Teacher). Answer the questions:</p> <ol style="list-style-type: none"> 1. What do we learn from the 4 signs? 2. How do the 4 signs show us what is important in life? 	<p>Create a design for your own shelter.</p> <p>Create a prototype.</p> <p>Evaluate your design.</p>	<p>How can we find information online?</p> <p>How can we make judgements about information found online?</p> <p>How can we create writing for presentation online?</p> <p>How can we interact with an Online community?</p>	<p>Explore how you play and perform in solo and ensemble contexts. How does listening help?</p> <p>How can you improvise and compose using the taiko drums?</p>
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<p>Respect and rights: What are my rights? How can I respect myself, others, the environment, my neighbourhood, my school, my home?</p>	<p>evaluate your catapult creation with use of diagrams.</p> <p>Experiment with gear equipment. Can you explain how gears work? Why are they helpful and where do we use them?</p> <p>How do we see objects? Use diagrams to support your explanation.</p> <p>How do objects change in appearance in water? Why does this happen? Place different objects in water and use your own research to explain what you have seen.</p> <p>What is reflection? Make your own periscope and explain how it works. Research to see if your explanation is correct</p>	<p>What was life like for children in WWII? Decide on an area of interest and create a project to be presented to the class. You must include a comparison with life today.</p> <p>What was the Battle of Britain? On a map of Britain label the cities that were bombed and create a key to show why each city was bombed. Extension: What did the British do as a reaction to this?</p> <p>Create a German propaganda leaflet about the Battle of Britain.</p> <p>Now and then: Use the images of Plymouth to compare and contrast the appearance city.</p> <p>How did WWII end? Each group has been given a different reason. Present your reason and show on a map where your reason was 'based'.</p> <p>Create a newspaper</p>	<p>Why are images of the Buddha important for Buddhists? Take a picture of yourself as Buddha. Create symbols to represent what you feel are the key qualities of being a good person. Create an image based on images of the Buddha using your own symbols.</p>			
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		article about the Holocaust with an obituary for Anne Frank.				
Extension tasks (these could be done)						
<p>Create a booklet to show what the rights and responsibilities of a child are.</p>	<p>Create a pulley system to carry supplies from table to table in the classroom using the given equipment. What else can you use pulleys for?</p> <p>Design and make a tank that can travel over ice, sand and mud. Explain in your conclusion how friction impacted your decisions</p> <p>Create a shadow puppet show. Explain how shadows are created. Experiment with moving an object and see how it affects the shadow.</p>	<p>Could we have won the war without US troops? Create debate notes to discuss.</p> <p>How did secret agents pass information in WWII? Create a profile of Charles Frazer Smith. Create a job advertisement for a secret agent. Create a code in your group for the location of a secret object. Can you decode another group's and find theirs?</p>	<p>What would you ask a Buddhist?</p>	<p>What shelters can you create in your forest school sessions?</p> <p>How have you used your research to create them?</p>	<p>Use ICT to present what you feel about how we can interact with an online community.</p>	<p>Compose your own piece for performance.</p>



Self-study tasks
(these could be done and are chosen by you)