



KINGSHILL CHURCH SCHOOL

**PROJECT DESIGN**

<b>TOPIC:</b> Crime and Punishment		
<p><b>Our curriculum is child centred and relevant, promoting curiosity and excitement through discovery. It promotes high standards and aspirations and will enable children to be resourceful, resilient and reflective.</b></p>		
<p><b>Our children need:</b></p> <ul style="list-style-type: none"> <li>• <b>Opportunities to develop rich Language</b></li> <li>• <b>To develop a love of reading</b></li> <li>• <b>A deeper understanding of cultural diversity</b></li> <li>• <b>To access outdoor learning and nearby local resources</b></li> </ul>		
<p>Performance of understanding/presentation of learning Museum of Crime and Punishment</p>		
<p>Wow days/ Three generational lessons Murder Mystery and potentially police visit</p>	<p>Children's' Interests  Learn about history Visitors trips</p>	
<p><b>Literacy, Communication and language (detail in English Med Term)</b>  <b>Real/imaginary reasons for writing</b> – discovery and immersion Non chronological report, diaries from characters, balanced argument, formal letter to 'court', alternative chapter in 'Holes', biography <b>Speaking and Listening</b> Reading extracts of a story aloud, reciting and performing extracts of the poems <b>Reading</b> Holes by Louis Sachar, Ballad of Charlotte Dymond by Charles Causley, The Highway man by Alfred Noyes</p>		<p><b>Expressive Arts and design</b> Drama/music/art/design  Where's the detail in that picture? LCC</p>
<p><b>Mathematics</b> (detail in Maths Med term-basics and close the gap) APE reasoning Place value 4 operations</p>	<p><b>Physical Education (detail in Med Term Planning)</b> PE Coach?</p>	<p>Big words- vocabulary Parliament, peasantry, empire, democracy, punishment, Magna Carta,</p>
<p>Thinking skills/AfL activities</p>	<p>Visits/visitors  Police/ PCSO visit to school  Possible visit to courtroom</p>	<p>Enterprise</p>
<p>Cultural Diversity- Home and Abroad Children could learn about crime and punishment in different countries</p>	<p>Cooking  Who will win the Great Prison Bake off? LC design and make healthy bread for 'inmates'</p>	<p><b>PSMSE</b> What does it mean if God is Holy and Loving?</p>
<p>Home learning Children have been given the task of researching and producing information on Crime and Punishment throughout history in Britain</p>	<p>Outside learning School camp Making Roman numerals with sticks</p>	

Handwriting challenge Times tables Arithmetic Grammar	
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## **Understanding the world – knowledge**

Main Subject POS (national Curriculum) (Science, History Geography)

### **History**

- Can they say where a period of history fits on a timeline?
- Can they describe historical events from the different period/s they are studying/have studied?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Can they begin to appreciate that how we make decisions has been through a Parliament for some time?
- Do they appreciate that significant events in history have helped shape the country we have today?
- Do they have a good understanding as to how crime and punishment has changed over the years?
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?
- Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
- Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- Can they suggest why there may be different interpretations of events?
- Can they pose and answer their own historical questions?

### **DT**

- Can they come up with a range of ideas after they have collected information?
- Can they explain how their product will appeal to the audience?
- Can they use a range of tools and equipment expertly?
- Can they evaluate appearance and function against the original criteria?
- Can they describe what they do to be both hygienic and safe?

### **Art**

- Can they identify and draw simple objects, and use marks and lines to produce texture?
- Do they successfully use shading to create mood and feeling?
- Can they organise line, tone, shape and colour to represent figures and forms?
- Can they show reflections?
- Can they explain why they have chosen specific materials to draw with?
- Do they keep notes in their books as to how they might develop their work further?
- Can they experiment with different styles which artists have used?
- Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?

### **Science – Light**

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
  
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations