

## How can one person make a difference?



### WOW!

(An **engaging** event to capture interest and energise. Guided by an adult initially; a supported experience)

- Making peaceful protest signs – children to look at a range of protest signs used to bring awareness about global warming and climate change.
- Look at newspaper articles

### Try it: skills

(Developing **empathy** of events, processes or people, exploring and enhancing language and social skills)

- Hi: What is chronology?
- Hi: Primary and secondary resources
- Hi: Comparing
- Mu: Control pulse and rhythm
- Art: Painting

#### Milestone

Children should be better at specific skills or be better at working independently/with others.

### Use it: skills

(Building on immersion, children have opportunities to acquire and **practice** skills in numerous ways)

- Hi: How did the Bristol Boycott make a difference?
- Hi: How do the difference sources influence what people think/believe?
- Mu: appreciate and understand a wide range of high-quality live and recorded music composers and musicians

#### Milestone

Children will have practised a skill, or repeated skills in different ways, and have been planned and prepared for the challenge.

### Documenting the challenge

Photograph artwork/create art display

#### **Celebrating the challenge**

Share with parents in class assembly at the end.

### Try it: knowledge

(Developing **knowledge** of events, processes or people, exploring and enhancing language)

- Hi: Research Bristol Bus Boycott
- Hi: What do the different sources say?
- Hi: What is different now? What is still the same?
- Mu: What is pulse and rhythm?
- Art: What range of different techniques are there to use?

#### Milestone

Children should have a better understanding of area of study and should be able to identify new knowledge.

### Use it: knowledge

(Building on immersion, children have opportunities to acquire and **develop** knowledge in numerous ways)

- Art: Does art have a meaning and give a message?

#### Milestone

Children can draw on new knowledge without adult support in order to complete the challenge.

### Prove it:

(Combines skills and knowledge practiced in Have-a-go to, independently of adults, prove what they have learnt, by answering the question)

- Art gallery using children's personalised graffiti
- Presenting reasons for their art work
- "Is it ok to break rules for the greater good?"