

Stockbridge Village Primary School – Expedition Project Plan



Project title – Change Agents
Year group - 6 Summer terms

Essential Question: Is someone's history always their destiny?

Fieldwork & Experts -

Local history group
 Tate Britain or Liverpool
 Liverpool City Museum.
 Beatles Tour
 Theatre group
 Actors
 Secondary schools
 Scientists
 College

Big Ideas (Concepts)

Growth	Transition
Change	Agency
Influence	Society
Performance	

Questions worth asking / Philosophical questions -

Is growing up hard to do?
 What small acts can I do to make the world a better place?
 Do I know who I am?
 What tribe do I belong to?

Use -

Stories
 Non-fiction books
 Little People. Big
 Dreams book set
 Facsimiles
 Circuits
 Lights
 Sundials

Investigate -

Local change agents
 The meaning of "Agency"
 Puberty and growth from birth
 Electricity and Light

Books -

Dreams of Freedom – Anchor text
A story Like the Wind – Anchor text
 Wonder. - RJ Palacio
 Just Jack - Kate Scott
 Illumanatomy - Ms. Kate Davies & Carnovsky
 What's Eating You?- Nicola Davies & Neal Layton
 The Astounding Broccoli Boy
 Frank Cottrell Boyce
 The Wolves in the Walls - Neil Gaiman
 Moving On Up: All You Need to Ease the Transition from Primary to Secondary School

Key Vocabulary -

Light - see science vocabulary e.g. reflect, opaque, source
 Electricity - science vocal e.g. conduct, terminal, connection
 Puberty
 Gestation
 Personal Development
 Agency
 Democracy
 Society

Guided Inquiry Questions -

(see Loops of Learning plans)

Significant people /places /events -

local 'change agents' , e..g Bessie Braddock MP (children's rights) , Hannah Lightbody (education) , Kate Sheppard (suffragette), Sir Henry Tate, (Philanthropist) -
 - Recall from Y4 (Victorians)

Find (out about) -

Relationships and health
 PSHE
 Crime and punishment – overview
 history case study
 Electricity - Recall from Y4 and Innovators project
 Light in terms of science

Make -

D&T; circuits
 Autobiography
 A Play
 Radio programme

Main subject POS – PSHE / RHE / transition

History – Overarching case study of crime and punishment – link to legal age and responsible citizenship

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.

Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.

Electricity

Pupils should be taught to:

associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
use recognised symbols when representing a simple circuit in a diagram

Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.

Science (From Y5 POS) Animals including Humans

Pupils should be taught to:

describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

History

a local history study - local 'change agents', e..g Bessie Braddock MP (children's rights), Hannah Liekhtedy (education), Kate Channon (suffragette), Sir Horatio

For next time -

Linked subjects POS -

Art and Design

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Computing

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

D&T

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Music

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Immersion Experience -

Assessment checks - rubrics, criteria lists, learning checkpoints, Knowledge Organiser

Performance of understanding -

Theatre production in school - Y6 play