



Medium Term Unit Planning

Topic Name: - iSpy

Learning outcome:

By the end of this topic, children will know about the evolution of spies throughout history and the technology they used, with a specific focus on The First World War through the eyes of local sailor Jack Bishop and the impact of the SOE on The Second World War.

Hook

Transition – Spy intro challenge

Topic Showcase (e.g. display, museum, performance, presentation)

News reports with on-location filming

Oracy:

News reports

Key Vocabulary:

Dates, time period, era, chronology, continuity, change, century, decade, legacy, Allies, Axis, propaganda
Resistance, espionage, surveillance, reconnaissance

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Spies by David Long
Vi - Spy by Maz Evans
Madeleine? Model Text

Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

Challenging stereotypes – spies who helped to with the war (including women, people of colour, disabled people and LGBTQ)
Sharing local history with the community.
Remembrance Day

Experiences/Visits/Visitors

Bletchley Park
Visit from The Bishop Family



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Main Subjects covered:

History, Computing, Art and Design, Science

Subject 1 Threshold concepts

Computing – communicate and connect

Subject 2 Threshold Concepts

History – communicate historically, understand chronology, build an overview of world history.

Subject 3 Threshold concepts

Art and Design – mastering techniques: digital media

Subject 4 Threshold Concepts

Science – Understand electric circuits/work scientifically

Notes:

Children will learn about the SOE and its impact through Literacy lessons

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Introduction to Stop Motion animation	Master techniques This concept involves developing a skill set so that ideas may be communicated	Enhance digital media by editing (including sound, video, animation, still images and installations).	Children are introduced to the skills needed to produce Stop Motion animation, using the iMotion app. Look at exemplars of SMA and how they can make their animations as smooth as possible.



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			Children use minifigures with moving parts to create SMA. Each child takes on a character and introduces themselves through the animation.
2. Introduction to editing software	Master techniques This concept involves developing a skill set so that ideas may be communicated	Enhance digital media by editing (including sound, video, animation, still images and installations).	Using iMovie app, children edit, add voiceovers and graphics to their SMA and polish final product. A YouTube montage is created to 'introduce' the new class.
3. Spies throughout history	Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places	Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	Create a timeline looking at how spies have been used throughout history, looking particularly at periods that the children have already learned about: Ancient China (Sun Tzu), Ancient Greece, Ancient Rome, Ninja of Japan, Elizabethan, American Civil War (Harriet Tubman), First and Second World War, Cold War and modern day.
4. Jack Bishops' Bewdley (1898-1915)	Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society	Identify continuity and change in the history of the locality of the school.	Using photographs of key locations around Bewdley, children compare modern photos of the same locations. What has changed? What's the same? Why do you think that?



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	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past.	
5. 43/44 Lax Lane	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past.	Using the 1901 and 1911 censuses, children investigate the lives of the residents of 43 and 44 Lax Lane, Bewdley.
6. Who was Jack Bishop?	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past.	Children are given a range of sources linked to Jack Bishop, which tell the story of his life, including: Naval records Death announcement Newspaper reports



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	<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Use original ways to present information and ideas</p>	<p>Photographs and paintings of different Naval vessels Photographs</p> <p>Children create a scrapbook of Jack's life, using the given resources and others they've selected</p>
7. Ask the Bishops	<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Using their prior knowledge, children create and ask questions to journalist and historian Chris Bishop, Jack Bishop's great-nephew.</p>
8. Filming on location!	<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied</p>	<p>Use original ways to present information and ideas</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order</p> <p>Use dates and terms accurately in describing events.</p>	<p>Children visit local sites, relevant to Jack Bishops' life and film short segments about Jack's life there.</p>



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	were happening at similar times in different places		
9. Edit and produce news report	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p>Communicate This concept involves using apps to communicate one's ideas.</p>	<p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>Use original ways to present information and ideas</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	Using their film clips and still images, children add voiceovers and graphics to create news reports linked to Remembrance Day, using iMotion software.
Bletchley Park and the Code Breakers Day	<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p>	Children learn more about the origins of Bletchley Park and the codebreakers who helped to win the war – including Alan Turing and the 'hidden heroes'.



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Visit to Bletchley Park		<p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Workshops linked to Maths, Computing and History</p> <p>Opportunities to see and interact with primary sources, including the Enigma machine.</p>
Through Literacy Lessons			
Children learn about the Special Operatives Executive, including their equipment, their missions and the individuals who made it so successful	<p>Investigate and interpret the past</p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must</p>	<p>Children to create fact files about individuals and their missions during The Second World War – looking at those agents in particular who broke the stereotypes of the time ie women, people of colour, those with disabilities.</p>



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	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past</p>	<p>understand the social context of evidence studied.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify periods of rapid change in history.</p> <p>Use dates and terms accurately in describing events.</p> <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p>	<p>Children learn about how propaganda was used by both sides during The Second World war and the impact it had.</p> <p>Investigate the different gadgets used by the SOE and how Charles Fraser Smith and his team used technology to help win the wat.</p> <p>They then create stories linked to their backgrounds and skill-set.</p>



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