



Medium Term Unit Planning

Topic Name: - JOURNEYS

Learning outcome:

The children will learn about journeys people make around the world and the reasons for these. They learn about the Islam faith and use Art and DT skills to create Islam art inspired screen-printed designs. The children will recognise different cultures around the world and incorporate these to create to choreograph a dance.

Hook

Visit to Birmingham

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

Dance and singing performance
Display of Islamic inspired screen-printed cushions

Oracy: Presenting their work in assemblies. Leading a fund raising project.

Key Vocabulary:

Islam specific vocab, refugee, migrant, emigrate, immigrant,

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

The Day the War Came, The Boy at the Back of the Class, The Unforgotten Coat,

Citizenship/Community Opportunities:

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

Increase knowledge and awareness of the Islam faith and practices. Awareness and understanding of the plight of refugees and ways they can help e.g. collections/raising money



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Experiences/Visits/Visitors

Birmingham Central Mosque
Birmingham Art Museum (closed Spring 2021)

Main Subjects covered:

RE ART DT PSHE GEOGRAPHY P.E. Music

Subject 1 Threshold concepts

R.E. – Islam – beliefs and practices

Subject 2 Threshold Concepts

PSHE – Belonging to a community

Subject 3 Threshold Concepts

Art - develop ideas, take inspiration and master techniques

Subject 5 Threshold Concepts

Design and Technology – master practical skills- design, make, evaluate and improve -take inspiration from design throughout history.

Subject 6 Threshold Concepts

P.E – Dance – Develop practical skills in order to participate, compete and lead a healthy lifestyle

Subject 7 Threshold Concepts

Music

Notes:

The RE planning/ LIs are taken from both the L2.9 How do festivals and worship show what matters to a Muslim? and U2.8 What does it mean to be a Muslim in Britain today?

Geography – investigate place/patterns

History - Describe the social, ethnic, cultural or religious diversity of past society. } through Literacy



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
R.E.			
1. What are the 5 pillars of Islam?	R.E. Make sense of belief Understand the impact	Make clear connections between Muslim beliefs and the Five Pillars. Give evidence and examples to show how Muslims put their beliefs in practice in different ways.	Definition of each pillar
2. Why is the Qu'ran important to Muslims?	R.E. Make sense of belief	Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an.	Choice – Q&A or create a poster to show all the things you have learned about why the Qur'an is so important to Muslims.
3. The Mosque	R.E. Make sense of belief	Make clear connections between Muslim beliefs and the mosque.	Features of a mosque. Label and explain.
4. Muslim Prayer	R.E. Make sense of belief	Make clear connections between Muslim beliefs and prayer.	Sequence and label prayer positions Wudu
5. Does completing Hajj make you a better person?	R.E. Make sense of belief Understand the impact	Make clear connections between Muslim beliefs and Hajj. Give evidence and examples to show how Muslims put their beliefs in practice in different ways.	Imagine you can visit one place on earth, wherever you choose, to help you to be a better human being. Where would you go, and why? Make a 5-point plan for your spiritual journey including who would go, how you would travel, what you would take, what you would do when you got there and what you would think about.



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5. Ramadan	R.E. Understanding the impact	Make links between Muslim beliefs about God and a range of ways Muslims worship - fasting	Find out the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast. What do Muslims learn by fasting? Explore the 'Night of Power' –what happens in the community and why? Explore how Eid-ul-Fitr is celebrated and why. FACTFILE
6. What is the impact of the 5 pillars?	R.E. Understand the impact	Give evidence and examples to show how Muslims put their beliefs into practise in different ways. Make clear connections between Muslim beliefs and Ibadah	Recap on the 5 pillars – how might they make a difference to individual Muslims and the Muslim community? What beliefs, practises and values are significant to Y6. (Hajj – Eid-ul-Adha)
7. Reflect	R.E. Make connections	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make the link between the Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	What things might people who are not Muslim stop and reflect on five times a day, and what benefits could it have? How do Muslims put the words of the Qur'an into practise? What difference does it make? How can pupils live more harmoniously? What steps could the class, school neighbourhood, country and world take to live in harmony?



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8. Reflect	R.E. Make connections	Make connections between Muslim beliefs studied and Muslim ways of living in Britain today.	Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah and Hadith. Reflect on forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.
9. Conclusion	R.E. Make connections	Reflect on and articulate what is like to be a Muslim in Britain today, giving good reasons for their views	Discussion
Dance			
Identifying features of traditional dances from around the world.	Develop practical skills in order to participate, compete and lead a healthy lifestyle Investigate place (Geography)	Express an idea in original and imaginative ways	Watching examples of different traditional dances. Identifying country on map and identify similarities in dance elements – body/action/space/time/energy
Modelling using traditional dance as inspiration for movements in a dance sequence.	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Perform expressively and hold a precise and strong body posture	Introduce music for class piece. Teach sequence of moves that take inspiration from features previously identified. Tension and extension.
Choreography	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Compose creative and imaginative dance sequences	Choreographing parts in pairs and small groups. GD challenge – to choreograph a section and teach to whole class.



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Performance and evaluation	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Perform expressively and hold a precise and strong body posture.	Perform and evaluate.
Art/DT			
Introducing Islamic art	DT Take inspiration from design throughout history/cultures	Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices	Islamic art PPT Photos from mosque visit Sketch book ideas
<u>'Sewing skills sessions'</u>	DT Master practical techniques	Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).	Weekly skills sessions on stitches needed for cushions x3
Design	DT Take inspiration from design throughout history/cultures	Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices	Design screen print and plan layers
Screen printing	DT Master practical techniques	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	Screen printing <ul style="list-style-type: none"> • Plan layers • Trial using paper • Paper cuts • Screen print!
Making	Design, make, evaluate and improve	Ensure products have a high-quality finish, using art skills where appropriate.	Using practised sewing skills, join the front of back pieces of material to make a cushion leaving a seam allowance.
Evaluation	Design make, evaluate and improve	Ensure products have a high-quality finish, using art skills where appropriate.	Evaluation



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MUSIC			
1. Singing in three-part harmony	Perform	Sing or play expressively and in tune.	Walk, swim, fly Learn to sing sections of a song and feel the three-beat metre using body movements Voices calling Learn to sing the unison sections of Voices calling Many miles Combine three parts and perform the whole song
2. Exploring expressive singing in a part-song with echoes	Perform Compose	Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). Convey the relationship between the lyrics and the melody.	Refuge Learn to sing the verses in unison Who'll be your refuge? Learn to sing the two versions of the chorus Echoes Learn the echo sections of the song Refuge
3. Developing song cycles for performance Staging a performance with awareness of audience	Perform	Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument).	Final refuge Perform the complete song Refuge Voices of refuge Prepare a performance of two songs Migration and refuge Stage a performance of two songs
4. Singing a pop song with backing harmony Learning about a song's structure	Perform	Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument).	Something inside so strong Learn the melody and explore the structure In harmony Learn the backing vocals for verse two and the chorus So strong Perform the song with backing harmonies
5. Learning to sing major and	Compose	Convey the relationship between the lyrics and the melody.	Scale it up and down warm-up



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minor note patterns accurately Learning a pop song with understanding of its structure			Sing a vocal warm-up and identify the major/minor sequences in a song Life is what you make it Identify the melodic structure then learn to sing a song Make it shine Perform the song Life is what you make it
6. Developing a song cycle performance incorporating mixed media Developing planning, directing and rehearsal skills	perform	Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument).	Journeys song cycle Perform a series of songs to decide on an order for a song cycle Multimedia journeys Prepare a multimedia performance of your song cycle Our journeys performance Give a complete performance of a song cycle
PSHE - Respecting ourselves and others + Belonging to a community			
1. Role model behaviour	Respecting ourselves and others	Expressing opinions and respecting other points of view, including discussing topical issues	Recognise/match the link between values and behaviour. How can they be a positive role model?
2. Listening respectfully	Respecting ourselves and others	Expressing opinions and respecting other points of view, including discussing topical issues	Strategies so they can discuss issues respectfully Know how to listen to and respect other points of view.
3. Disagreeing respectfully	Respecting ourselves and others	Expressing opinions and respecting other points of view, including discussing topical issues	Know how to constructively challenge points of view they disagree with. Role play ways to participate effectively in discussions online and manage conflict or Disagreements.



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4. What is prejudice and discrimination	Belonging to a community	Valuing diversity; challenging discrimination and stereotypes	What does prejudice mean? What is the difference between prejudice and discrimination?
5. How to deal with discrimination	Belonging to a community	Valuing diversity; challenging discrimination and stereotypes	How to recognise acts of discrimination. Discuss strategies to safely respond to and challenge discrimination.
6. Stereotypes	Belonging to a community	Valuing diversity; challenging discrimination and stereotypes	What is a stereotype? Recognising stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. Learn how stereotypes are perpetuated and how to challenge this. (Lesson 3 PSHE Association – Inclusion, belonging and Extremism)
7. Extremism	Belonging to a community	Attitudes and opinions that can sometimes be influenced by being exposed to prejudiced or extremist views; how to resist and challenge these viewpoints	Describe some of the ways in which people may be influenced by others (positively and negatively) <ul style="list-style-type: none"> • Explain what is meant by someone having prejudiced or extremist views • Identify some different ways to manage negative influences • Describe where, when and how to seek support for self and others (Lesson 4 PSHE Association – Inclusion, belonging and Extremism)