

Key Stage 2 Years 6 & 7

Around the World



focus

By recognising the impact of modern technology and advances in communication in the 21st Century on their lives, children are given the opportunity to identify with the global community while comparing and contrasting similarities and differences.

The Arts

- music through the years
- music styles
- drama
- interviewing and presentation skills

Personal Development and Mutual Understanding

- personal safety relating to mobile phones and the internet
- cultural diversity

The World Around Us

- place
- interdependence
- change over time
- movement and energy

Physical Education

- dances from different countries
- cultural diversity
- importance of good health and physical activity



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Personal Development
and Mutual Understanding

The World Around Us

Physical Education

Patterns From Around The World

Suggested Learning Intentions

- Know that information can be gathered by examining works of art, design and craft.
- Understand that art can be used to reflect meanings and values from different cultures.
- Know how to use drawing techniques to respond to imagination.
- Understand how materials and processes may be used to communicate ideas.

Suggested Activities

Look at patterns and decorations from a chosen culture or period, for example, Maori, Native American, Polynesian, Meso-American, Islamic, Hindu, Egyptian, Chinese, Indonesian, African, Inuit.

Research the culture in pairs or groups using library books, museum visits, objects and artefacts or use online resources such as www.thebritishmuseum.ac.uk. Collect associated images and information and record in visual or other formats.

In groups, children plan and make a presentation of the material collected and use this as the starting point for a whole class discussion on the variety of cultural artefacts and their diverse meanings and values.

Make charcoal or crayon drawings of patterns identified in their research. These drawings will be used as the starting point for the next stage.

In groups, choose the materials, tools and processes needed to produce pattern repeats based on your research. Create artwork which develops pattern repeats, reflections and tessellations that can be explored in a range of colours/ways and applied to decorating ceramic objects such as: tiles, pots, vessels, plaques, mosaics or sculptures.

Refer back to the images researched and used for inspiration and ask the class to compare what has been made with the cultural artefacts from other times and places.

Display the work for the purposes of peer and self-evaluation.

Modern Influences

Suggested Learning Intentions

- Understand how music is used to evoke a response.
- Know that there are different styles of music that have changed over time.
- Be able to create musical patterns.

Suggested Activities

Listen to a series of contrasting pieces of music, for example:

- a waltz by J Strauss (1825-1899) and an extract of disco music;
- a short extract of music by Mozart (1756-1791) and Arnold Schoenberg (1874-1951);
- a folk song and a pop song; and/or
- a traditional hymn and a modern hymn.

In groups, listen again to each set of contrasting music extracts and think about which was composed first. Discuss all the contrasting pieces of music and in groups report back to the whole class, giving the order in which the extracts may have been composed and why you reached that decision. As a class agree on the order they were composed and place the pieces on a timeline. Compare and contrast two extracts considering the differences and similarities between the pieces, the instruments used, which extract is preferred and why.

Generate ideas about the different types of music that are listened to or known, for example, reggae, rock'n'roll, jazz, rap, calypso, salsa or bhangra beat. As a whole class choose and listen to a style of music. Write lyrics for a chosen style, for example, a rap.

Read and discuss the lyrics from a selection of songs. Use traditional and/or digital resources to research different styles of music and their origin. Using Slideshow or PowerPoint record and present your findings to the whole class.

News World

Suggested Learning Intentions

- Know how to use interview skills.
- Understand the process involved in planning, creating and presenting a news programme.

Suggested Activities

Discuss what makes a successful news programme, for example, length of items, content, human-interest stories, presentation style etc. Collect interesting news stories using traditional and digital resources. In groups, select three stories from around the world and rewrite a short and simple introduction to each story.

Working in pairs, choose to interview someone connected with the story on location, for example, a politician, film star, business tycoon, victim, passer-by etc. Write three or four appropriate questions for the interview. Interviewees develop their responses by using improvisation. Work on pace, tone, articulation and clarity for the questions and answers. Accent, gestures and mannerisms can also be developed depending on the character being interviewed. Props such as microphones, clipboards and simple costumes may be added.

In groups of four to six, devise a name for their world news programme. Select one or two news presenters, but rotate the roles of presenters and interviewees so that all members have a turn. Select the music or sound-effects to use throughout the programme. Using PowerPoint or a data-projector, select appropriate images or information to connect the news items. Link the news items with effective continuity for each sequence and include an appropriate opening and closing for the news programme. Use a digital camera to record the programmes.



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Personal Development and Mutual Understanding

- personal safety relating to mobile
- phones and the internet
- cultural diversity

The Arts

The World Around Us

Physical Education

E-Wise Around The World

Suggested Learning Intentions

- Know about Internet safety.
- Understand why we have rules.

Suggested Activities

Compare and contrast online communication with traditional methods of communication. Focus on the use of online communication and text messaging as ways of communicating and discuss their pros and cons. Group the responses into positive and negative, and reinforce that at school and home we need to use online communication wisely. Discuss safety in relation to online communication.

Look at Becta's Internet Proficiency Award scheme for Key Stage 2 pupils. Design and create posters or class and family charters about safe online communication. Raise awareness by publishing these on the school website, on Grid Club or by distributing them to other classes, parents, relatives and the local community.

Generate a list of all the different ways in which we can communicate today around the world, for example, talking, telephone, mobile phone, text messages, letters, fax messages, chat rooms and email.

Discuss the increase in the use of mobile phones in homes and at work. Brainstorm the positive and negative implications that this might have, for example, one third of all street crimes involve mobile phones, damage to health from overuse and road safety when using a mobile phone.

Cultural Diversity

Suggested Learning Intentions

- Know that similarities and differences exist between cultures.
- Know that different things contribute to our identity, including our membership of different groups.
- Identify strategies to support others who may encounter prejudice or discrimination.

Suggested Activities

List all of the different groups or communities you belong to and why you like/dislike each of the groups. Discuss the importance of belonging to particular groups and the security that is provided by them. Talk about how it feels to be left out or different in some way from those around you. Develop this by identifying the feelings in more detail in a 'Dear Diary' or poetry format.

Identify the range of different cultures that exist in the community and discuss the influence that these may or may not have on our lives. Illustrate this diversity in an individual, group or class collage using magazines and newspapers pictures of the people, clothes, symbols, food and music.

Choose a contrasting culture (if possible from the local community) and research using both traditional and digital sources. In groups collate the information gathered and present it in a suitable format to the rest of the class.



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The World Around Us

- place
- interdependence
- change over time
- movement and energy

The Arts

Personal Development and Mutual Understanding

Physical Education

A World Apart

Suggested Learning Intentions

- Understand how place influences the nature of life.
- Know the features and variations of a range of places in our world.
- Know ways in which our world is interdependent.
- Understand our responsibility to each other.

Suggested Activities

Using traditional and/or digital sources, research the life of a child in a developing world country, for example, India. Compare this with the life of a child in Northern Ireland. Discuss the similarities and differences in, for example, size of the country, weather, landscape, resources, population growth, work, housing, transport or education. Record and present the results on a two-coloured bar chart on the same axis.

Research the ways in which we are connected, for example, travel and tourism, aid, trade or migration. Consider who benefits from these connections, think about child labour, cheap resources, multinational hotels and where the aid goes to in developing world countries.

Investigate some of the factors that account for the poor quality of life in developing countries, for example, problems arising from colonisation, wars, environment and climate.

Consider ways in which we can help developing countries. Devise an action plan to carry out some of these ideas, for example, using fair trade products in school, writing to multinational companies to find out about their fair trade policy or holding fundraising. Record and present your findings in a variety of formats, for example, a journal, fact file or a multimedia presentation.

The Shrinking World

Suggested Learning Intentions

- Understand the factors that accelerate interdependence over time.
- Know the ways in which people adapt to their environment.

Suggested Activities

Transport

Generate a list of all the different means of transport and group these suggestions under the headings: land, sea and air. In small groups, select a mode of transport and research it in terms of, types, change over time, new inventions, energy sources and effects on the environment. Present your findings to the rest of the class.

Communication

Repeat the activity above for the various methods of communication.

The Shrinking World in Action

Select an everyday global food product, for example, fruit or rice. Locate and display its origin and discuss its availability.

Visit a local supermarket or examine packaging from products brought in from home to determine their origin. In groups, choose a food group, for example, fruit and vegetables, and research the part it plays in a healthy lifestyle and balanced diet. Find out about the 'five a day' campaign and design ways to promote this, for example, a new recipe, healthy break, poster promotion.

Research the process of how improved transport and communication has reduced the time taken to bring, for example, an orange from the tree to the supermarket shelf. In groups, estimate the time it would take to transport an orange from its place of origin via air and via water. List the pros and cons of land/sea transport versus air transport.

Using traditional and/or digital resources such as the Yellow Pages, the local market or Internet, research the cheapest source of 200 oranges (or whatever food you have previously chosen). Consider how you could adapt these oranges to make a profit, for example, making 'Christingles' to sell at Christmas time. Use a spreadsheet package such as Numberbox 2 to record and explore the varying costs.

Continuing Invention

Suggested Learning Intentions

- Know how to carry out a fair test.
- Make decisions about what, when and how to measure.
- Relate what happened to what was predicted.
- Know about the properties of materials and how these relate to their use.
- Understand that there may be a range of solutions to a problem.

Suggested Activities

Using the mode of transport chosen for research in 'The Shrinking World', consider the material it is made from and suggest reasons why.

Design and make a model vehicle, or a new type of transport, for today. Brainstorm or carry out a survey to find out what people want from a new mode of transport, for example, safety, comfort, cost, renewable energy source and speed. Plan, design and make a model that takes these factors into account.

Agree on three questions relating to the models. Consider which questions can be investigated in the classroom. Design and carry out fair tests to investigate. Examples might include:

- How does weight affect distance travelled?
- How does size affect speed?
- Does surface affect movement?

Choose appropriate methods to record and present your findings to others.



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Physical Education

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- cultural diversity
- importance of good health and
- physical activity

The Arts

Personal Development and Mutual Understanding

The World Around Us

Dance Yourself Around The World

Suggested Learning Intentions

- Be able to perform simple dances based on different dances from around the world.
- Be able to experiment with a wide range of actions, patterns, speed, tension and continuity when working on their own, with a partner and in a group.

Suggested Activities

Using traditional and/or electronic sources, find out about the range of traditional dances in different countries around the world. Examine the origins of the dances and the important role that dance plays in some cultures and traditions. Identify if any of the dances are still used today and consider the reasons why, for example, the importance of cultural identity.

Learn, practise and perform a number of selected dances from around the world, focusing on national styles of dance. For example:

- England – the Dorset Ring Dance;
- Ireland – Ceilidh or set dancing;
- Scotland – Sword dance, Highland Fling;
- Spain – Flamenco;
- North America – line dancing, cheerleading, barn dances, hip-hop;
- German – German Clap Dance; and/or
- Turkey – Belly Dancing.

Before beginning any of the dances, warm up appropriately and practise a range of basic travelling movements and steps with and without a partner.

Use a video or digital camera to take still or moving images to create a movement sequence that demonstrates a national dance. View the footage back in class and discuss and evaluate the movements. Suggest improvements in the dance and practise in the next lesson.

NB:

Encourage creativity by getting the children to develop their own movements and dance ideas before teaching the set dances.

Ensure the class develops a good understanding and appreciation of the national dances taught throughout the series of lessons. Identify the techniques and forms used in each dance.

World Traveller

Suggested Learning Intentions

- Recognise and explain how their body feels when still and when exercising.
- Understand the relationship between physical activity and good health.
- Understand the reasons for changing for physical activity.

Suggested Activities

Generate ideas about the importance of keeping fit and healthy through safe exercise and activity. Discuss how the heart feels when at rest, when exercising and after exercising. What is happening to our bodies? Discuss changes in heart rate and breathing rate, body temperature and sweating. Give suggestions for the recommended amount of daily physical activity that will improve heart and bone health. List and discuss the range of suggestions. Inform the class of the latest recommendations that all young people should participate in physical activity of moderate intensity for at least 30 minutes to one hour per day (see The British Heart Foundation website for exact details). Discuss if anyone participates in the recommended daily amount. Clarify what is meant by moderate intensity. Generate a list of ways in which the class could be more active on a daily basis and set a class target for the next week.

Practical Activities:

Give the children 'empty' passports and tell them they are about to go on an amazing journey around the world. The children choose someone to travel around the world with. They make a route map to visit the Seven Wonders of the World (link to activity in The World Around Us). At each place they visit, they have an exercise task to complete before getting their passport stamped, for example:

- Pretend to climb up a mountain by climbing up and down a bench or climbing frame for 30 seconds;
- Jumping Jacks;
- Jog on the Spot;
- Skipping.

Cities – Ask the children to name four cities they know. Make up an activity for each city, for example:

- Belfast – Jog on the spot;
- London – Press ups;
- Dublin – Jumping Jacks;
- Paris – Sit ups;
- Amsterdam – Marching on the spot;
- New York – Bouncing a Ball on the spot.

Use as many cities as appropriate and complete a simple circuit of activities, exercising at each city for one minute. Children may wish to record the number of repetitions at each place. Rest for two or three minutes, then repeat. This may be repeated in other lessons and may be made more challenging by increasing the time or the number of repetitions at each city. It may be more practical to divide the class into groups and start each group at a different 'city' and rotate round the circuit after the set time.

Ask the class to measure their breathing rate before, during and after the session by placing one hand on their chest and the other on their stomach. Describe and record how it feels, for example, feeling hot and breathing heavily or feeling warm and breathing steadily.

Ensure children have warmed up appropriately and are wearing suitable clothing and footwear before beginning each session. Always warm down after each activity session or at the end of each lesson.

Contribution to the Development of Skills

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

Communication

- Use a wide range of sources to locate and make use of relevant information.
- Talk for different purposes using a widening vocabulary.
- Structure and sequence talk to take account of audience.
- Explore and develop ideas and respond to others' points of view.
- Present and communicate work in a range of forms and a variety of ways.
- Organise and structure work independently.
- Check work for accuracy and redraft to improve meaning.

Using Mathematics

- Within purposeful contexts identify, collect and record data.
- Find information from a range of graphs and diagrams and draw conclusions.
- Use vocabulary associated with probability.
- Use the 12 and 24-hour clock.
- Use the simple percentages in everyday use.

Using ICT

- Research, select, edit, organise and present information/assets using a range of digital sources.
- Process found or self-produced assets, including text, number, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.
- Communicate and develop ideas by creating and editing text onscreen, combining this with appropriate selected images and/or sound.
- Use contemporary digital methods to communicate, share and exchange information with peers.
- Investigate and solve problems in a digital environment.

Thinking Skills and Personal Capabilities

Managing Information: Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

Thinking, Problem-Solving and Decision-Making: Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions and linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

Being Creative: Experimenting in a playful way. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

Working with Others: Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

Self Management: Becoming self-directed by working on own. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be the same/different in different contexts.

Suggested Resources Around The World

Digital Resources	
ICT Software	Suggested Websites
	<p>BBC Northern Ireland Learning www.bbc.co.uk/ni/learning</p> <p>British Heart Foundation www.bhf.org.uk</p> <p>Learntings – Persuasive Writing resource www.learntings.co.uk</p> <p>Media Education www.mediaed.org.uk</p> <p>Museums and Galleries of Northern Ireland www.magni.org.uk</p> <p>Online newspaper for children www.childrens-express.org</p>
Traditional Resources	
Books/ Teaching Materials	Audio/Visual (Media Texts)
<p>Active School Resource Packs, British Heart Foundation, 2001</p> <p>The Computer Age Rhys Lewis (Hodder Wayland, 1991) ISBN: 07502 0139 8</p>	<p>'Media', BBC Television, Spring 2004 including:</p> <ul style="list-style-type: none"> • Newsreader – A Day in the Life of... • Sports Report • Show Time <p>(Teacher's notes and interactive pupil material are available on the BBC website).</p>
Organisations	
Useful Contacts	Places to Visit
<p>Advertising Standards Authority 71 High Holborn LONDON WC1V 6QT 020 7492 2222</p>	<p>Ulster Folk and Transport Museum 153 Bangor Rd Holywood BT18 0EU 028 9042 8428</p>

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.

