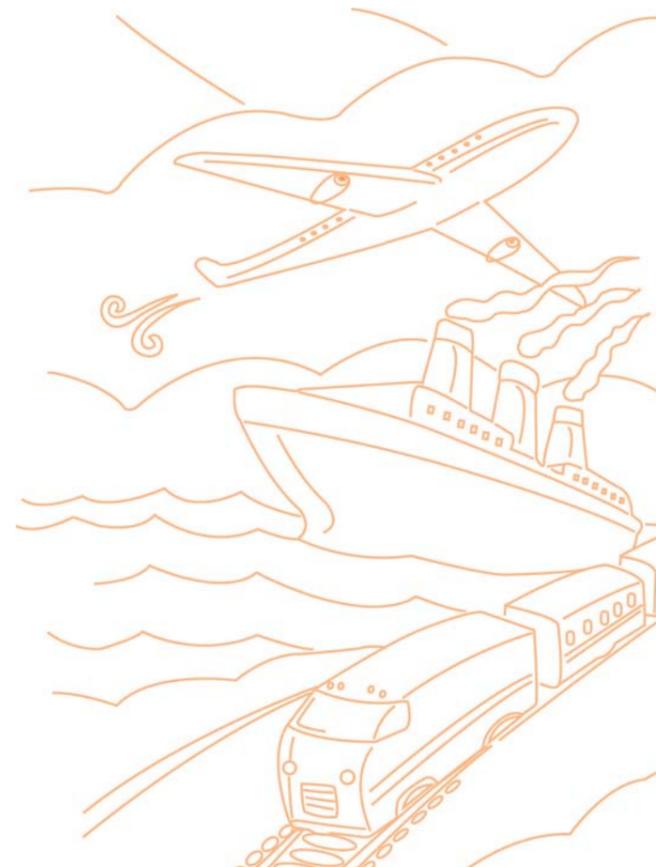


# JOURNEYS



Key Stages: 1/2 Years: 4/5



## The Arts

- sound journeys;
- famous musicians;
- shape, colour and pattern; drawing and painting.

## Personal Development & Mutual Understanding

- a journey through life;
- safety when travelling;
- national differences;
- a multi-cultural society.

## The World Around Us

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

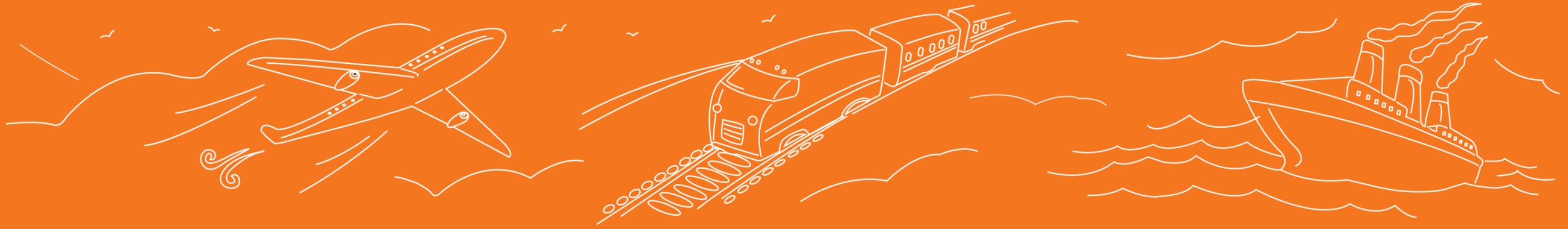
## Physical Education

- create a dance;
- actions and movements related to journeys;
- orienteering.

## FOCUS

Children explore why and how we make journeys and what effects they have on the lives of others and ourselves. They explore their journey through life and find out about the similarities and differences that exist within their locality and reflect on the advantages of living in a diverse society. They are invited to experiment by representing this through music and art.





## PICTURE THE JOURNEY

### Suggested Learning Intentions

- Understand some of the visual language of art.
- Be able to distinguish some of the characteristic features of familiar things by their shape.
- Know what colours are needed in order to mix or make new ones.
- Be aware of the process involved in art-making.

### Suggested Activities

Choose a journey everyone is familiar with, for example, the journey to school, a journey across Northern Ireland or an imaginary journey from a story. Generate a range of ideas that could be visualised along the journey. Collect information, rubbings, pictures and samples of things that would be passed along the journey.

Use information gathered to talk about the shapes that can be seen along the journey. On a piece of paper, experiment by drawing the shapes. Discuss the variety of lines used to create the shapes, for example, straight lines, lines with points or zigzag lines. Compare and contrast each other's shapes. Use imagination to describe what the shapes remind you of. Select up to ten shapes and cut larger versions from paper. Re-arrange the shapes on another piece of paper, creating new possibilities, for example, a river could become smoke from a chimney.

On a large roll of heavy paper, such as, cartridge paper or even the back of wallpaper, start to map out the journey. In groups, select a section of the journey and begin to make sketches of the images that would be passed. Use knowledge of colour and shape to complete the visual information. This will provide a record of the journey.

Review the finished piece of work and ask questions, such as, 'How does it make me feel?', 'Why?', 'Are there any patterns?', 'Which patterns look good?', 'What have I learned that is new to me?'

## SOUNDS OF TRAVEL

### Suggested Learning Intentions

- Understand that sound can be used to create an effect.
- Be aware of how musicians create atmosphere.

### Suggested Activities

Record sounds of traffic in the local environment and recreate these using voices and instruments.

Create a real or imaginary journey and draw the journey from beginning to end, for example, the journey to school, the journey down the yellow brick road for Dorothy, the journey through the woods for Little Red Riding Hood or a journey from home to a holiday destination.

Use ICT software such as Colour Magic to draw a route to school. Write a story based on this journey. Choose instruments to represent the sounds of various features on the route using the drawing as a score. Use 'Compose World Junior' to practice, perform and record the sound journey composition. Discuss the individual compositions focusing on any improvements that can be made.

Listen to music specifically written to depict journeys, for example, Villa-Lobos' 'Little train of Capira' or Mussorgsky's 'Pictures at an exhibition'. Discuss what the composers might have been feeling as they made their journeys.

Discuss memorable journeys you have had. Locate pieces of music which you associate with these journeys. Create a sound picture of a journey through your own locality, for example, a trip from Belfast to Portrush or a trip around town.

#### Please Note

For other activities please refer to the CCEA Thematic Unit 'The Dream Train'.

# JOURNEYS



## LIFE IS A JOURNEY

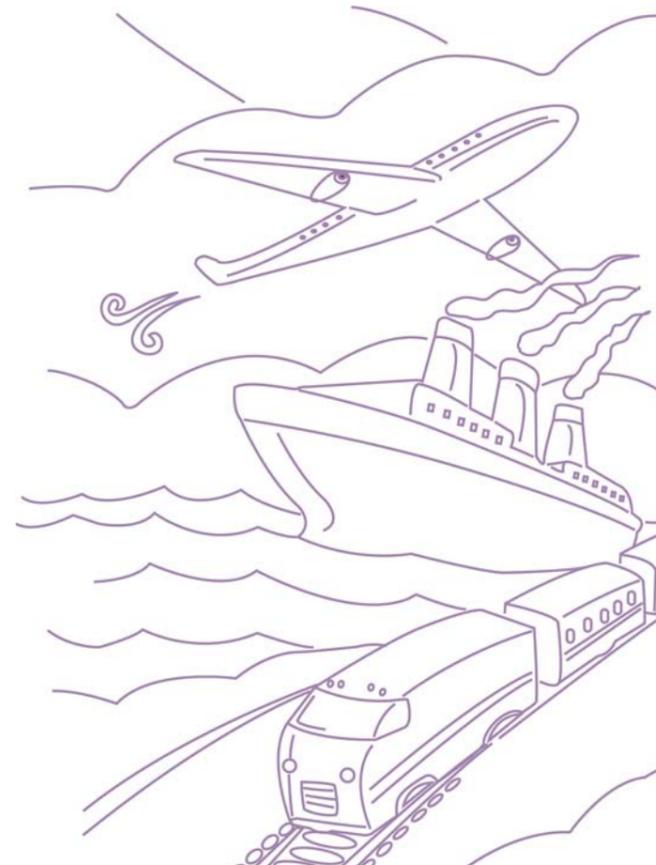
### Suggested Learning Intentions

- Appreciate the wide variations between individuals.
- Be aware some of the changes experienced throughout childhood.

### Suggested Activities

Use the hot-seat technique to portray three different ages: a baby, a 4/5 year old child and an adult.

Read and explore a selection of stories that reflect life's journey, for example, 'Dear Daddy'.



Key Stages: 1/2 Years: 4/5

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### Personal Development & Mutual Understanding

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### The World Around Us

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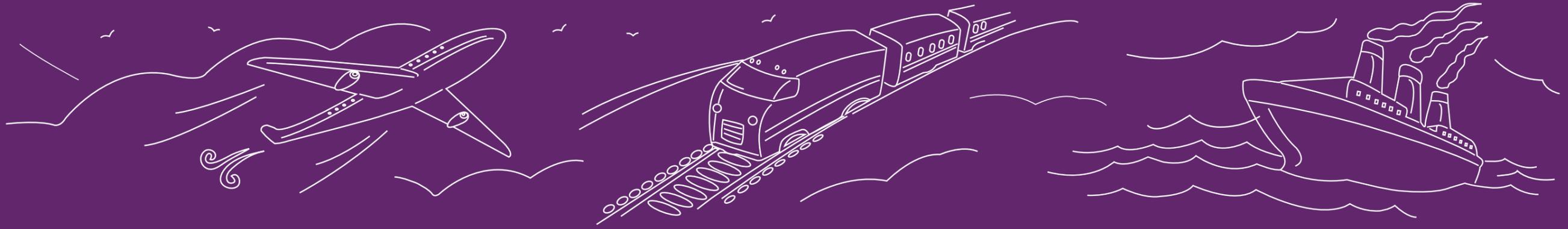
### Physical Education

- create a dance;
- actions and movements related to journeys;
- orienteering.

## FOCUS

Children explore why and how we make journeys and what effects they have on the lives of others and ourselves. They explore their journey through life and find out about the similarities and differences that exist within their locality and reflect on the advantages of living in a diverse society. They are invited to experiment by representing this through music and art.





## A JOURNEY ACROSS NORTHERN IRELAND

### Suggested Learning Intentions

- Be aware of their own cultural heritage.
- Recognise and value the culture and traditions of others.

### Suggested Activities

Use a data projector or digital whiteboard to display a large digital map of Northern Ireland. Discuss and label different areas, for example, where they live, have visited, or are aware of through television.

Find out about differences in dress, diet, beliefs, and language, different religious groups that exist and ethnic differences that exist. Label the map based on the outcomes of the research. Reflect on the findings and establish patterns and ways in which we are united.

Consider the benefits of living in a society with different cultures and identities.

Consider what it would be like living in a society where everyone wore the same clothes, had the same dialect, ate the same food, or had the same beliefs.

In pairs or groups, discuss how they would like to be treated by others. Reflect on examples of values and ethics such as in Christianity: "Treat others as you would like them to treat you" or in Hinduism: "This is the sum of duty: Do nought to others which if done to thee, could cause thee pain". Find out about other examples from around the world.

Find an example of a song that expresses someone's values, for example, 'The Greatest Love of All', by Whitney Houston. Create a code, song, jingle or slogan to express own personal values and beliefs that will encourage good relationships, understanding and tolerance. Display and present the work to the class. Reflect and evaluate each other's contribution.

Plan and prepare a multi-cultural day or week in school to foster good relationships and promote understanding. Invite members of the local community from different cultures. Research foods eaten that reflect different nationalities and suggest a menu for the week to reflect the variety of cuisines. Hold a 'National and International Dress Day'. Find out about and invite local art or theatre groups that promote cultural understanding.

## CAN I MAKE MY JOURNEY SAFER

### Suggested Learning Intentions

- Understand the rules for and ways of keeping safe.

### Suggested Activities

Use the road safety calendar to identify the main dangers presented on a weekly basis. Suggest how appropriate the road safety message is to their locality and community. Plan and produce a poster highlighting safety issues.

#### **Pedestrian Skills**

Plan out a safe route to school, and practise road crossing skills in a variety of carefully controlled situations. Devise a simple strategy for summoning help in an emergency.

#### **Passenger Skills**

Participate in role play situations relating to travelling safely. Identify responsible behaviour when travelling and what to do in an emergency. Find out how to store bags and belongings safely in cars, buses and trains.

#### **Risk Identification and Hazard Control**

Examine the local area and identify safer places to play or cross and suggest reasons why they may be safer. Observe the local area and identify the hazardous places to play or cross, suggest reasons why they are more at risk.

Use carefully controlled situations to identify busy and quiet roads in the local area or access city traffic web cameras (see resources) to recognise some of the dangers associated with each situation. Invite a member of DOE to talk about the work they do to improve traffic control.

# JOURNEYS



## OUR AREA

### Suggested Learning Intentions

- Find out about the journey of a locally produced item.
- Know how to use a map.
- Understand the need for essential services.
- Recognise the process involved in locally produced items.

### Suggested Activities

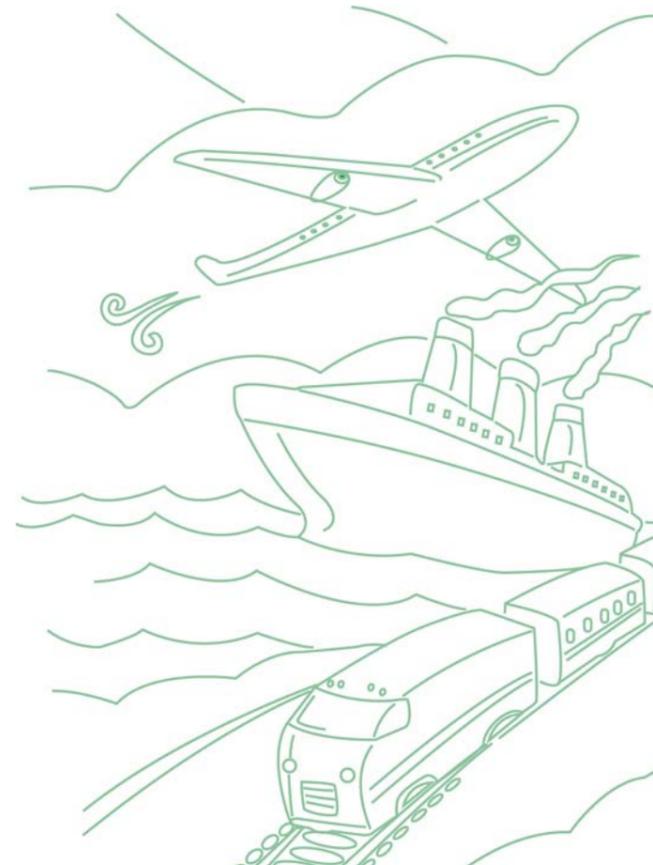
Use a local map to locate the school and use compass directions north, south, east and west to follow a journey from home to school. Design a journey using a Roamer from school to a variety of local landmarks.

Compare and contrast a local map with one from the past. Discuss what information we can get about the past using maps.

Visit Ethnographic galleries at a museum to find out about famous journeys, for example, the journey of The Girona, an Armada treasure ship that sank off the Giant's Causeway in 1588 (Ulster Museum).

Use traditional and/or digital sources to find out about the journey of a locally produced item, for example, crisps, a woollen jumper, dairy produce or bottled water and/or sequence the journey of an essential service in the area, for example, the postal service or refuse collection services.

Use ICT software such as 'Let's Go Katie' or 'Trudy's Time and Place' to solve simple problems involving time.



Key Stages: 1/2 Years: 4/5

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- national differences;
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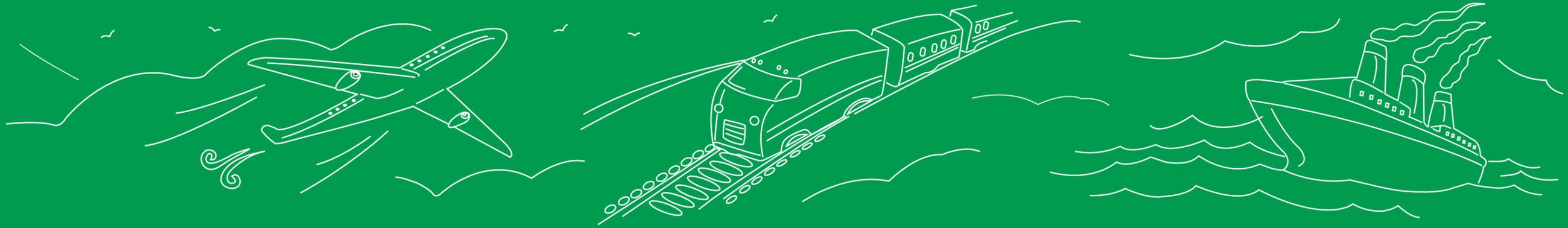
### Physical Education

- create a dance;
- actions and movements related to journeys;
- orienteering.

## FOCUS

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## HOLIDAYS

### Suggested Learning Intentions

- Understand that there are obvious differences between past and present.
- Recognise how and why change occurs over time.
- Be able to use a map.
- Record, present and discuss fieldwork information.
- Be able to use results to draw conclusions or make comparisons.

### Suggested Activities

Brainstorm a range of holiday destinations, use a 'Junior World Atlas' to locate the destinations.

Carry out a survey on popular holiday destinations, including for example, local and European. Observe the different methods of travel, duration of visit, number of visits, the length of journey, the weather, or activities available. Use ICT software such as 'First Workshop' or 'Information Workshop 2000' to record the data or construct bar charts using appropriate scales and labelling correctly, using 'Numberbox 2'. Interpret the charts to find out, for example, the most popular destination or the most common method of transport.

Find out about holidays in the past. Interview older members of the community to find out about their experiences. Compare and contrast with holidays today.

Design your perfect holiday.

## JOBS ASSOCIATED WITH TRAVEL

### Suggested Learning Intentions

- Recognise how people are interdependent.
- Know about some of the responsibilities associated with a variety of jobs.

### Suggested Activities

Brainstorm types of people who help us when we go on holiday, for example, travel agents, holiday reps, cabin crew or hotel staff. Explore a chosen job and find out about their roles. Think about the skills required for these jobs and use circle time to share each other's skills.

Invite someone from the travel industry to discuss their role, find out about the good parts of their job and the not so good parts. Use a digital camera or digital video to record. Choose a particular role, and use ICT software such as 'Young Writers' Workshop' to create a character profile to demonstrate the qualities needed by the individual.

Role-play interview scenarios.

Design a uniform that would be suited to their role, and design an appropriate logo.

Explore migrant workers in Northern Ireland, where they come from, why they come to work in Northern Ireland and what life might be like for a migrant worker in Northern Ireland ([www.bigpic.biz](http://www.bigpic.biz)).

## TRANSPORT

### Suggested Learning Intentions

- Know how to use a range of traditional and digital resources for research.
- Know how transport has changed over time.
- Recognise that there is more than one point of view.
- Understand that light and sound provide information.
- Understand that there is a problem solving process involved in designing and making.
- Understand that a plan guides the process.

### Suggested Activities

Use traditional and/or digital sources to research the most common forms of transport in the past. Choose a type of transport and investigate how it has changed over time, for example, by visiting a transport museum. Collect images of a particular type of transport over time and place on a time-line.

Find out about famous people in the past who invented forms of transport, for example, George Stephenson and 'The Rocket' and explore the different views of people at the time.

Visit the Ulster Transport Museum or the ship gallery at the Ulster American Folk Park.

Find out about famous journeys in the past, for example, on 'The Titanic', 'Ellen Macarthur' or the 'Flight of the Earls'.

Identify the different forms of transport used by children in the class, for example, to go on holiday, to go shopping, to visit relatives. Choose a familiar form of transport, for example, the school bus. How and why do we use the bus as a form of transport (to get to school, to go on class trips, as a public service)? In small groups list at least three advantages and three disadvantages for using buses. Observe a real bus to find out about how lights give signals, including, flashing indicator lights, red break lights and white reverse lights. Consider how lights give messages in the environment, such as, traffic lights, flashing ambulance lights. Identify the number of mirrors on the bus and find out what the bus driver uses them for. Find out 'What is the blind spot?' From a safe distance, listen to the sound of the bus. Does the sound change when it is travelling/reversing/speeding/stopping suddenly? How does the bus give warning signs to other drivers/pedestrians? How does the driver turn the lights on? What would happen if the bus driver left the lights on over night?

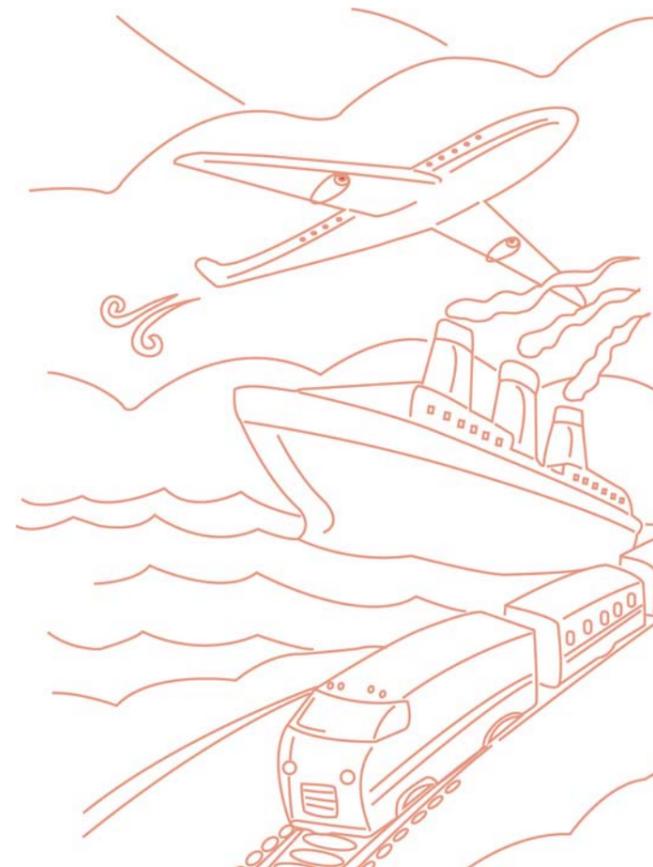
### **Please Note**

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# JOURNEYS



Key Stages: 1/2 Years: 4/5



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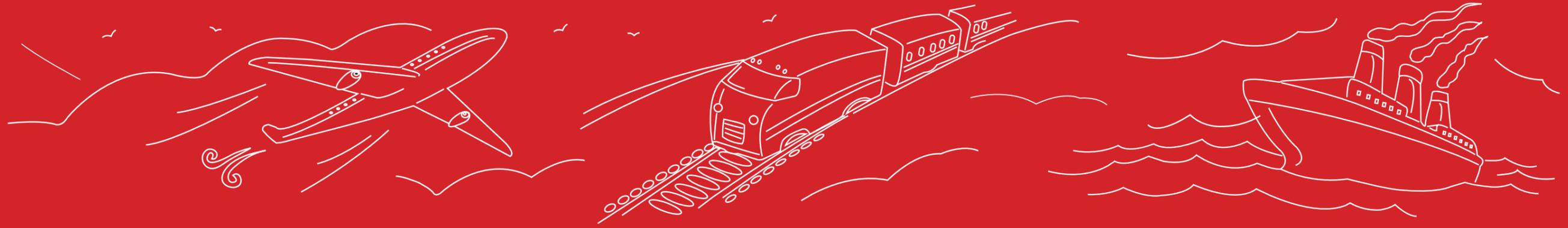
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## JOURNEYS

### Suggested Learning Intentions

- Know how to experiment with a range of body actions;
- Understand that music and dance can express ideas, moods and feelings;
- Know how to evaluate and improve the movements of themselves and others;
- Be able to follow simple routes and trails orientating themselves successfully.

### Suggested Activities

#### Around the World in Eighty Days

This is based on the story of the Victorian globe trotter Phileas Fogg. Children can go on a dance journey around the world.

Each week the children can sample a dance from a different nation.

#### Going on a Journey

Encourage the children to think about how it would feel to leave someone they love in order to go on a journey. Leaving on a jet plane has emotive words that children can respond to through gestures and actions ('Leaving on a jet plane' by John Denver, 'So long Farewell' from the Sound of Music).

#### Time Tunnel

Use 'Doctor Who' as a stimulus to spiral back into time.

Discuss with the children in advance the era in history that they are going to visit for example, The Story of Creation - The Songs of Ancient Earth - Mike Oldfield  
Ancient Civilisations - Stone-age Man - Flintstones theme tune  
Egyptians - 'Walk Like an Egyptian' (Bangles)

Journey into the future by responding creatively to Space travel, for example, use the Star Wars, X files or the Space Odyssey theme tune.

#### Orienteering

Find objects on a drawing or diagram by recognising symbols. Discuss how to hold or orientate a diagram or map.

Use a diagram or map to travel from a base to an object and back again. Follow a route and try to recognise where they are.

Take the children on a journey around the school environment. Use the school as a base and create a treasure hunt around it.

### Suggested Activities

#### The Wild River Crossing.....

Set up apparatus to reflect crossing a river and ask the children to work out how they can cross the river without touching the floor. Experiment with different movements and equipment.

Now, working in groups, do the same activity working out the best way to do the crossing. Watch each other's group and discuss what they did.



# 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.

## Using Mathematics

- Use an observation sheet and use tally methods to collect data, transfer this information to a frequency table;
- Draw and label bar charts on given axes which require simple scales;
- Record and access data using ICT and present the information in a variety of ways including horizontal and vertical bar charts, pie charts and pictograms;
- Compare the different forms of representation;
- Give and understand instructions for turning through right angles using language such as right, left, clockwise, counterclockwise and the four points of the compass;
- Use programmable devices to explore movement and direction and to demonstrate an understanding of angle as a measurement of turn;
- Plot points using given coordinates and identify coordinates of given points;
- Use compass directions north, south, east, west extending to 8 points;
- Make estimates of, identify and use standard units to measure length, weight, capacity and time;
- Discuss and develop the techniques for measuring with improving accuracy;
- Compare analogue and digital displays for the hour, half hour and the five-minute intervals past the hour.
- Use am and pm;
- Calculate the passage of time between two given dates or times.

## Communication

- Listen and respond appropriately to contributions made by others;
- Listen and respond to different types of questions and/or a range of stimuli;
- Talk and listen to others to generate different ideas;
- Talk with increasing confidence in a range of familiar situations;
- Develop vocabulary to express ideas and opinions;
- Use an appropriate vocabulary to express thoughts, feelings and imaginings about experiences/events;
- Begin to talk in a structured and sequenced way making meaning clear to audience;
- Contribute ideas and information appropriate to the subject and purpose;
- Begin to talk about and understand different roles in a group or a team;
- Use language, senses, movement and gesture when assuming a role;
- Give/follow a set of instructions;
- Talk about and/or present work to others;
- Read for specific purposes to assist in addressing a task/activity;
- Consider a possible range of sources for finding and locating information;
- Respond to texts beginning to use textual evidence and make deductions;
- Begin to form opinions, e.g. about characters/ events, attempting to give reasons for their opinions;
- Begin to identify with characters, feelings, experiences, events in a widening range of texts;
- Share information they have found/read with others, including some supporting detail;
- Discuss what they have learned through their reading and what further information might be useful;
- Talk with others in some detail about what has been read/viewed in class, expressing opinions and listening to the opinions of others;
- Begin to set out clear steps in advance;
- Organise a range of information and ideas with some clarity;
- Decide on and begin to use appropriate form, showing a sense of structure and organisation;
- Begin to explore different features of language and presentation.

## CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

### Using ICT

- Compose and edit text on-screen to communicate and develop ideas;
- Select and use appropriate images or sounds and adding text and/or own voiceover;
- Access, select, edit and use information from a range of given digital sources and resources;
- Create and edit text combining sound and/or graphics;
- Collect and enter data, presenting it in graphical form and making observations;
- Present and communicate work in a variety of ways showing some awareness of audience and purpose;
- Carry out and edit a series of instructions to solve problems using digital devices or environments.

### Thinking Skills and Personal Capabilities

**Managing Information:** Asking more focused questions using their own and others' ideas to identify and locate information. Relating current activities to prior knowledge. Beginning to plan next steps, breaking tasks into sub-tasks and setting goals.

**Thinking Problem Solving:** Summarising to show understanding. Sequencing, ordering and ranking along different dimensions. Making comparisons and connections. Testing predictions and looking for evidence. Generating options and suggesting solutions to problems. Being systematic in a task. Explaining methods and opinions, giving reasons for choices and actions.

**Being Creative:** Taking time to use imagination for enjoyment. Showing curiosity, listening to and sharing ideas and experiences. Generating ideas and options, building and combining ideas. Enjoying the unexpected, usual and surprising. Having experiences with all their senses. Experimenting and investigating real-life issues.

**Working with Others:** Developing habits of collaborative learning. Showing the ability to learn from shared and modelled activities. Becoming adept at turn-taking, sharing and co-operating. Deciding what needs to be done and taking personal responsibility for aspects of the work. Showing fairness and respecting other people's feelings and ideas.

**Self Management:** Checking that they are achieving their purpose by talking about what they are learning. Checking their work for accuracy and precision. Persevering with tasks. Reviewing how the work was carried out and some aspect that might be improved. Beginning to work towards personal targets. Seeking help from other people. Developing an awareness of their personal strengths and limitations.



# JOURNEYS

## Digital Resources

ICT Software	Suggested Websites
<p>Fresco</p> <p>Colour Magic 2</p> <p>Let's Go Katy</p>	<p><a href="http://www.oxfam.org">www.oxfam.org</a></p> <p><a href="http://www.bbc.co.uk/world%20service/people/features/children's%20rights">www.bbc.co.uk/world service/people/features/children's rights</a></p> <p><a href="http://www.scfuk.org.uk">www.scfuk.org.uk</a> (Save the Children)</p> <p><a href="http://www.corrymeela.org.uk">www.corrymeela.org.uk</a></p> <p><a href="http://www.comicrelief.com">www.comicrelief.com</a></p> <p><a href="http://www.community-relations.org.uk">www.community-relations.org.uk</a></p> <p><a href="http://www.incentives.co.uk">www.incentives.co.uk</a></p> <p><a href="http://www.niclr.com/interlinks">www.niclr.com/interlinks</a></p> <p><a href="http://www.mencap.org.uk">www.mencap.org.uk</a></p> <p><a href="http://www.cricksoft.com">www.cricksoft.com</a></p> <p><a href="http://www.welltown.gov.uk">www.welltown.gov.uk</a></p> <p><a href="http://www.trafficwatchni.com/traffic_cameras.asp">www.trafficwatchni.com/traffic_cameras.asp</a> traffic web cameras</p> <p><a href="http://www.safety-for-all.com/kids/index.htm">www.safety-for-all.com/kids/index.htm</a> Renault: Safety for all site</p> <p><a href="http://www.roads.dft.gov.uk/roadsafety/hcyoung">www.roads.dft.gov.uk/roadsafety/hcyoung</a> Online highway code for children</p> <p><a href="http://www.csep.iit.edu/codes/codes.html">http://www.csep.iit.edu/codes/codes.html</a> -(Values and ethics)</p> <p><a href="http://www.bigpic.biz">www.bigpic.biz</a> (One World Centre Citizenship website for kids)</p> <p><a href="http://www.ulsterfolkpark.com/childrens_corner">www.ulsterfolkpark.com/childrens_corner</a></p> <p><a href="http://freespace.virgin.net/c.waudby/downloads.html">http://freespace.virgin.net/c.waudby/downloads.html</a></p>

## Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p><b>The Dream Train</b>, CCEA, A Thematic Unit linked to 'Journeys'</p> <p><b>Primary Values</b> (CCEA:2001)</p> <ul style="list-style-type: none"> <li>• Something Else</li> <li>• The First Ship in the Sea</li> <li>• Scrapbook Summer</li> <li>• The Second Princess</li> </ul> <p><b>Real Health for Real Lives: Ages 6-7 Bk.2 (Health for Life)</b>, Noreen Whetton and Adrian King (Nelson Thomas: 2002)</p>	<p><b>'All about Us - Same Difference'</b> (Channel 4 Learning)</p> <p><b>Leaving on a Jet Plane</b>, John Denver (Cherry Lane Music Publishing Co.) Inc. - ASCAP</p> <p><b>The Sound of Music</b> (Words by Oscar Hammerstein, Music by Richard Rogers)</p> <p><b>Dr Who Theme Tune</b> Ron Gardner arr. Peter Howell</p>

## Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p><b>Look after Yourself (series)</b>, (Heinemann Library:2004)  <b>Going on a Trip</b>, Karen Bryant-Mole (Wayland:1999)  <b>Orienteering for the Curriculum: a practical guide</b>,            C McNeill (Harveys: 1992)</p>	

## Organisations

Useful Contacts	Places to Visit
<p><b>NI Road Safety Resources by DOE Road Safety Education Officers</b>            Tel 028 3752 0773</p>	<p><b>Ulster American Folk Park</b>   <b>Ulster Museum</b></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 are live.

