


# “I HAVE A DREAM...” THEME OVERVIEW

## Introduction


“I Have a Dream...” is a thematic unit, based on issues of discrimination, particularly apartheid and anti-Semitism, with a key subject focus on history. Your student will learn about the factors that contribute towards discrimination and why different groups have been stereotyped and, as a result, persecuted and badly treated. Within this home learning unit, your student will explore the curriculum areas of Art, Science, Music and Global Dimensions.

## How to use the documents


Throughout these documents, you will see the following symbols to guide and support you whilst you home school your student.


 This symbol means “Information Point”. When you see this symbol, you will need to either explain something to your student or you need the required information to teach. Here is an example from this unit:-

 *Explain how many states in the south of the USA enforced segregation laws.*

 This symbol means “Share Point”. When you see this symbol, you will either need to do something collaborative with your student such as a discussion/ sing with them OR you will need to share their learning by recording them or writing down responses to questions. These are then shared with their teacher back at school. Here is an example from this unit:-

 *Ask your student to analyse each image, discussing with you what they can see.*

 This symbol means “Action Point”. When you see this symbol, your student will need to do an activity. Here is an example from this unit:-

 *Your student is now to create an acrostic poem for the word ‘apartheid’.*

There may be occasions when you see two symbols together. This may be because you need to explain something to your student and then work together on a task (Info and Share Points) or you need to deliver some guidance throughout a task (Info and Action Points).

Each lesson has a list of things you will need. If the resource says it is provided, then you will find it in the relevant subject resource folder. Anything else, you will need to source yourself. This is usually paper, drawing materials, simple craft supplies, access to websites etc.

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## Skills and Concepts

Below are the skills and concepts that your student should meet throughout the different subjects of this unit. You do not need to assess them against these skills, but it is useful to see what they should be able to do during the lessons. N1 (Navigators 1) stands for Year 5 and N2 (Navigators 2) stands for Year 6.

## History

### Concepts

- To learn the definition of apartheid
- To know about the Jim Crow Laws and how they affected black people
- To learn about Martin Luther King and the impact he had on society
- To become familiar with Nelson Mandela’s role in the anti-apartheid movement in South Africa
- To know about and understand other forms of discrimination e.g. anti-Semitism

### N1 Skills

Hi32 Investigate the characteristic features of, and changes within, periods of history

Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers

Hi34 Investigate events in the past using primary and secondary sources

Hi35 Identify and describe reasons for and results of historical events, situations and changes

Hi36 Recognise primary and secondary sources

Hi40 Interpret historical evidence

Hi41 Select and organise relevant historical information, making appropriate use of dates and terms

### N2 Skills

Hi43 Recognise social, cultural, religious and ethnic diversity of societies

Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this

Hi45 Recognise and understand the broad chronology of major events, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied

Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them

Hi47 Suggest possible omissions and the means of finding out

Hi48 Select and combine information from different sources

Hi49 Recall, select, organise and communicate historical information in a variety of ways

## Science

### Concepts

- To know the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To be able to describe the life process of reproduction in some plants and animals
- To be able to classify plants and animals based on specific characteristics and give reasons

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- To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences
- To know and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

### **N1 Skills**

Sc39 Make predictions based on scientific knowledge

Sc40 Carry out a range of scientific investigations

Sc42 Identify trends and patterns and offer explanations for these

Sc46 Select information from provided sources

Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs

### **N2 Skills**

Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions

Sc51 Make predictions based on scientific knowledge and understanding

Sc54 Identify scientific evidence that has been used to support or refute ideas

Sc57 Select information from a range of sources

Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT

Sc60 Present reports of findings in written form, displays and presentations

## **Art**

### **Concepts**

- To know that Pietro D’Angelo is an artist that creates paper clip sculptures
- To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire.

### **N1 Skills**

Ar75 Compare and comment on ideas, methods and approaches used in their own and others’ work, beginning to relate these to intention, in order to adapt and improve outcomes

Ar84 3-D Form Use recycled, natural and man-made materials to create sculpture

Ar85 3-D Form Plan a sculpture through drawing and other preparatory work

Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials

### **N2 Skills**

Ar93 Analyse and comment on ideas and methods

Ar104 Modelling and Sculpting Create sculpture and constructions with increasing independence

## **Music**

### **Concepts**

- To know what folk music is

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- To know some English folk music
- To know about the origins of spiritual folk / slave songs
- To understand what a musical phrase is

### N1 Skills

Mu38 Improvise melodic and rhythmic phrases

Mu39 Compose from different starting points by developing ideas within musical structures

Mu41 Suggest improvements to their own and others' work

Mu42 Identify the relationship between sounds and how music reflects different intentions

Mu43 Describe and compare different kinds of music using key musical vocabulary

Mu44 Listen carefully, developing and demonstrating musical understanding

Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect

Mu47 Sing songs with increasing control of breathing, posture and sound projection

### N2 Skills

Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved

Mu52 Perform significant parts from memory, with awareness of their own contributions

Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary

Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory

### PSHE Lesson 1

#### Concept

- To learn about cultural differences and how diverse cultures can enhance societies

#### Skills

Ci20 Identify different forms of discrimination against people in societies

HW4 Recognise and respect similarities and differences between people

HW8 Recognise stereotyping and discrimination

HW10 Recognise the factors influencing opinion and choice, including the media

HW24 Challenge stereotyping and discrimination

### PSHE Lesson 2

#### Concept

- To learn about gender discrimination and its impact

#### Skills

Ci20 Identify different forms of discrimination against people in societies

HW4 Recognise and respect similarities and differences between people

HW8 Recognise stereotyping and discrimination

HW10 Recognise the factors influencing opinion and choice, including the media

HW24 Challenge stereotyping and discrimination