


Project Birmingham

To see more detailed outcomes for the subjects below, click on the **Subjects KNOW DO UNDERSTAND Planner** here: <https://primarysite-prod-sorted.s3.amazonaws.com/st-johns-cofe-primary/UploadedDocument/c059bee9-3559-4c8b-9aa0-07eda6e38982/subjects-kdu-project-birmingham.pdf>

English vocab: Tier 2 vocabulary: persuade, convince, argue, justify, efficiently, effectively, productively

	English	Lesson 1	Lesson 2	Afternoon session
Monday Monarchy	<p>Week 1</p> <p>Key text: Fairy Tales/Revolting Rhymes Recap of traditional tales</p> <p>Outcomes: Look at traditional Tales and their origins. Think about stranger danger: Red Riding Hood, Goldilocks... Who was the goody/baddy? What was the</p>	<p><u>Citizenship LO: what democracy is, and about the basic institutions that support it locally and nationally</u></p> <p>How is Britain ruled?</p> <p>Has it always been run this way?</p> <p>Quick overview of the invasions of Britain: Britons, Celts, Romans, Anglo-Saxons, Vikings, Normans... Children have learned about all of these periods. https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/1</p>	<p><u>The role of the royal family and learning about monarchy.</u></p> <p>https://www.royal.uk/royal-family Who is in the royal family? Who is the heir to the throne? https://www.bbc.co.uk/news/uk-23272491</p> 	<p><u>Royal family & The Commonwealth</u></p> <p>https://www.royal.uk/commonwealth-and-overseas http://www.youngcommonwealth.org/</p>  <p>The Commonwealth is a family of 54 countries from all over the world. We come from the Pacific, Africa, Asia, Europe, the Caribbean and Americas.</p> <p>1 out of 3 people in the world live in the commonwealth- over 2 billion people.</p>

purpose of these stories?

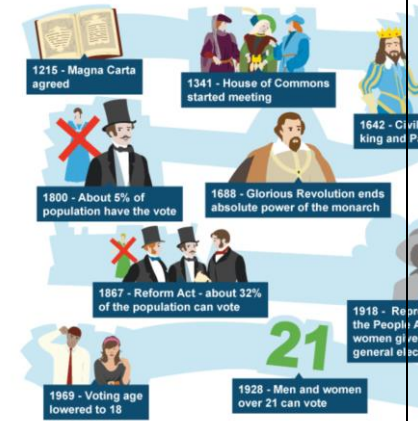
Identify features of persuasive writing. Modelled write: the children will write as a fairy tale character

, persuading the council they should have money to rebuild their house, e.g. three little pigs, 3 bears, Red Riding Hood.

Alternative: use Revolting Rhymes

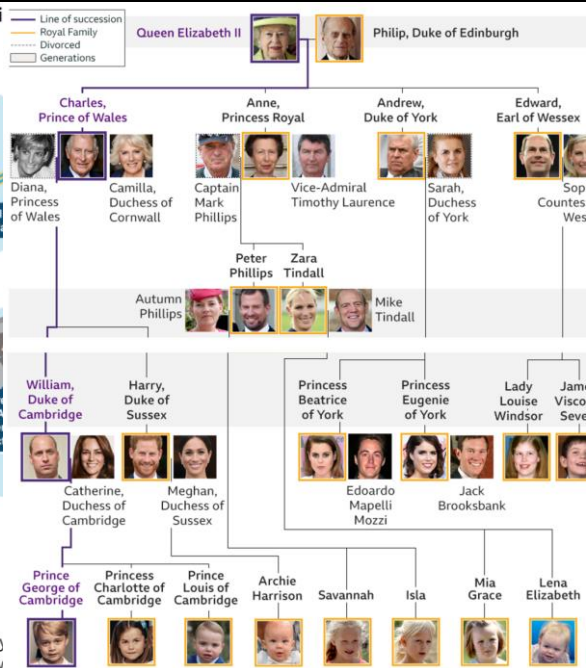
A summary of the UK government through time

Today, people in the United Kingdom live in a democracy, with laws made by a **Parliament** that they have elected.



This has not always been the case:

- At the start of the Middle Ages, England was ruled by a monarch. The institution which came to be called Parliament was beginning.
- In the 17th century, war broke out between King James II of England and Parliament, ending in the Glorious Revolution of 1688. This established a **constitutional monarchy**, which is a 'king-controlled-by-parliament' but the reality was that middle and labouring classes still had very little say in politics and did not have the vote. The King and the upper classes remained in control.
- The 19th century saw the political world begin to change. Some working people resented new machines replacing their labour and in 1811-12 there was a widespread outbreak of machine breaking by hundreds of workers known as Luddites.
- In 1819 a mass meeting in St. Peter's Fields, Manchester, turned violent when militia drew their swords to clear a gathering of middle and working class workers and their families calling for voting reform and a free press. Magistrates had deemed the reform illegal.
- By 1832 a reform of Parliament began and a number of acts of Parliament were passed giving the vote to a further 4 million people. However, this was mostly just the middle classes.
- Britain did not become a democracy until the Representation of the People Acts of 1918 and 1928 that gave the vote to men and women over the age of 21.



The Queen is the Head of State: what does that mean? What is the role of the monarch?

<https://www.royal.uk/role-monarchy>

Monarchy is the oldest form of government in the United Kingdom.

In a monarchy, a king or queen is Head of State. The British Monarchy is known as a constitutional monarchy. This means that, while the Sovereign is Head of State, the ability to make and pass legislation resides with an elected Parliament.


NUMBER OF PEOPLE	
LEAST	MOST
Tuvalu: 9,900	India: 1.2 billion
Nauru: 10,300	Pakistan: 179 million
Saint Kitts and Nevis: 56,000	Nigeria: 169 million

What is the history of the Commonwealth? <http://www.youngcommonwealth.org/our-story/>

This is the flag of our Commonwealth.

The globe at its centre tells you that countries from all over the world are part of our family. Around this are shapes that make a 'C'. This represents all the different ways we work together and help each other.

Do you know what your country's flag means?

	<p>as stimulus and persuade someone that RRH was really a bad character .</p>	<p>Some historians in the 19th and early 20th centuries saw history as an inevitable progression – from tyranny and monarchy, to constitutional monarchy and democracy. However, historians do not see this as inevitable any more. They believe that the people of the time were not building democracy – they were seeking solutions to the problems of the time. It is not true that, through time, Britain changed from a feudal monarchy to a free democracy.</p> <p>Then talk to children about what happened during the Civil War in England- ending with the execution of the King and Oliver Cromwell’s Parliament.</p> <p>Talk about the change from an Absolute Monarch (his rule given by God so he had absolute power) to a Constitutional Monarchy & Democracy.</p>	 <p>The Queen and Government</p> <p>Although The Sovereign no longer has a political or executive role, he or she continues to play an important part in the life of the nation.</p> <p>As Head of State, The Monarch undertakes constitutional and representational duties which have developed over one thousand years of history. In addition to these State duties, The Monarch has a less formal role as 'Head of Nation'. The Sovereign acts as a focus for national identity, unity and pride; gives a sense of stability and continuity; officially recognises success and excellence; and supports the ideal of voluntary service.</p> <p>In all these roles The Sovereign is supported by members of their immediate family.</p>	
<p>Tuesday</p> <p>Parliament & democracy</p>		<p>Parliament: https://www.parliament.uk/ Aims</p> <ul style="list-style-type: none"> To explain the structure of Parliament (including the Houses of Commons, the House of Lords, and the Monarch), the 	<p>Parliament</p>	<p>Parliament</p>

roles of Parliament and how it differs from that of the Government.

- To explain what UK Parliament Week is.

Success Criteria

- I can identify the three parts that make up Parliament: the House of Commons, the House of Lords, and the Monarch.
- I can explain what happens in Parliament and what each of the three parts is responsible for.
- I can differentiate between the role of Parliament and the role of the Government.
- I can say what happens during UK Parliament Week.

Introduction/Context

(Use accompanying PowerPoint Presentation, slide 1-4)

Explain to the class that this week, they will be learning all about the UK Parliament. Use the key words slide on the accompanying PowerPoint presentation to introduce

		<p>some key term pupils will be hearing over the next week of lessons and discuss these with the class for a few minutes. Are any of the words familiar? Have they heard them before and can they tell you what they refer to?</p> <p>Main Input (PowerPoint presentation slide 5-12)</p> <p>Go through the PowerPoint presentation to introduce pupils to the UK Parliament and what it does. You could also show pupils the 'Introduction to Parliament' video.</p>		
<p>Wednes day</p> <p>Local governm ent</p>		<p>Local council</p> <p>Citizenship What does it mean to be British? What are British values?</p> <p>What is equality?</p> <p>How do we change things that we don't like? (Legal and illegal ways that people protest...) How can our voices be heard through democratic means?</p>	<p>Local council</p>	<p>Citizenship Police in to talk to children about keeping safe/ criminal responsibility/ our area.</p>

		Are people allowed to protest in all countries? Maybe look at Tiananmen Square? Look at Britain before the Civil War? Amnesty International						
Thursday Austerity & services			<p align="center">Citizenship/Maths</p> <p>Services and austerity: introduction.</p> <p>Services and austerity:</p> <p>What are the main departments in Birmingham City Council? What are they responsible for? How much money do they get? What do they use it for?</p> <p>Look at some budgets and then look at what this money is supposed to buy. Can we afford it? What can we do? Talk about taxes and what that money pays for.</p> <p>Talk about budgets.</p>	<p align="center">Citizenship</p> <p>Services and austerity:</p> <p>Group the children into departments and explain that you, as leader of the council, are going to have to make decisions about who can keep their budget and whose budget will be cut. They must work together to come up with reasons why their department should have their budget ring-fenced.</p> <p>They will then have this afternoon, Wednesday afternoon and Thursday morning to prepare their arguments. These will need to be presented as a persuasive speech that they will read to a forum that afternoon.</p> <p align="center">Citizenship</p> <p align="center">Forum: selection of visitors to listen to the children's arguments and make decisions about funding.</p>				
Friday UN Rights of the Child		<p align="center">The United Nations</p> <p align="center">UN Rights of the Child</p>	UN Rights of the Child	UN Rights of the Child				
Week 2	<table border="1"> <tr> <td>Week 2</td> <td></td> </tr> <tr> <td>Key text: Non-fiction/information texts</td> <td></td> </tr> </table>	Week 2		Key text: Non-fiction/information texts				<p align="center">Music</p> <p><u>Cross curricular links:</u> Music to come out of Birmingham – look at some of Birmingham's talent. Place on a timeline and talk about different genres. Here are some suggestions which could be used. This is not an exhaustive list, but it covers a range!</p>
Week 2								
Key text: Non-fiction/information texts								

	<p>about different key services with Birmingham City Council. Range of examples of persuasive language, both written and oral eg transcripts from election campaign speeches.</p>				<p>Laura Mvula – studied at Swanshurst school, is now an R&B/ soul singer and songwriter. Laura Mvula Green Garden</p> <p>UB40 – group from all different backgrounds, played their first gig in the Hare and hounds in Kings Heath, reggae/pop group UB40 Kingston town</p> <p>Ocean Colour Scene – released their first album and named it Moseley shoals, Indiepop/ Britpop Ocean Colour Scene The Riverboat song</p> <p>Black Sabbath – heavy metal/ rock band formed in the '70s Black Sabbath Paranoid</p> <p>The Streets – garage/ rap band formed in 2001. The Streets Dry your eyes (made it to number 1),</p> <p>John Joubert – born in South Africa but lived in Moseley for 50 years, classical composer of mostly choral pieces O lord, the maker of al thing</p> <p>Ruby Turner – R&B, pop, soul singer born in Jamaica but grew up in Handsworth. Got a number 1 hit in 1990 in the US with this song Ruby Turner It's gonna be alright</p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ There are different genres of music, some of which belong to a particular period in history e.g. Britpop. These genres can influence artists and are always evolving e.g. soul ◦ Music of a genre will often have key elements e.g. the rhythmic pattern in reggae, the guitar in rock. <p><u>Vocabulary:</u> Genres e.g. soul, rock, choral, garage etc</p>
	<p>Continue with persuasion, linking this to Birmingham City Council/ project Birmingham. Children have</p>				

	<p>explored some different areas that need funding in our city – education; fire dept; police; parks services; environmental services; transport ; and housing.</p> <p>The council are awarding money to different departments and children need successfully gain the winning bid with their speech.</p>				
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	<p>Outcome : Persuasive speech. Children to write a speech, persuading Birmingham City Council to give the winning bid to their area of need. Use of persuasive language features, direct address, formality modal/imperative verbs. These speeches will be performed to the "Council" (SLT, or visitors such as</p>				
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	local councilors etc).				
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PHSE (Living in the Wider World):

- to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to the appropriate people
- why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and how to use this as an opportunity to build resilience.
- Strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)

British values

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- an understanding of how citizens can influence decision-making through the democratic process;

Music

- Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers

Cross curricular links: Music to have grown out of Birmingham: range of artists and genres from the last 100 years

English progression

Writing to persuade:

- Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.
- Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments

- From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.
 - Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words
 - Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.
 - Use writing frames if necessary to back up points of view with illustrations and examples
 - To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to
 - the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.)
 - Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples
 - Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. *'if..., then'*; *'on the other hand...'*; *'finally'*; *'so'*