

ATL case study ideas

- **How did the New Curriculum Influence our planning?**

Initially, it looked like we needed to get rid of our WW2 topic that had spent 4 years maturing brilliantly (since the last change of curriculum 'the big picture'). When the History curriculum aspects were organised, the study of the Romans was placed in Year 4 due to the natural chronological progression to Anglo-Saxons /Scots in Year 5. We realised that actually Romans would fit as we had just finished Ancient Egypt. After all Ancient Egyptian rule was absorbed by the Romans via Cleopatra. Rome as an Empire was explored and this led onto discussions about the nature of empires and the implications of this during WW2.

It was great; chronology of these epic historical moments was reinforced. A true understanding of Empire was also achieved by the children. We focused covering Romans in a literacy/geography week at the start of term (drama, map work, sorting activities, song writing). NC pos were taught and this also allowed us to get on with the curriculum we designed **for** the children.

We were also instructed by our subject coordinators that some science changes needed to happen (sound). We have now incorporated 'sound' in our ww2 topic but for a purposeful reason (no shoe horn needed). The new topics just meant we had to be creative with our timetabling so we can still cover 'what works'.

- **How well does our planning fit in with school aims and current SIP?**

We have been delivering a WW2 unit for the last four years and each year it gets better and better. Our aims are to get the pupils to empathise with children from WW2 and bring out their skills through their journey. These include: resilience, social interaction, problem solving, risk taking and decision making.

When planning a new curriculum a shared vision of what our learners need to be is vital. We want learning to be for the 21st Century. Our role as fact givers and testers has changed. We, as teachers in 2014, have a responsibility to teach children to be aware of how they learn best and the skills that they need to achieve this. Yes, we need to cover certain aspects in the new NC but as long as you are creative, enthusiastic and proactive it gives us teachers the autonomy to tailor a new curriculum ready for the future.

Y4 Science 'sound' lesson

Prior learning

Science: children are familiar with data loggers, they can confidently plan, set up and carry out a fair test. They have the ability to choose their own way to record events and are using their prior science knowledge to build an understanding of the world around them. Last week we looked at light and investigated why they chose 'black' fabric for blackout curtains in WW2. One girl reasoned black was best, "Is it because black absorbs heat (insulator unit before Xmas) so it might absorb light?" A fabulous bit of reasoning!

In the morning the children would have experienced an air raid and blacked the classroom out ready for inspection by the warden. They have empathised with this strange environment and written a diary entry as a child in 1940 experiencing their first blackout.

LO: Can I solve a problem (investigate a question)?

Children will be in the Willow Area (dressed as their 1940s character) with shelters and sirens recapping on what they discovered before half term about how sound travels over distance. SB will keep yawning. Drama scene follows where I tell her off and enquire what the matter is. She reveals how little sleep she got because of the noise of the air raid last night. I inform the children that we simply must help her get 'a better night's sleep' as a TA who falls asleep is no good for me or the war effort!

Question: How can we let Susan Boxall get more sleep at night during the noisy air raid?

Children are shown a range of resources they may use (some deliberately NOT 1940 as red herrings): cotton wool, newspaper, pillows, old clothes, polystyrene, wood chip, trowels, egg boxes, leaves, photo of Mrs Boxall... They must work in threes to help Mrs Boxall find a solution.

Ideas that might be prompted: digging a hole-she might stay in an underground shelter, padding a Morrison shelter out, designing ear muffs...

-My role: to prompt learning with questioning, crowd control

-Audience: Mrs Boxall

REAL: it was a real problem for children during the war and this task offers pupils a genuine reason for undertaking the task.

RELEVANT: their learning and understanding will be applied in their diary writing and shown with the children's empathy of what war time children had to endure. The use of a 'Twitter' hash-tag element will add a culturally relevant aspect.

RIGOROUS: NC 2014 PoS coverage.

RESILIENCE: flexible thinking, optimism, empathy and self-efficacy.

-After the lesson: Children will investigate one of their ideas to explore further in the next lesson. Mrs Boxall will pick the most creative but effective idea...e.g. if they decided ear muffs are a good idea which material would be most effective? If they decided to dig a hole down, how deep would the hole need to be?