

Bradford's City Park - Educational Involvement Ideas
New Primary Curriculum and Curriculum Links - Key Stage 1 and 2

New Primary Curriculum	These are the skills that children need to learn to make progress:	Applying Key Skills and Curriculum links to City Park
Understanding the Arts	<ul style="list-style-type: none"> a. explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media b. create, design, devise, compose and choreograph their individual and collective work c. improvise, rehearse and refine in order to improve their capability and the quality of their artworks d. present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses e. use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works. 	<p>Hoardings- school competition – 'Imagine a City' where all schools are invited to design hoardings that will be displayed in the city centre</p> <p>Unit 2C: Can buildings speak?</p> <p>Record information about local buildings to refer to in creating a relief mural</p> <p>Potential for design of deck chairs. Design of seating in Park – summer 2011</p> <p>Unit 4B: Take a Seat</p> <p>Unit 6C: A sense of place</p> <p>Self and Experience -what the Park means to you and your family.</p> <p>Detailed drawings/designs of park. Natural and made objects and materials.</p> <p>Environments. Visual and tactile elements, Materials and processes: Collage and mixed-media, digital media, 3D sculpture, painting, textiles.</p> <p>Meet the artists, architects and landscape designers for sessions on how to keep the designs creative whilst making them a reality.</p>
Understanding English, Communication and Language	<ul style="list-style-type: none"> a. These are the skills that children need to learn to make progress: b. listen, read and view in order to understand and respond c. discuss, debate and draft in order to develop and explore ideas, themes and viewpoints d. speak, write and broadcast in order to present ideas and opinions e. evaluate, analyse and critique in order to review, refine and comment f. interact and collaborate in order to share understanding of what is said, read and communicated. 	<p>Writing about the project – media articles, poetry, creative writing – what they want in the city centre, their future, how they will use it. Opportunity for writing recount, reporting and independent writing. Pupils can read, explore, discuss and compare a wide range of journalistic news reports, in a variety of formats, on paper and on screen. Report writing, script writing and oral presentation; such as a radio news item. Review critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets. Develop a journalistic style through considering: balanced and ethical reporting, what is of public interest in events, the interest of the reader, selection and presentation of information. Event planning in the Park - use the styles and conventions of journalism to report on, for example real or imagined events. Word art, documentary. Explore controversial issues through Interview techniques. An opportunity to explore the visual arts for expression.</p>
Historical, Geographical and Social Understanding	<ul style="list-style-type: none"> a. undertake investigations and enquiries using various methods, media and sources b. compare, interpret and analyse different types of evidence from a range of sources c. present and communicate findings in a range of ways, develop arguments and explanations using appropriate specialist vocabulary and techniques 	<p>History Unit 18: What was it like to live here in the past? the history of the local community, the social, cultural, religious and ethnic diversity of societies, historical enquiry</p> <p>Geography Unit 6: Investigating our local area. Unit 8: Improving the Environment. Unit 16: What's in the news? Unit 19: How and where do we spend our time? Study aspects of their own locality and to investigate local places, to become aware of how places fit into a wider context. Environmental change and sustainable Development. Water in Bradford, landscapes and people. What the place is like today and what it might be like in the future.</p>

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		Citizenship Unit 10: Local democracy for young citizens. What do we know about our local community? Unit 11: In the media: What's in the news. The important role of the media (local and national newspapers, magazines, television, film, radio and the internet) in communicating topical local and national news and information to the public. The role of the media will be relevant whenever children explore a problem, issue or event in citizenship.
Mathematical Understanding	<ul style="list-style-type: none"> a. generate and explore ideas and strategies, pursue lines of mathematical enquiry and apply logic and reasoning to mathematical problems b. make and test generalisations, identify patterns and appreciate equivalences and relationships c. develop, select and apply a range of mental, written and ICT-based methods and models to estimate, approximate, calculate, classify, quantify, order and compare d. communicate ideas and justify arguments using mathematical symbols, diagrams, images and language e. interpret findings, evaluate methods and check outcomes. 	<p>Practical activity, exploration and discussion</p> <p>Using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols</p> <p>Estimating, drawing and measuring in a range of practical contexts – scale drawing</p> <p>Drawing inferences from data in practical activities</p> <p>Exploring and using a variety of resources and materials, including ICT</p> <p>Surveys – exploring statistics from real-life surveys</p>
Understanding Physical Development, Health and Well-being	<ul style="list-style-type: none"> a. reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour b. generate and implement ideas, plans and strategies, exploring alternatives c. move with ease, poise, stability and control in a range of physical contexts d. find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media e. communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing. 	<p>In developing their awareness of the adult world and raising their aspirations, children should: come to recognise that there is a range of work that people do and a variety of ways in which people contribute to society, to meet people from a range of occupations</p> <p>Attend events outside of school</p> <p>Develop and use enterprise skills</p>
Scientific and Technological Understanding	<ul style="list-style-type: none"> a. observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products b. engage safely in practical investigations and 	<p>Science at key stages 1 and 2</p> <p>Unit 1C: Sorting and using materials</p> <p>Unit 3C: Characteristics of materials</p>

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	<p>experiments and gather and record evidence by observation and measurement</p> <p>c. apply practical skills to design, make and improve products safely , taking account of users and purposes</p> <p>d. communicate and model in order to explain and develop ideas, share findings and conclusions</p> <p>e. to continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes .</p>	<p>Unit 5_6H: Enquiry in environmental and technological contexts</p> <p>Knowledge and understanding Pupils should be curious about things they observe, and experience and explore the world about them with all their senses Learn to investigate a wide variety of objects and materials in the natural and made world</p>
Religious Education	<p>a. Identify questions and define enquiries, using a range of methods, media and sources</p> <p>b. Carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints</p> <p>c. Present findings, suggest interpretations, express ideas and feelings and develop arguments</p> <p>d. Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.</p>	<p>Events and celebrations in the Park - Engaging the wider community: the role of family and the community, the celebration of diversity in society through understanding similarities and differences.</p> <p>A sense of time, a sense of place Find out about their environment and talk about those features they like and dislike. Cultures and beliefs. Sustainable development of the earth. The history of the local community, the social, cultural, religious and ethnic diversity of societies.</p>