

Louder Together, Summer Term 2014

Background

We wanted a project with a real world context to further develop pupils' understanding of multiple perspectives or "stories". The planning followed our previous whole school project model. It was announced to parents on our website and introduced to staff in an INSET in April. It now forms the basis of a Geography place study unit (as per the new National Curriculum) for Y5. All other year groups began with Geographical context setting activities; especially map work. There was detailed Year group specific advice provided to ensure subject progression.



Website reference: 'This term there will be a focus on fitness, sports and active citizenship as we celebrate the 2014 World Cup. Our whole school project, Louder Together, will engage the children in the multiple stories of Brazil, building upon their understanding of the Millennium Development Goals. We will learn about Brazil's geography, poverty and development issues and celebrate Brazilian culture through carnival.'

Initial audit/Baseline assessments

All year groups undertook RISC activities, repeated at the end of the project, to evaluate the effectiveness of the teaching and learning. A shift in children's knowledge, understanding, skills and values was to be facilitated by visible learning approach. The assumption was the children in year groups 4, 5 and 6 would demonstrate high levels of awareness.

- | | |
|--------|---|
| YEAR 3 | What do you know about the ... rainforest? (prompts used as needed) |
| YEAR 4 | What's the same? What's different? (pics of children at school and playing) |
| YEAR 5 | Is this Brazil or UK? (pics from RISC gallery) |
| YEAR 6 | What would you see in a country in S. America? (pic prompts) |

Year 3: What do you know about...the Rainforest?

The activity was carried out as per the RISC guidance. Two T.A.s made notes of conversations. The prompts were used for those requiring support. Comments were classified under the RISC template headings. The children's knowledge could be summarised overall as "Trees, tribes and a river".

Results pre-activity

Overwhelming number of comments related to the natural environment; size, heat, the river, lots of trees and animals.



The comments on built environment were numerous but confined to huts from straw and wood.

People and society comments were about tribes, often not clad, hunters and one child said they didn't have a language. Clearly recent work about British prehistory influenced comments.

Few comments on culture; tribes dancing and singing.

Only one comment on transport, energy and communications was 'they have canoes'.

Only reference to economic activity was 'trees are used to make paper'.

No mention of any geographical features other than the River Amazon itself.

Final Audit and impact

The natural environment still dominated comments but now included the diversity of the animal and plant life, quoting numbers per hectare; naming species like the kapok, the four levels of vegetation were known by all the children and deforestation issues were commented upon. References were made to the Forestwatch project.

People and society comments mentioned specific tribes studied e.g. The Yanomami, the traditional nature of dress was appreciated after the visit by Nixiwaka. One child said they were 'creative people making pictures'.

Economic activity comments were informed by the debate, references to farmers, businessmen and protestors.

Geographic references included more location detail, about Brazil, geographic terminology was used e.g. tropics and Equator.

Conclusion

The children's comments reflected the learning experiences that had been planned for their Riches of the Rainforest project. They remained focused on the trees, tribes and the river but were much better informed; technical vocabulary and data being used to support their comments! Numerous comments available but not a numerical comparison.

Year 4: What's the same, what's different?

The children studied photographs of children from the RISC gallery on Brazil, focusing on the school and classroom setting. Again adults supported and the template was used to record comments which fell into three categories, appearance, daily activity and environment (*this was reflecting the photograph selection*).



Results pre-activity

Appearance/possessions

Differences included references to uniform, it being scruffy outside school, summer clothes worn so must be hotter and can wear jewellery. The similarity noted was there being different races.

Environment

Most referenced the weather, comments about the lack of walls in building, dusty tracks, rubbish and graffiti, cracked pavements and children playing football on the roads not in a park or school pitch. The noted similarity was some classroom resources; but how it 'looks' was considered different.

Daily activity

A few commented on children and adults praying in school being different. Similarities were they go to school, play football, have assembly, play with friends and showering! Overall they saw no significant differences making the assumption that all children's lives were very like theirs.

Feelings

They commented the children looked bored so curriculum could not be interesting. But football was fun.

Conclusion

Disappointingly the results of the final audit have been lost but the impact of their learning in relation to the street children issue is obvious from their advocacy work in class and the carnival. The involvement with GOOGLE and the petition sign up numbers.

Year 5: Is this Brazil or UK?

N.B. The teachers only used RISC gallery pictures of Brazil, none of UK. The ten pictures were chosen to be representative of a cross section of daily life. The children were required to justify decisions and comments.

Results pre-activity

Four of the pictures were said to be UK; based on Brazil as less economically developed than UK.

UK supermarket because of range of products and size "they are less fortunate than us".

Road and traffic: layout and traffic lights considered familiar

Father Christmas: We celebrate it, they don't.



Built up high rise: Lots of shops, big buildings and cars. Only one group considered possibility it could be Brazil.

Those pictures identified as Brazil were based on climate, language and style of some buildings. Differences:

Language on signs, buildings, style of buses

Climate looked dry (?) and favelas on hillside noticed by two groups

Language indicated Brazil but surprised they had rubbish collection and cars like ours

School interiors poor, no IWB, text books and bare walls

Very blue sea, no pollution like in UK. Clothing different too.

Church building looked different (saw cross), one group knew it was a Catholic country

Conclusion

Similar range of pics from RISC but not the same as pre activity as teachers decided this would not be beneficial.

All were correctly identified as Brazil with more justifications:

Factors now regarded as indicative of Brazil:

Juxtaposition of favelas and high rise

Ethnicity variations

Lush vegetation, climate and biomes related knowledge evident

Language difference

Rich country overall so cars, buildings, airport now acknowledged

Commented on range of fresh produce on market street stalls

Year 6: What would you see in a country in South America?

Available if you need it!

Reflections

- Teachers found it difficult to analyse the volume and diversity of comments to give numerical data, so results are qualitative, just comments noted. Analysis is therefore essentially at classroom level, more manageable to focus on a

cross section group(s) for comparisons pre and post learning. Number of adults facilitating is obviously a big factor.

- Teachers can feel the need to correct misconceptions in the pre activity. This is perhaps why Y5 had to choose a different set of Brazil pictures for the post activity.
- Greater need to stress that the post activity is as significant. The pre activity as the introduction carried greater weight. To repeat the activity and pedagogy involved to validate a comparison posed a problem.

Activities in between

GLP aspect

All year groups addressed the GLP dimension in their planning as well as any MDG and/or RRSA dimensions. The GLP theme for Y4 and Y5, although not exclusive to them, was poverty and social justice. The children needed to understand the term 'poverty'; beginning with a definition activity to appreciate the difference between ABSOLUTE and RELATIVE poverty. They moved on to relate it to income, services, inequality and rights, linking to MDG1 and understanding the challenges that could remain post 2015.

Y3 and Y5 made links with MDG7, Y4 to MDG2. The Y4 contribution also incorporated an element of ADVOCACY vis a vis International Day for Street Children; considering futures and solutions.

Planning

Before detailed planning year groups focussed on their key theme e.g. Poverty and Social Justice and the knowledge, skills and values to develop through the learning activity sequence. This was shared with creative partners to ensure maximum effectiveness of their input. Each year group produced a one page project summary.

Attached documents:

Planning guidance on Global Learning

Year 5 example of project overview

The whole school overview of planning

The plan for the celebration carnival event.

Cultural partners and outcomes

A brief was written for the Camden Cultural Commission website to invite interested parties to contact the school about the project.

The brief is attached.

Each year group collaborated with a cultural partner to produce their contribution to the whole school concluding event; the Louder Together Carnival Celebration.

Children's Task Force

A pupil task force was formed to manage the project and blog on the school website

<http://torrianoloudertogether.wordpress.com/>



Cross curricular links

As with the MDG project, many of the learning experiences were cross curricular. The core subjects and art, music and citizenship were linked to this “Humanities” based topic. Core texts were identified for year groups; used as either whole class readers or for guided reading study.

Dance

<http://www.torrianojun.camden.sch.uk/work/capoeira/>

Year 5 learned capoeira

Music

<http://www.torrianojun.camden.sch.uk/news/louder-together/>

The choir and band performed

Literacy

<http://www.torrianojun.camden.sch.uk/work/house-of-illustration/>

Year 3 wrote story openings for a Rainforest tale based on their experiences and The Shaman's Apprentice and held a debate about deforestation.

Year 4 wrote their own poems based on I am Somebody written in 1950s by Rev Holmes Borders.

Art

<http://www.torrianojun.camden.sch.uk/work/carnival-art/>

Year 4 created a favela installation based on the work of Swoon.

Design Technology

<http://www.torrianojun.camden.sch.uk/work/favela-study/>

Year 5 created in class displays of favelas based on the work of JR.

Parental involvement

Children did a baseline quiz activity with parents as homework; How much do you know about Brazil? <http://www.torrianojun.camden.sch.uk/news/brazil-parent-homework/>

They also quizzed parents again at the carnival alongside other activities e.g. the Brazil or UK? Activity.



The Project activities in more detail

Year 3 The Riches of the Rainforest

<http://www.torrianojun.camden.sch.uk/work/house-of-illustration/>

The children worked with The House of Illustration to produce an illustrated book of story openings about the riches of the rainforest. The stories focused on deforestation and its impact. They attended a rainforest workshop at London Zoo where they measured temperature and humidity.



They had a special visitor too: Nixiwaka from the Yawanawa tribe in the north western part



<http://www.torrianojun.camden.sch.uk/work/carnival-art/>



To bring their project to life they worked with an artist using brown paper and cardboard as a base, which they painted and then added charcoal illustrations.



Year 4 presented Anthony Berent from Google with their 'Google Doodles' designed to raise awareness of the campaign for an internationally recognised Day for Street Children. He was very impressed with their advocacy skills and deep understanding of the issues surrounding the campaign.

They also lobbied parents at the Carnival and demonstrated their knowledge and understanding to such good effect they gathered 162 signatures on the official petition.



Year 5 Brazil's Multiple Stories

They learnt all about Capoeira; practising Jinga, which is a movement in capoeira. They learnt that every movement is for a reason and danced with the berimbau, which is an instrument that was originally made out of a hunter's bow.



As part of their Geography study of Brazil they looked at urban life; learning about how the favelas are formed.



In 2008, a French artist called JR paid tribute to the heroines of Brazilian favelas by pasting huge photos of their faces and eyes over the houses. He wanted to acknowledge those who play an essential role in society but who are the primary victims of war and poverty. They made their own favela sculpture from recycled materials, inspired by JR to leave their own images on the hill side.

Whole School Carnival, July 2014

<http://www.torrianojun.camden.sch.uk/news/carnival-at-torriano/>

We celebrated the children's learning about Brazil's culture and the World Cup through a carnival communicating their knowledge to parents and carers; covering the issues of social justice and equality, eradication of poverty and sustainable development.

