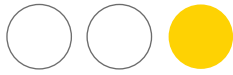


**CARNIVAL**  
ARCHIVE PROJECT



Embedding Carnival in the Curriculum  
FLAGSHIP SCHOOLS CASE STUDY:

# Foxdell School Year 3 Geography



Summer 1 Geography, Investigating our local area (carnival links)

w	Objective	Teaching	Independent Tasks	Cross curric	Resources	Key Vocabulary	Assessment opportunities	Plenary
1	<p>To learn about where Luton is.</p> <p>To learn about Luton's carnival</p>	<p>Introduce topic investigating our local area.</p> <p>Show chd map of the world and ask who can tell me which country we live in? Which town? Can we locate UK on a word map and then England. What is the capital city of England?</p> <p>Explain that our local area is part of a much bigger area (our country, our continent, the world).</p> <p>Today chd will be exploring the history of the Luton Carnival. Chd to complete a mind map of what the word <i>carnival</i> makes them think of.</p>	<p>Using the chds mind maps - explore what a carnival is in the UK.</p> <p>In mixed ability groups children to be given a mixture of resources about the Luton Carnival to create an A3 poster on what a carnival is.</p> <p>Chd to work in MA small groups to produce poster - identifying key facts and using relevant pictures.</p>	Spk/list	<p>UK Map</p> <p>World map</p> <p>IWB slide on history of Luton Carnival</p> <p>Pictures</p> <p>Key info</p> <p>A3 paper</p> <p>Glue</p>	<p>UK</p> <p>Country</p> <p>Continent</p> <p>Town</p> <p>Luton</p> <p>Atlas</p> <p>Carnival</p>	<p>Can the children identify England on a map?</p> <p>Do the children understand the terms country and continent?</p> <p>Can the chd identify key facts about the Luton carnival?</p> <p>Can the chd identify what a carnival is?</p> <p>(Plenary - peer assessment.)</p>	<p>Chd to walk around classroom and look at other posters and then feedback which they liked best &amp; why. (peer assessment.)</p>

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2	To explore carnival around the world	<p>Show children pictures &amp; video clips of carnivals around the world.</p> <p>Discuss - what do they notice about these carnivals?</p> <p>Think about - music, costumes, procession, crowd, does the weather affects it? etc.</p> <p>Recap on what we already know about the Luton Carnival and ask chd if they notice any similarities.</p>	<p>Chd to write a paragraph comparing and contrasting Luton Carnival with a carnival in another country.</p> <p>Each table to look at a different country.</p> <p>In pairs chd to discuss the similarities and differences and write ideas on a WB.</p> <p>Then chd to write paragraph independently in their books.</p> <p><i>Extension - chd to draw 2 pictures to show Luton carnival and a different carnival from around the world.</i></p>	spk/list music DT	<p>IWB slides</p> <p>Info on diff carnivals around the world</p> <p>WBs</p> <p>Pens</p>	<p>UK Country Luton Carnival weather music costumes procession theme</p>	<p>Can chd make comparisons?</p> <p>Can chd identify similarities and differences?</p> <p>Can chd understand why different countries have different carnivals?</p>	Choose chd from each table to share/ present their comparisons with the class.

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3	To know about the main features of Luton	<p>Chd to create a list in groups of important places/buildings in Luton.</p> <p>Discuss what type of people they think might use these places and why. Record responses on a class spider diagram. E.g. airport, schools, train station, football stadium.</p> <p>Show chd a local area map and highlight the symbols used to show these significant places.</p>	<p>In pairs chd to choose 1 of the places and research it in more detail.</p> <p>LA to use a guide sheet and work as a group with the TA.</p> <p>Chd to create a factfile sheet to give more information about their significant place.</p>	Speaking and listening ICT	<p>Research info</p> <p>Laptops</p> <p>Local area reference books</p> <p>maps</p>	<p>Significant</p> <p>Local Church</p> <p>Mosque</p> <p>School</p> <p>Airport</p> <p>Railway</p>	<p>Can the chd use a range of reference sources to research a particular place or building?</p> <p>Do they understand the significance of the places?</p> <p>Can they explain who uses these places and why?</p>	Chd to discuss which buildings are most important to them and why.

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4	To plan a route for the carnival	<p>Chd to use the work they completed last lesson to plan a route for this years carnival through Luton.</p> <p>Discuss - what will help you choose the route? Are there any particular areas you think you should go to? Why?</p>	<p>Using a map of Luton - chd to plot their route on the map using a colouring pencil.</p> <p><b>LA</b> - to plan route on the map and with TA to discuss choices. TA to scribe reasons.</p> <p><b>MA</b> - to plan route on the map and circle &amp; number the points of interest they will be passing. Then write a key underneath showing what those points of interest are.</p> <p><b>HA</b> - to plan route on the map and circle &amp; number the points of interest they will be passing. Write a paragraph underneath explaining where they are passing and why.</p>	Spk/list	<p>Map of Luton</p> <p>Colouring pencils</p> <p>Last lessons work</p>	<p>Point of interest Luton Key area Route Plan Map Procession</p>	<p>Can the children identify where the procession should go?</p> <p>Can the chd plot their route on a map?</p> <p>Can the chd explain why they have chosen their route?</p>	Chd to share maps. Look at some under the visualiser and discuss why route has been chosen.
5	<b>COSTUME DESIGN</b>							
6	<b>COSTUME DESIGN</b>							