

KEY STAGE TWO CURRICULUM LINKS

Key stage	Session	Curriculum links	Description
2	We're working at the Roundhouse (workshop and story/craft activity)	<p>History</p> <ul style="list-style-type: none"> • <i>A Local History Study</i>: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>English</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, non-fiction. • participate in discussion about books that are read to them, taking turns and listening to what others say. <p>Art and Design</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing with a range of material 	<p>Pupils will develop a chronological knowledge of the history of the Roundhouse and begin to establish narratives regarding the jobs during the late 19th and early 20th century. They will have the chance to address and devise historically valid question, whilst experiencing history through a range of primary and secondary resources and interactive activities relating to the jobs undertaken at the Roundhouse and on the railways. They should be able to compare and contrast the role of workers at the Roundhouse to jobs today.</p> <p>Poems or stories on the learning coach will allow pupils to reflect on what they have learnt and make links to their experiences in the Roundhouse, with a craft activity encouraging pupils to cement their learning in a creative way.</p>
2	People of the Industrial Revolution	<p>History</p> <ul style="list-style-type: none"> • <i>A local history study</i>: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • a significant turning point in British history, for example, the first railways or the Battle of Britain <p>Spoken Language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers. • participate in discussions and debates. 	<p>Pupils will develop a chronological knowledge of the history of the Roundhouse and how it sits within the national history of the Industrial Revolution. They will have the chance to address historically valid questions. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of important individuals is constructed from a range of sources and discuss this with their classmates. Children will have</p>

KEY STAGE TWO CURRICULUM LINKS

		<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge. articulate and justify answers, arguments and opinions. consider and evaluate different viewpoints, attending to and building on the contributions of others. <p>Science</p> <ul style="list-style-type: none"> <i>Working scientifically:</i> asking relevant questions and using different types of scientific enquiries to answer them. setting up simple practical enquiries making systematic and careful observations reporting on findings from enquiries, including oral and written explanations 	<p>the opportunity to put themselves in the shoes of historic individuals by building their own railway ‘constructions’ using kits. This will also enable them to use their skills for scientific enquiry in trying out different approaches to practical enquiries and report orally on what they discovered. Through exploring the STEM exhibition, children will be able to make cross curricular links with the achievements of historical figures and the inventions that changed the Roundhouse, as well as explore interactive activities to gain a deeper understanding of science and technology on the railways.</p>
2	The Science of Transport	<p>Science</p> <ul style="list-style-type: none"> Plants (Year 3) Forces and Magnets (Year 3, 5) Living things and their habitats (Year 4, 5 & 6) States of Matter (Year 4) Properties and Changes of Materials (Year 5) <i>Working scientifically:</i> asking relevant questions and using different types of scientific enquiries to answer them. setting up simple practical enquiries making systematic and careful observations reporting on findings from enquiries, including oral and written explanations 	<p>NB: <i>Teachers must choose between a wildlife walk or a forces/materials session for the afternoon at the canal. This will alter the curriculum links accordingly.</i></p> <p>Children will find out about the different materials and changes of state that happened in the Roundhouse and the use of steam engines. Through challenges and demonstrations, pupils will get the chance to ask relevant questions and use the collections to answer them. Pupils will be presented with challenges surrounding forces and use the STEM exhibition to suggest answers to questions. An afternoon at the canal will allow children to experience the forces present in canal transport and compare this to what they observed at the Roundhouse.</p>

KEY STAGE TWO CURRICULUM LINKS

			Alternatively, they will take a wildlife walk and pond dipping session to discover the range of plants, animals and habitats at the site.
2	Stories and Poems on the Learning Coach	<p>Spoken Language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Year 3&4) • maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Year 5&6) • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously (Year 5&6) <p>Writing</p> <ul style="list-style-type: none"> • discussing and recording ideas (Year 3&4) • noting and developing initial ideas, drawing on reading and research where necessary (Year 5&6) 	<p>Children will listen and respond to stories and poems in an exciting environment on the Learning Coach. Their experiences can be used as a stimulus for creative writing during their visit, to be continued on their return to the classroom.</p> <p>We can provide a range of stories and poems to be read and performed using different resources. Children will be encouraged to plan for writing back in the classroom through sharing ideas, exploring their surroundings and igniting their imaginations.</p>

KEY STAGE TWO CURRICULUM LINKS

2	Performing Down the Line	<p>Spoken Language</p> <ul style="list-style-type: none"> All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to rehearse, refine, share and respond thoughtfully to drama and theatre performance. <p>Reading</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Using scenes from our community play 'Down the Line', pupils will be able to rehearse and perform as characters from the play within the Roundhouse. Children will be provided with a range of props and will be split up into smaller groups to practise their scenes in preparation for a performance at the end of the session.</p> <p>We will have one or two facilitators available to support children in their rehearsals and teachers and teaching assistants will also be expected to support pupils. Children will be given some brief information about each character, enabling them to shape their roles accordingly. The session will culminate in each group performing their scene for the rest of the group in the Roundhouse.</p>
2	Teacher led tours	<p>History</p> <ul style="list-style-type: none"> <i>A Local History Study</i>: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a significant turning point in British history, for example, the first railways or the Battle of Britain <p>Science</p> <ul style="list-style-type: none"> Forces and Magnets (Year 3, 5) States of Matter (Year 4) Properties and Changes of Materials (Year 5) <i>Working scientifically</i>: making systematic and careful observations 	<p>Our 24 objects trail will take you through the exhibitions and the collections in the Roundhouse on a quest to find out about the objects which shaped the history of the site. The trail will encourage pupils to find the answers to questions by exploring the site as well as carrying out enquiries and asking questions throughout the challenge. We can provide you with extra activities if you wish, including our construction kits or handling collections.</p> <p>Our STEM exhibition provides pupils with opportunities to gain an insight</p>

KEY STAGE TWO CURRICULUM LINKS

		<ul style="list-style-type: none">• reporting on findings from enquiries, including oral and written explanations• asking relevant questions and using different types of scientific enquiries to answer them.	into the science and engineering history of the site.
--	--	---	---