

Title of Rubric: KS3 Media and leisure: What did people do for leisure?

<p>Subject curriculum intent:</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. 				
<p>End of KS3 intent/outcome</p>		<p>End of KS4 intent/outcome</p>		<p>End of KS5 intent/outcome</p>	
<p>To be able to identify similarities and differences between events beyond living memory and of today.</p>		<p>To be able to use vocabulary relating to past and present. To be able to identify and demonstrate different ways to research information.</p>		<p>N/A</p>	
<p>Intent for this topic:</p>	<p>Through this unit pupils will: look at leisure activities from the past and compare them to present, explore the differences in accessibility due to factors such as gender and wealth from past and present, examine technological advances for media.</p>				
<p>Core vocabulary needed for this subject/topic:</p>	<p>Past, present, similarities, differences, changes, development, historical, era, period,</p>				
<p>Vocabulary pupils will have accessed in other topics or subject areas:</p>	<p>technology, leisure, sport, equipment</p>				
<p>Key vocabulary taught within this topic:</p>	<p>Similarities, differences, rights, equality, wealth, income</p>				
<p>Prior knowledge: what pupils may already have studied</p>					
<p>Key stage</p>	<p>Subject</p>	<p>Topic title</p>	<p>Term/year taught</p>	<p>Content/What might pupils already know?</p>	
<p>3</p>	<p>History</p>	<p>Trade and industry</p>	<p>Year 1 -Spring 1</p>	<p>The industrial revolution and the sudden advance in technology and mass production.</p>	

3	History	Famous people inc. local people	Year 2 -Autumn 1	How celebrities influence people's lifestyle choices and gage interest.
Links to other subjects: PE – various activities. Music – various technologies. Art – museums/galleries.				

RRS Articles:

Article 13-I have the right to find and share information.

Article 17- I have the right get information in lots of ways, so long as it's safe.

	<u>B2 P5-6</u>	<u>B2 P7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>
Key learning: Media and Leisure: What did people do for leisure?				

<p><u>Subject specific knowledge</u></p>	<p>Can match images of notable leisure events different eras e.g jousting, olympics.</p> <p>Can recognise familiar leisure activities with symbols. E.g cinema, sporting events.</p> <p>Can identify a picture of a significant sporting event from the past. E.g Early olympic games.</p>	<p>Can identify photographs of activities from different set time periods i.e jousting, archery competitions, swimming (styles of costumes), theatre performances.</p> <p>Can identify a difference from a different time period to present i.e. black and white film, colour film.</p> <p>Can sort leisure activities into old and new i.e difference in technologies making it distinguishable.</p>	<p>Can identify and recognise different features of media and leisure activities from the past to present e.g production materials to make films/music.</p> <p>Can identify some key events which may have changed leisure activities in the UK e.g Human Rights Acts, development of colour film.</p> <p>Can identify a range of leisure activities of people in the past and people living in the present.</p>	<p>Can describe differences of types of leisure activities of rich and poor people.</p> <p>Can give examples of wealthy and poor people's types of leisure activities e.g opera, archery, marbles</p> <p>Can understand what media and leisure mean, how they have changed and what has contributed towards these changes e.g development of technologies, increase in trade and materials, influence of social media.</p> <p>Can understand what media is and how it has developed over the past century e.g cassette/VHS, CD/DVD, downloads.</p> <p>Can understand what evidence is used to make historical claims about different time periods i.e. photographs, newspaper reports.</p> <p>Can understand words such as; leisure, media, wealth, culture</p>
<p><u>Subject specific skills</u></p>	<p>Is able to sort pictures of leisure activities from past and present.</p> <p>Can identify a difference between a historic leisure activity and modern e.g jousting - health and safety concerns in present day.</p> <p>Can ask a simple 'what' question about what they observe from an image.</p>	<p>Is able to follow a simple sequence of images showing the development of leisure activities ie. changes of technology giving more freedom of choice.</p> <p>Is able to listen to information from peers relating to the topic.</p> <p>Is able to identify similarities and differences in pictures.</p> <p>Is able to retell some details of a historical story.</p>	<p>Is able to identify and discuss some of the differences/similarities of leisure activities through pictures and written sources.</p> <p>Is able to work collaboratively with others and share some of their ideas of leisure activities.</p>	<p>Is able to create a timeline chronically with key dates for media.</p> <p>Is able to discuss why it was important for accessibility for leisure activities/ events to change to keep in line with changes in legislation.</p> <p>Is able to identify how sources are used to support claims about specific time periods.</p> <p>Is able to explain significant features of media from the early 20th century to present day.</p> <p>Can examine media now and then and make comparisons noting significant similarities or differences.</p>

Personal development

Team work - working together as a team.
Problem solving - solving problems
Communication skills - using voice, signs to communicate facts and opinions.
Self-management
Self-belief
Respect
Self-awareness
IT skills

Suggested activities

Show and tell
Picture collages
Guess the object/leisure activity
Create a timeline of leisure activities throughout history
Trip to amphitheatre / park.
Role-play situations
Media analysis
Organise a museum exhibition showcasing artefacts linked to historical leisure activities
Comparative surveys - compare current leisure activities and media preferences to the past

Online resources**Evidencing Work**

Differentiated worksheets
Photographic evidence
PowerPoints