

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: M.MORSAY TA: P.JOHN CLASS: 6 TOPIC: OUR WORLD PAST AND PRESENT TERM: 2 Expected length of topic:

Core value: Respect, Joy Democracy Individual Liberty Mutual Respect for Tolerance and Diversity The rule of Law  
Book:

KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW <i>How can our past to understand our present and shape our future</i>			RESOURCES	USEFUL WEBSITES
Inputs – engaging and exciting the children			How could you use P4C in this topic? What other speaking & listening opportunities are there?  Ask and answer big questions, eg, Where do we come from?	How will you address the core value that you have identified? (Respect, Peace)  Role play- PSHCE
<p><b>What opportunities are there for <i>active</i> learning? (e.g. which of the 25 ways of teaching without Talking will you use?)</b></p> <ul style="list-style-type: none"> <li>Science: LIGHT AND LIVING THINGS</li> </ul> <p><b>DT/Art:</b> – In D&amp;T we will be Cooking at Recipes from Benin</p> <ul style="list-style-type: none"> <li><b>Computing:</b> Audacity Sound effects – Radio project/Scratch</li> </ul> <p><b>English:</b> significant authors from the past and present.</p> <p><b>History</b> – Ancient Kingdom of Benin – Benin Art/Culture/Slavery/Invasion</p> <p><b>Geography</b> – Europe/ Landmarks /human and physical aspect.</p>	<p><b>What will you do on your immersion days/theme weeks?</b></p> <p><b>Q. If there is a material in the universe that does not glow, how would we know it it there?</b></p> <p><b>Q. How did life begin?</b></p> <p><i>Invite a parent to introduce types of food and recipes from Benin.</i></p> <p>Video game history timeline – explore how these have evolved.</p> <p>Find out about Shakespeare – his life and times and contribution to literature and the theatre.</p> <p>Interpret pictures/photographs/ artefacts from Benin.</p> <p>Identify different European landmarks.</p>	<p><b>What will your role play area look like?</b></p> <p>Books, photographs, pictures, artefacts relating to topic.</p>		

<p><b>Where will you go?</b> ( <i>trips/visits/visitors</i>)</p> <ul style="list-style-type: none"> <li>• British museum</li> <li>• The African Village TBC</li> <li>• London/Waterloo Bridge Landmarks in London Market</li> </ul>	<p><b>What lessons will you teach outside?</b></p> <p>Rivers - Poetry Description Art</p>	<p><b>What writing opportunities are there?</b></p> <p>Poetry Description Explanations Letters</p>	<p><b>Outcomes - making the work meaningful and purposeful</b> <b>What are the display /project/home learning opportunities?</b></p> <p>Research Project – Home learning – Ancient Kingdom of Benin. Dioramas</p>	<p><b>Outcomes</b> – For whom will you perform? What other celebration will you have? Parent engagement? (<i>link to theme week</i>)</p> <p>Class Assembly- Samba drumming</p>
<p><b>What will you make?</b></p> <p>Collage Masks Food from Benin</p>	<p><b>What opportunities are there for using technology in your teaching?</b></p> <p>Take pictures of foods from.</p> <p>Use internet to research, presenting and developing games.</p>		<p><b>What legacy will this learning leave?</b></p> <p>An understanding and appreciation between the past, present and future. Our role in the world.</p>	

TEACHER: Melrose TA: Aslom SSA: Ian CLASS: 6 RELIGIOUS EDUCATION: - THE LORD'S PRAYER TERM: 2:1

KEY QUESTIONS FROM CURRICULUM OVERVIEW – OUR WORLD

VOCABULARY

RESOURCES

USEFUL WEBSITES

LESSON	OBJECTIVE / I CAN	LESSON OUTLINE	ACTIVITIES (INCLUDING DIFFERENTIATION)	PLENARY INC. AFL QS
1	<p>To note down initial ideas</p> <p>To locate Benin in Nigeria on a map</p> <p>To locate Benin Civilisation on a timeline</p>	<p>Write 'Kingdom of Benin' on the IWB and ask: What do you know about this kingdom? Where is it? Locate Benin on Google Earth and discuss the land form. Rainforest bordered by Atlantic Ocean. Ask: how would the landscape have affected how the people lived their lives?</p> <p>Ask: what other civilizations have we studied in history? Where does Kingdom of Benin fit in? Draw a blank time line on a long strip of paper with scale 30cm to 100 years. Help chn place KB on timeline.</p>	<p>Children to write their ideas in the books.</p> <p>Collate everyone's ideas on a sheet of paper for initial assessment.</p> <p>Chn should make links to the tree of life and water for life.</p> <p>Chn place Egypt, Ancient Greece, KB and WW2 on timeline.</p>	<p>As a class select aspects of KB history children would like to study.</p> <p>Teacher should guide this selecting from: Government Gods Commerce Childhood Daily lives Arts Childhood Entertainment. Benin stories</p>
2	<p>To know that we know about the past from a variety of sources</p> <p>To know that we know about the Benin civilization from: -Indigenous traditions</p>	<p>Historical sources- ask: How do we know about periods of history? <i>Think pair share.</i> Note down children's ideas. Can chn say what sources of evidence</p>	<p>In groups chn research: Benin story telling Benin Moat facts The Benin Bronzes plaques The Igue festival</p>	<p>Write different sources of historical evidence on flipchart, add chn's notes from their research for each area for KB.</p>

	<ul style="list-style-type: none"> <li>-Oral tradition</li> <li>-Written records</li> <li>-Objects &amp; artefacts</li> <li>-Archaeological remains</li> </ul>	<p>have been used for other civilizations studied so far?</p> <p>Tell chn that we can build a fuller picture of KB history from more than 1 source, their:</p> <p>storytelling, the Benin moat, bronze plaques made by the Obas, written records by the Europeans and their current indigenous practices.</p> <p>Divide the class into 4 groups to research each area.</p>	<p>Ask Chn to type these words into a search tool online and to make note of key facts.</p> <p>Chn could also download the Historical sources booklet from the KB web site to support.</p>	<p>This should form complete historical evidence sources for KB.</p> <p>Discuss any differences or similarities between these and for other periods of history studied.</p>
3	To investigate key events in KB history	<p>Show the chn timeline from last week and ask:</p> <p>What is a timeline line?</p> <p>What do we use a timeline for?</p> <p>Who uses a timeline?</p> <p>Can we construct a timeline for KB?</p> <p>What would we need to include in KB timeline?</p> <p>Note down chn's e.g. when started and when ended. Important events, important achievements etc</p>	<p>Using at least 3 sources of evidence, chn to research important events on KB and make notes on:</p> <p>What happened?</p> <p>When it happened</p> <p>Who was involved</p> <p>Impact of the events. Online</p> <p>Use History Cheat Sheets to support.</p>	<p>Using children's research findings, construct a simple time line for KB.</p> <p>Draw out the different sources of information that chn used.</p>
4	To understand how Benin Kingdom was ruled	<p>What were the first kings of Benin like?</p> <p>Laminate plaque photographs from the website before this lesson. Include:</p> <p>The Oba and his chiefs. These are the last 3 photographs in the set.</p> <p>Use discussions questions:</p> <p>Who is this person?</p> <p>Do you think he is important what makes you think so?</p> <p>Chn should be able to say the chiefs are kneeling before the <b>Oba (king)</b> this suggest he is revered.</p>	<p>Children will research one of the following assigned to their group by the teacher:</p> <p>The Oba</p> <p>The Uzama</p> <p>Palace Chiefs</p> <p>Town chiefs</p> <p>The Elders</p> <p>And other community age groups.</p> <p>Each group to report back on their findings.</p> <p><b>Extension</b></p> <p>The class could write a play script of Benin Royal court proceedings on e.g.</p>	<p>Use photograph 16 in the artefact set which show the Oba with his symbols of authority over life and death (the ada) and his jurisdiction in all his domain (the eben) to summarise the Oba's powers.</p> <p>What was the most important information you found out today?</p> <p>Did anything surprise</p>

		<p><b>The chiefs</b> are dressed in beaded attire therefore they must be rich and important.</p> <p><b>The priest</b> wears coral beads too. On his plaque are depicted images of mudfish and crocodiles. This shows his power over these important animals of the kingdom.</p> <p>Reading the Smartnote book with the class, ask: how many types of chiefs were there?</p>	<p>The king and chiefs deliberating on a border violation. Who has encroached on their land? What actions must be taken to evict them?</p>	<p>you?</p> <p>Are there any similarities and / or differences between KB and other civilizations you have studied?</p> <p>Are there any between KB and cultures you know of?</p>
5	To find about the religious beliefs of the Kingdom of Benin people	<ol style="list-style-type: none"> <li>1. The Oba</li> <li>2. Gods</li> </ol> <p>How can we know about the religious beliefs of the KB people? Recap of the different ways we could know.</p> <p>Tell chn that one of the ways is through stories. As a class read the Benin creation story. Download from web site.</p> <p>What can we learn about KB religious beliefs from this story? There is a god for every aspect of life.</p> <p>They have to keep in with the gods. The Oba is a god on earth.</p>	<p>Chn will write an illustrated story map of Bini creation story.</p> <p>HA could write this as a mythical story.</p> <p>HA will be supported to complete their story map.</p>	<p>Display children's work in class.</p>
6	To investigate the religious beliefs of the Kingdom of Benin people	<p>Children to continue with their work on KB religious beliefs today. Inform them that today they will research and find out about the different KB gods.</p> <p>Use Photograph 41 – A priest for class to discuss what his duties could be.</p>	<p>Chn Watch YouTube video: Crown Prince Of Benin Kingdom Visits Chief Osa And Osuan Monasteries</p> <p>Chn Research KB gods. Produce Zig zag books.</p>	<p>Summarise areas and responsibilities of the gods:</p> <p>Osanubua Olokun Osun Ogun</p>

<p><b>7</b></p>	<p>To know about some of the achievements of the Great Kingdom of Benin</p> <p>To demonstrate understanding of why the Kingdom of Benin soldiers were so successful</p>	<p>BBC Bite size website.</p> <p><b>How did KB soldiers prepare for war?</b>  <b>What part did the Benin bronze plaques play?</b>  <b>What did the soldiers wear?</b>  <b>About the kingdom expansion</b></p> <p>Tell the class that today they will travel back in a time capsule to visit the KB. Their mission is to collect as much information as possible about the KB soldiers.</p> <p>Give each pair a KB soldier photograph which they will not be allowed to return home with. They can make sketches and label these. They must plan what they will need to take in order to record their information accurately.</p> <p>They may use the internet to find out what each ammunition is called and used for. The period that type of ammunition was in use by soldiers.</p>	<p>Laminated copies of photographs:  -A Benin soldier  -A Benin soldier with different helmet  -Benin soldiers  -Portuguese mercenaries  -European mercenaries</p> <p>Children will rotate round tables to view and gather as much information as possible about the Benin soldiers. They may sketch and label their drawings</p> <p>Questions they should seek to answer:</p> <p>Who is this person/ persons?  What are they wearing? Why?  What are they holding? Why?  Where are they going?  Where have they been?</p>	<p>Ogiuwu</p> <p>Summarise children's learning as below:</p> <p>Children's sketches should include War dresses and weapons held by each soldier.</p> <p>the Benin Bronze plaques were used to capture history.</p> <p>KB soldiers used a variety of war weapons including local and European imported munitions.</p> <p>The Europeans trained and fought alongside KB soldiers in their war campaigns.</p>
<p><b>8</b></p>	<p>To know the characteristics features of Great Kingdom of Benin</p> <p>To know what life was like for children growing up in Benin.</p>	<p>What was life like for ordinary people in Benin?</p> <p>Princess Iyomon diaries.  YouTube videos  The bronze plaques.</p> <p>Tell the chn that in the next few weeks we will be investigating what life was like in the kingdom of Benin that set it apart from other kingdoms.</p> <p>We will be looking at how ordinary people led their daily lives in the kingdom.</p>	<p>Children to answer related comprehension questions which can be downloaded from the web site.</p> <p>Testing the facts;</p> <p>Read the dairy entry 'Ill'</p> <p>What evidence do we have to accept the contents of this narrative as true?</p> <p>Chn should set out their supporting evidence to prove or disprove accuracy of the diary narrative.</p> <p>1.She was ill</p>	<p>Children should check their evidence questioning using the checklist below:</p> <p>1.The bronze plaques We know the chiefs were very rich.</p> <p>We know there was a palace priest (p41)</p> <p>2.From other records, There were teams of professionals working in</p>

		<p>This week we will looking at children and growing up through the Princess Iyomon Diary.</p> <p>Point out that one source of evidence is never enough to confirm as the truth. That evidence must be tested and questioned before accepting as fact.</p> <p>Tell them that they must check any dairy entry with at least two other sources before accepting as truth.</p> <p>Ask them: What other source could we use to test the diary entries? (The bronze plaques, oral stories, the people’s present practises) and evidence from other books, internet and available artefacts.</p> <p>As a class read a dairy entry each day.</p>	<p>The forest trees provide her with a cure.</p> <p>2.Her mum looked after her.</p> <p>3.The princess owned chickens and goats.</p>	<p>the palace including doctors and astronomers.</p> <p>3.Oral stories</p> <p>4.The rainforest trees uses today.</p> <p>5.The Gods; the people worshipped Osun the god of trees and all plants.</p>
	<p>To know the characteristics features of Great Kingdom of Benin</p> <p>To understand how ordinary people in the Kingdom of Benin lived their lives</p> <p>To know about the different jobs the people of KB did</p>	<p>What jobs did the people do? Blacksmiths and builders; Farmers and traders; Musicians and entertainers; Doctors and priests; Craftsmen &amp; cloth weavers; Ivory and wood carvers.</p> <p>Inform children that today they will continue with researching aspects of KB life.</p> <p>Today’s question is: What jobs did the people do in the kingdom of Benin.</p> <p>Split class into 6 groups to research each of the jobs above.</p>	<p>Children to use class IWB, internets and books to research their specialist area.</p> <p>Children note down main features of each job:</p> <p>Who does it? What training is need? Who uses the service?</p> <p>Who buys the goods?</p>	<p>Reconvene as a class for each group to present and discuss what they found out. Other children can ask them any questions they may have.</p> <p>Collect their different specialist areas and combine as a class KB jobs.</p> <p>Children can enter their information on the class blog as a thread on KB kidsblogs.</p>

		Remind them to use at least 2 sources of evidence to back their facts.		
	<p>To know the characteristics features of Great Kingdom of Benin</p> <p>To ask relevant questions about aspects of KB achievements</p> <p>To know what and how the Kingdom of Benin traded with other people.</p>	<p>What did the Benin have to offer foreign traders?</p> <p>Who produced the goods or produce that the KB traded with?</p> <p>Who did the Kingdom of Benin trade with?</p> <p>What good did they trade?</p> <p>What currency did the KB trade with?</p> <p>Discuss foreign trade features.</p> <p>Remind children of the location of the kingdom.</p> <p>What would be the advantages of these? Rainforest bordered by the sea (Atlantic Ocean) and Rivers Niger and Benue.</p> <p>What produce or commodities would they have had to trade?</p> <p>Chn to research this area on the internet. There is a lot of information on this.</p>	<p>There are plenty of worksheets on the web site that children can use for their investigation.</p> <p>Children will use clipart or other multimedia to produce leaflets on KB foreign trade.</p> <p>HA could work independently.</p> <p>LA will use frames to support their research.</p>	<p>Children to complete some of the activities online as time permits.</p> <p>If interest is very high spend more time looking at different aspects of what is involved in foreign trade.</p> <p>Currency – Manillas and cowrie shells.</p> <p><u>Export products:</u> Ivory art work, Terracotta Cotton &amp; fabric Farm produce Dyes Seafood (fish) Palm produce Fruit and various vegetables Rubber</p>
	<p>To understand reasons why KB civilization came to an end</p> <p>To compose relevant questions to aid understanding of the beginning of the end for the KB civilization</p>	<p><b><u>The scramble for Africa.</u></b> Research Scramble for Africa and the results for African kingdoms.</p> <p>What was the scramble for Africa? Why did it start and who started it? What was the result for both sides?</p>	<p>Chn in 1, 2, and 6 groups, chn share their research findings.</p> <p>Children to compose questions to ask:</p> <p>A European on hot seating.</p>	<p>Hot seat 2 volunteers in role as African king and European colonist. Questions could include:</p> <p>1. Why do you think it is a</p>

	<p>To ask relevant questions which demonstrate their knowledge of the effects of Scramble for Africa on the people</p>	<p>Children to research this on the internet. They can begin with the link on the web site.</p> <p>Remind children that knowing about what happened in history is not enough, they need to be able to analyse how this changed the world. Ask them to think about sensible questions which will show their understanding of the impact of the scramble for Africa.</p>	<p>An African king on hot seating.</p>	<p>good idea to divide someone's country amongst yourselves?</p> <p>Why do you want to take over other people's lands?</p> <p>2. How do you feel about the Europeans taking your throne?</p> <p>What would you like to say to the Europeans?</p>
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TEACHER: Melrose TA: Patsy CLASS: 6 Science TOPIC: TERM: 2:1 Wk Beg: Monday 9<sup>th</sup> January 2017

KEY QUESTIONS FROM CURRICULUM OVERVIEW -	USEFUL WEBSITES
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LESSON	Resources/ Vocabulary	SKILLS *	OBJECTIVE / I CAN	LESSON OUTLINE / ACTIVITIES (INCLUDING DIFFERENTIATION)	PLENARY INC. AFL QS		
1	<p>- Sources of Light picture Pictures of animals that produce light (glow- worms) – see PowerPoint presentation</p> <p><b>Light sources</b>  <b>Luminous Natural</b>  <b>Man Made</b>  <b>Synthetic Reflect</b></p>	Communicate	To know that light comes from a variety of sources	<p>Start by introducing the topic of light. Allow pupils a few minutes in their TP to produce a mind map of what they already know. Take feedback and list comments/questions on the board. What is a 'light source'? Discuss and brainstorm some different light sources.</p> <p>Show the children 'light sources in your bedroom at night' clip: <a href="http://www.bbc.co.uk/learningzone/clips/">http://www.bbc.co.uk/learningzone/clips/</a></p> <p>Add/discuss light sources, in particular the moon. Why is this NOT a light source? Write up Natural &amp; Man Made and ask them decide which category each source of light would go into.</p> <p>Why does the sun produce light? How do electric lights produce light? Discuss. Show a picture of some animals that produce light and explain how through chemical reactions they do this. How does this help them?</p> <table border="1"> <tr> <td>Draw sources of Light picture in their books/colour/label. Pupils to list all the light sources in the picture and to add extra ideas of their own.</td> <td>Draw sources of Light picture in their books/colour/label. Children to list the different light sources in the picture, and to put them into two groups: natural &amp; man made. Pupils to add to the list</td> </tr> </table>	Draw sources of Light picture in their books/colour/label. Pupils to list all the light sources in the picture and to add extra ideas of their own.	Draw sources of Light picture in their books/colour/label. Children to list the different light sources in the picture, and to put them into two groups: natural & man made. Pupils to add to the list	<p>Discuss which of the light sources pupils think are the strongest/weakest?</p> <p>How can we test this?</p> <p>Show the children the clip from the BBC learning zone site used earlier called 'an introduction to light sources'.</p> <p>What other light sources did you see?</p> <p>What 'reflective' light sources did you see?</p>
Draw sources of Light picture in their books/colour/label. Pupils to list all the light sources in the picture and to add extra ideas of their own.	Draw sources of Light picture in their books/colour/label. Children to list the different light sources in the picture, and to put them into two groups: natural & man made. Pupils to add to the list						

<p><b>2</b></p>	<p>Eye Pupil Iris Eyelid          Eyebrow Eyelash          Lens          Retina Cornea          Sclera          Dilate Light</p> <p>Mirrors</p> <p>X-section of the eye          (PowerPoint pres.)</p> <p>'The Eye' worksheet          – differentiated.</p>		<p>That we see light sources because light from the source enters our eyes</p>	<p>Give the ch mirrors and ask them to look carefully at their own eyes (do not put fingers into eyes – discuss). Roughly draw the eye from the front on the board. Can the pupils name any parts? Name the: eyebrows, eyelashes, eyelid, pupil &amp; eyelid. Discuss what the function of these parts &amp; how they work.</p> <p>Show the pupils 'The Human Eye' clip from the website:  <a href="http://www.bbc.co.uk/learningzone/clips/">http://www.bbc.co.uk/learningzone/clips/</a>          Discuss.</p> <p>Now show the pupils a picture of the cross section of the eye. Discuss the different parts and their functions. Hygiene; discuss how the eye is cleaned and what are the parts that do this job.</p>	<p>Complete 'The Eye' worksheet (differentiated) and questions – involving drawing and labelling the eye.</p>	<p>Why do you think our eyes are at the front of our head (good for 3D vision)</p> <p>Eyes on side of head (ducks) good for peripheral vision</p> <p>Why do some people wear glasses? Use the diagram to explain in simple terms why some people are short/ long sighted (myopic/ hyperopic)</p> <p>Look at Optical illusion PowerPoint – discuss.</p>
<p><b>3</b></p>	<p>Light Travels          Straight lines Reflect          Mirror Periscope          Draw Label Design</p>		<p>To know how shadows are formed</p>	<p>Re-cap the lesson on transparent, translucent and opaque objects.</p> <p>What is a shadow? If an object creates a shadow what must it be? (opaque)</p> <p>Explain that shadows are formed behind opaque objects when light shines on them. This is because light travels in straight lines which cannot bend around corners. Hold up some white envelopes with objects in them (paperclip, 50p coin, ring, battery, pencil) by a window.</p> <p>What was the object? What did they notice (outline only) What would happen if transparent object were placed inside?</p>	<p>Discuss results.</p> <p>How close were their predictions?</p> <p>Were there any surprises?</p> <p>What about the windows in the toy cars?</p>	

				<p>In MIXED ABILITY groups of 4:</p> <p>Give the pupils a torch and in groups ask them to predict and record in their books their prediction of what shadow an object will make and the actual shadow.</p> <p>Show chart on PowerPoint</p>	
4	<p>Light Travels Straight lines Reflect Mirror Periscope Draw Label Design</p>		<p>To know how light travels</p> <p>To know that light can be reflected</p>	<p>Explain to the pupils that we are going to investigate how light travels.</p> <p>Can we see round a bend or corner? Discuss.</p> <p>Watch the clip: <a href="http://www.bbc.co.uk/learningzone/clips/demonstrating-how-light-travels-in-straight-lines/1625.html">http://www.bbc.co.uk/learningzone/clips/demonstrating-how-light-travels-in-straight-lines/1625.html</a></p> <p>Ask 'how do we see the light from a torch?'</p> <p>Can you see the light when it's shone behind you – why? Why not? Any way of making us see the light without turning round? Mirror?</p> <p>Demonstrate showing what is happening by drawing light travelling using straight lines and explaining reflection. Use PowerPoint slides to explain the concept of light travelling in straight lines and reflection of light.</p> <p>Pupils will work in mixed ability groups of 2-3 to design, draw and labels a periscope.</p> <p>The periscope must be portable, robust and fit for use in rain.</p> <p>Pupils will draw and label their designs on flip chart paper before transferring the image to their books.</p>	<p>Pupils to present their designs to the class.</p> <p>Play game on IWB as a class From bbc science clips.</p>

<p>5</p>	<p>Opaque transparent translucent shadow length density change sun position block absorb reflect Refraction</p> <p>Torches</p> <p>Recording materials</p> <p>Objects</p> <p>Metre rulers/tape measures.</p>		<p><b><i>To plan and carry out an investigation</i></b></p>	<p>Explain to the pupils that they are going to plan an investigation to see how the size of a shadow of an object is affected by the position of a light source.</p> <p>Re-cap previous lessons on shadows.</p> <p>Set up a torch on a table shining on an object such as a coffee mug or matchbox so that the object's shadow can be seen on the wall.</p> <p>Put a metre stick in-between the object and the torch. The aim of the investigation is to compare the distance between the torch and the shadow projected on the wall.</p> <p>Encourage the children to decide on a set of numbers for the distance such as 70cm, 60cm, 50cm, 40cm, 30cm, 20cm, &amp; 10cm.</p> <p>Use the PowerPoint to discuss the method, fair testing, results &amp; conclusion.</p>	<p>Carry out fair test investigating how distance from torch affects length of shadow and record results, with support in their choice of collection method</p>	<p>Chn design fair test to test what affects length of shadow e.g. material of object? Size of objects? Distance of torch from object? Record results in way of their choosing</p>	<p>Discuss their results;</p> <p>What happened to the shadow as the light source got closer? Did the shadow change in any other way?</p> <p>How did they record their results? Did they repeat measurements? Why?</p> <p>Is there a pattern? Where their predictions correct? What conclusion can be drawn?</p>
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6	<p>Transparent Translucent Opaque White light Ray of incidence Ray of refraction Prism Visual colour spectrum UV light Infrared light</p> <p>Red Orange Yellow Green Blue Indio Violet</p>		<p><b>To draw and label all the colours of the visible spectrum</b></p> <p>To say that refraction is when light bends</p>	<p>Introduce the term refraction to the class. Provide each group with a glass of water and ask them to put a pencil inside. What has happened to the pencil? Explain that this happens because as the light goes from being in air to water it changes speed and makes the light bend.</p> <p>Watch: <a href="http://www.bbc.co.uk/learningzone/clips/what-is-refraction/7912.html">http://www.bbc.co.uk/learningzone/clips/what-is-refraction/7912.html</a></p> <p>Discuss slide 25 on the PowerPoint.</p> <p>Explain to the class that it is because of refraction of light waves we see the visible colour spectrum (rainbow) See slide 26</p> <p>Show the you tube clip: <a href="http://www.youtube.com/watch?v=7g0q1-Kkhvs&amp;feature=related">http://www.youtube.com/watch?v=7g0q1-Kkhvs&amp;feature=related</a></p> <p>Talk through it as it plays to help the pupils understand further. Show slide 27 on PowerPoint. Discuss the task. Have a prism to show (use colour plastic one if necessary)</p>	<p>Pupils to label an a picture of how white light is refracted to produce the visible colour spectrum and to draw on the colours of the visible spectrum.</p>	<p>Pupils to draw and label an annotated picture of how white light is refracted to produce the visible colour spectrum</p>	<p>Where have you heard the terms infra red and ultra violet light?</p> <p>Discuss.</p> <p><u>Infrared:</u> Humans only see a tiny part of the light spectrum.</p> <p><u>Ultraviolet (UV):</u> Invisible to the human eye but we see the effects through sunburn.</p>
7							