

Coverage of Skills - Dream for a Druid

Thinking across the Curriculum	Engage	Develop	Innovate	Express
Asking questions	X	X	X	
Activating prior skills, knowledge and understanding	X	X	X	
Gathering information	X	X	X	X
Determining the process/method and strategy			X	X
Determining success criteria			X	X
Generating and developing ideas	X	X	X	X
Valuing errors and unexpected outcomes			X	X
Entrepreneurial thinking			X	X
Thinking about cause and effect and making inferences	X	X	X	X
Thinking logically and seeking patterns		X	X	X
Considering evidence, information and ideas	X	X	X	X
Forming opinions and making decisions	X	X	X	X
Monitoring progress			X	X
Reviewing outcomes and success criteria			X	X
Reviewing the process/method			X	X
Evaluate own learning and thinking			X	X
Linking and lateral thinking	X	X	X	X
Communication across the Curriculum				
Developing information and ideas	X	X	X	X
Presenting information and ideas			X	X
Locating, selecting and using information using reading strategies	X	X	X	X
Responding to what has been read	X	X	X	X
Organising ideas and information	X	X	X	X
Writing accurately		X	X	X
Communicating ideas and emotions	X	X	X	X
Communicating information	X	X	X	X
ICT across the Curriculum				
Finding and developing information and ideas	X	X	X	X
Creating and presenting information and ideas	X	X	X	X
Number across the Curriculum				
Using numbers				
Measuring				
Gathering information				
Using the number system				
Using a variety of methods				
Talking about and explaining work				
Comparing data				
Recording and interpreting data and presenting findings				

Dream for a Druid

Imaginative Learning Project for Lower KS2 Children



SUBJECT COVERAGE: Dream for a Druid

ILP Focus Subject	History
ILP Writing Genre	Myths & Legends
Art & Design	3D Work
D&T	Model Making
History	Celtic History
ICT	Research & Presentation
Music	Celtic Music
PSHE & C	Values & Beliefs
PE	Dance & Movement

ILP Overview

This project has a history focus and teaches children about The Iron Age Celts from c. 600 BC - 50 AD and how over the 500 or so years leading up to the first Roman invasion a Celtic culture established itself throughout Wales. At the heart of this project children read, re-tell and write Celtic myths and legends and create their own in the style of the Celtic storytellers. Children also learn additional skills of recording and recounting historical information using a range of historical source materials.

In the Innovate Stage children apply their skills and understanding by planning and organising a Celtic Druid ceremony to decide the next village chief.

In this project the children will learn:

- About the chronological order of Celtic history including significant events and historical figures;
- About the everyday lives of the Celts including important aspects of their lives including war, farming, homes and the role of women and children;
- About the values and beliefs of the Celts including the roles of Druids, Gods and Goddesses’;
- About features of myths and legends and how to write their own;
- How to use a range of historical source material for enquiry;
- About the role of Celtic craftspeople and the importance of pattern in the Celtic culture;
- How to use shape, pattern and symmetry in maths and art and design.

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1. ENGAGE

Children engage in purposeful and contextualised learning experiences; in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn.

- Introduce the term archaeologist. What does this mean and what does an Archaeologist do? Organise an archaeological dig in the school grounds. Find pictures of Celtic artefacts and objects.
- Visit a museum or exhibition to find out about the Celtic lifestyle and culture. Make notes to record experiences.
- Research using the Internet and non-fiction reading materials what the objects are and how they were used.
- Invite a 'real life' Celt into the classroom to talk to the children about Celtic lifestyle. Ask the children to prepare their own questions. Begin to create mind maps about the Celts.
- Take photographs and use non-fiction resources to name and label a range of Celtic artefacts. Measure dimensions of artefacts and list the types of materials used.
- Draw artefacts and items from direct observation. Explore the role of artists and craftspeople in the Celtic times looking at pattern, jewellery and materials.
- Upload digital images from the first hand experiences and write about them.
- Use maps and plans to locate Celtic settlements in Wales. Search for towns and cities that have names of Celtic origin. Locate a significant area of historic Celtic interest to be studied further in the Develop Stage.
- Listen to a range of Celtic music - What instruments do they hear? What role did music play in Celtic culture?
- Research when and how the Celts travelled to England. Hot-seat a Celtic character to explain why they came and what they encountered when they arrived.
- Make a Celtic Roundhouse or Hill Fort in the school grounds or woodland using a range of natural materials to recreate Wattle and Daub. What would these have been like to live in?
- Establish a research and display area on the Celtic theme for reading activities and independent research.
- Begin to explore the role of the Celtic warrior. Celtic warriors had to be fit and healthy - move like a Celtic warrior, how does it feel to move in this way?
- Use blue face paint to create Woad. Create body and face designs and patterns in the style of the Celtic warriors.

2. DEVELOP

Children develop knowledge, understanding and subject skills required to progress their learning through quality differentiation and focused learning tasks and experiences.

- Make a chronological timeline of the Celts' settlement in Wales. Highlight significant events and dates using the Internet to research significant dates and events. Compare different versions to create the most accurate class version.
- Compare and contrast the Celts with Romans, Vikings or Anglo Saxons using a range of non-fiction historical source materials. Make mind maps to explain and record their findings.
- Choose and explore in more detail, generating their own questions, areas of Celtic interest.
- Establish a research carousel to find out more about various aspects of Celtic life. Include farming, war, homes and food, the role of women, Druids and Religion. Record important facts and data and record using a range of approaches including ICT.
- Create a 3D sculpture of a beheaded Celtic opponent from battle including the spiritual and social significance of heads in Celtic culture.
- Research the significance and presence of war in the Celtic culture including important warriors such as Boudicca.
- Take a virtual tour using the Internet of Celtic settlements. Record information gathered using learning logs.
- Explore the role of Druids in Celtic Culture including their roles as advisers, teachers, healers and arbitrators.
- Explore the use of Celtic language and the importance of oral communication through bards and poets.
- Research the beliefs and values of the Celtic clans. Explore sensitively the role of their religious ceremonies, where these took part and what they meant. Read, re-tell and act out myths, legends and poems from the Celtic culture. What do these tell us about the Celtic beliefs?
- Analyse the features of traditional myths and legends. Create 'new' legends in a Celtic style.
- Research the use of pattern in Celtic artwork, iron work and jewellery. Make drawings and digital packages to re-create examples of their own.
- Recreate patterns and shapes seen in Celtic culture and create patterns of their own in mathematics including using ICT.
- Develop an understanding of the importance of Celtic music. Listen to a range of Celtic music and use instruments to re-create sounds.

3. INNOVATE

Children are given the opportunity to innovate by applying their knowledge, skills and understanding through a challenging provocation, using their own and negotiated ideas.

Example Provocation

The village Druid will decide who will become the next village chief. To help him do this the villagers (you) will take part in a special ceremony.

To be successful in this task, you must:

- Choose a place in the locality where the Druid and Celtic people can hold their ceremony;
- Allocate roles to every person in the village, these must include Chiefly candidates, warriors, cooks, craftspeople, poets, storytellers and musicians;
- Create a feast for the ceremony;
- Create a story, poem or myth for the ceremony;
- Prepare Chiefly speeches for selection;
- Dress for the occasion;
- Create pieces of 'iron worked' jewellery or coins for the event;
- Create a piece of music for the event;
- Guard the ceremony making swords, shields and Celtic armour to protect.

4. EXPRESS

Children express and evaluate their knowledge, understanding and skills, as outcomes of the learning in different memorable forms including using a variety of media and technology.

- Hold the ceremony with Celts from the next clan (parents) as guests. Charge for crafts and refreshments to make money for the clan.
- Present their learning through displays, PowerPoint and verbal presentation. Present to other adults and peers.
- Act out and express the stories of myths and legends using costumes and props.
- Refine and edit 'new' myth stories and present using ICT or handwriting for display.
- Create 'iron work' plaques using complex Celtic patterns. Use printing press materials and spray using iron coloured spray paints. Express the mathematical qualities of the patterns using mathematical language.
- Display pictures and evaluate the arts and crafts made for the ceremony. Describe the making process and express their opinions about their own and others' products.
- Create and write a class song on the theme of the Celtic Gods. Accompany using tuned and un-tuned instruments.
- Create a Celtic dance to express a traditional Celtic story, myth or poem.
- Make a class museum showing all of the learning experiences and share on line and with other classes and parents.