

Significant Aspect of Learning

Investigation of religious beliefs, values, issues, traditions and practices through a range of primary and secondary sources. RME

Context for Learning

The pupils are using their knowledge from the WW1 context to investigate and reflect on the importance of the Birth of Jesus on the soldier's beliefs, values, issues, traditions and practices and compare them with their own today.

1. Interdisciplinary Bundle

This was a collaborative learning experience for Primary 4 and 5. Using the context of WW1 the pupils were able to explore and reflect on the meaning of Christmas by recreating their own Christmas Truce film from 1914 and then considering their own thoughts on the meaning of Christmas today.

This was a rich learning experience involving many partners - Sue Thomson, parent and Children's Minister, Graeme Milne, our Artist in Residence, Anna Hamilton, Vocal Instructor and Aberdeen Football Club. The film provided an authentic purpose for the pupils and provided them with a genuine audience. The finished film is on our school website under Live Learning and our World War One blog.

RME

I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. **RME 1-03b**

I am developing respect for others and my understanding of their beliefs and values. **RME 1-07a**

Art and Design I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

Drama Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a**

Music

I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. **EXA 1-16a**

Social Studies, People, past events and societies
I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**

Physical Education, physical activity and sport
I am developing skills and techniques and improving my level of performance and fitness. **HWB 1-22a**

Literacy

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**

ICT to enhance learning

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.

TCH 1-04b

2. Overview: Interpreting Es and Os into Learning Contexts	Both classes have already been engaged in the whole school WW1 context which has given them background knowledge for this learning experience. They will work with Sue Thomson, Children's Minister to reflect on the meaning of the Christmas Story and its impact in 1914 and 2014. The pupils will work with artist Graeme to create two collages depicting the Christmas Truce in 1914 and the Nativity Story. The pupils will use critical skills to interpret the script and create their own dramatisations. The pupils will work with our Vocal Instructor to perform Silent Night in German. They will receive four coaching sessions from AFC to develop their skills and techniques in football. A group of pupils will use iPads to film and edit their film. Green Screen will be introduced.
3. Learning Intentions	Communicate an understanding of Christian beliefs and values. Use the context of the Christmas Truce to compare these with the soldiers experiences in 1914 and our own today.
4. Success Criteria	I can.... - discuss the Christian beliefs and values through my understanding of the story of the birth of Jesus. - explore and demonstrate why Christians celebrate Christmas
5. Evidence of Learning	Say The pupils will be able to recall the events of the Christmas Truce and talk about the significance of the Christmas Nativity during the War and in present time Make The pupils will produce their own film, increasing their knowledge and understanding and reflection on their beliefs and values.
6. Next Steps	Share the film with rest of school and wider community and gather feedback.