

Medium term plan
Subject: Project
Unit: Magdalene's Mardi Gras



Synopsis	
Students will research and investigate five significant carnivals around the world (in Brazil, Italy, Spain, Trinidad and the UK). Students will learn about the development of these carnivals and use a variety of geographical skills to map countries, research specific geographical information, and compare and contrast the countries. They will experience carnival food, designing and cooking an appropriate dish and evaluating their culinary skills. Music from different genres will be looked at and a variety of instruments used. The project will culminate in students composing their own carnival music.	
Key content – knowledge and skills	National Curriculum aims and subject content descriptors
<p>Geography: Geographical and locational knowledge using research and map skills. Maps and atlases will be used alongside key data will be analysed. Information will then be compared between countries. Human geographical elements such as economic development will be taught.</p> <p>DT: Knowledge of nutrition and health will be assessed along with an understanding of carnival foods. Students to understand the evolution of food and food sources.</p> <p>Music: Knowledge of a range of music, styles and the evolution of samba will be looked at. This will provide a deepened understanding of music and its history. Music will be listened to, performed and evaluated through a range of structures.</p>	<p>Geography: GEa1; GEa2; GEa4; GEa5 GEsc1; GEsc6</p> <p>DT: DTa3; DTa4 DTscC1; DTscC2; DTscC3; DTscC4; DTscM1; DTscM2; DTscD1</p> <p>Music: MUa1; MUa2 MUsc2; MUsc6</p>
Key assessment points	
<p>Week 3: Geographical data and comparison about different countries and their data. Use of graphs to make a comparison piece.</p> <p>Week 4: Research and create a suitable carnival dish and evaluate the outcome making reasoned improvements.</p> <p>Week 6: Final portfolio of evidence: food, musical compositions and clothing created, and an evaluation. Essentially an extended written piece on their learning of carnivals through geography, DT and music.</p>	
Out of lesson learning	
There will be one trip and one workshop: 1) Students will visit The V&A museum. 2) Steel band workshop in school. Parents and students encouraged to visit galleries and exhibitions with a focus on carnival, world foods and geography.	
Resources	
Notably: maps, atlases, musical instruments, textiles, cameras, foods, portfolio to keep work in.	
Christian ethos	
Both the curriculum and group work should develop in students a responsible moral attitude as members of a community, respecting the needs of others. The Christian character of the area should be discussed in completing the History and Geography elements of the project along with Christian responses to death in History and DT.	
British values	
The project encourages students to think positively about the benefits of diversity, respect and tolerance of those with different faiths and beliefs. Students will gain an understanding of different cultural traditions present in Britain and how migration has allowed these cultures to be embedded here. Students will also develop their understanding of the key British value of human rights, for instance by examining working conditions in other countries.	

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Weekly overview

Week	Focus
1	Trip to The V&A museum. Background study of the countries where carnivals take place (Geography). Introductory investigation of the designs of carnival and methods used in DT. Students to create their own carnival masks.
2	With a focus on Music and Geography as well as textiles, study how the countries/islands changed over time and how this has been reflected in the culture. Students will create a fashion timeline and comment on how the development of fashion will inspire carnival clothing.
3	Geography focus: Use an atlas to map the countries /continents and then research the country's statistics (population, GDP, literacy rates, life expectancy, language, religion, employment). Use of data to compare and contrast. Students will understand the 4Cs in the kitchen and begin to understand the types of food supplied at carnivals. Students will create their own piece of music on garage band.
4	Research and cook a carnival cuisine using nutritional ingredients. Photograph the meal and evaluate it, making improvements culminating in an analysis for the final portfolio of evidence. Begin to develop a carnival outfit and learn to use relevant instruments. Students will have an outside agency come in and teach them samba music.
5	The history of carnival music is studied in more detail, and children play instruments in a steel band as a group, compose and evaluate a small piece of music, performing it and peer assessing. Children continue to design and have the opportunity to create some carnival clothing. Preparations for the final portfolio of evidence are prepared.
6	The students look at carnival costumes from around the world and finalise their design for a costume. Students will create their own band and perform their own piece of music. Evidence is prepared of the food, music and clothing created over this project.