

FIGHTING FOR OUR RIGHTS

FFR8

Independant Living Scheme and it's importance in the community

Subject/theme:

History

Year Group:

Year 6

Cross curricular links:

PSHE

Learning Objectives:

- To explore how disability was seen in a selected era in the local community
- To know about independence living scheme (KCIL) and its importance to local community (Kingston)
- To show an understanding of connections over time

Resources:

- Macfarlane and Baroness Jane Campbell speech, 2017 <https://www.youtube.com/watch?v=jR8FBvzUlb4>
- PowerPoint
- A3 paper
- Felt tips
- Whiteboards (for quiz)
- Whiteboard pens and rubbers
- 'No Go Britain: disabled public transport access' video <https://www.youtube.com/watch?v=YH3XWO9C4YU>
- Equality Act <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Disability Equality Material (images & videos) <http://worldofinclusion.com/resources/>

Success Criteria:

All:

- Know what the scheme is and how it benefits its users
- Be able to recall how the scheme was founded

Most:

- Explain how the scheme has developed over the years

Some:

- Discuss the success of the aims from when the scheme was founded and see if they are met today

NC Ref:

- A local history study – looking at a historical event
- Gain historical perspective by placing their growing knowledge into different contexts, cultural, economic, military, political, religious and social history
- They should note connections, contrasts and trends over time

Implications from previous learning:

- Links with FFR5 and FFR7
- Children would already have explored talk around disability and have looked at some stereotypes surrounding the topic

Strategies for pupils with specific learning difficulties and disabilities:

- Images linked with key words in starter activity
- Video clips to help different types of learners
- Variety of questions when in the main activity. This will allow all children to collect information of the time and era no matter what the level of understanding is

Role of other adults:

TA

- To sit with a group to help construct the fact sheet using children's targets
- To make notes of partner talk in starter activity as well as the teacher
- In computer lab to go round and offer support to those who require it
- When children are presenting their ideas at the end the TA will collect the fact sheets and present them on a display board in chronological order to offer a visual representation of the change.

Standards Related Professional Development Focus:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Adapt teaching to respond to the strengths and needs of all pupils
- Manage behaviour effectively to ensure a good and safe learning environment

LESSON OUTLINE	TIME
<p>Starter</p> <p>Recap key terminology from previous learning, use interactive whiteboard to play an unjumble activity where the children will come up and match the key words with the descriptions.</p> <ul style="list-style-type: none"> • Show a video clip (https://www.youtube.com/watch?v=YH3XWO9C4YU) to the class • Allow discussion time after the clip in talk partners. When the children are talking go around • Show images of the way people with disabilities were represented in the past in comparison to how they are now • After each image give the class talk time with their tables to discuss how that makes them feel and why they think it's changed • Introduce laws and legislation (e.g. Equality Act, 2010). Explain the main activity before moving to the computer lab to ensure that you have the attention of the whole class 	<p>10 minutes</p>
<p>Main Activity</p> <p>Kingston Centre for Independent Living (KCIL) – show the video to introduce the organization (https://www.youtube.com/watch?v=jR8FBvzUIb4)</p> <ul style="list-style-type: none"> • What is it? • When did it start? • Why it started and what the aims of the project are • Why is this an important scheme? 	<p>30 minutes</p>

Create a fact sheet about KCIL

- In groups of up to 4
- Audience is for prospective members of the scheme to inform them of what it is about
- Need to include the history of the project (when it was founded, who founded it, the first users and how it helps people now)
- Can be made digitally or be handwritten depending on the school

Plenary

Peer-assess other groups fact sheets.

- Is there anything they didn't include?

Mini quiz to assess their knowledge

- Work in table teams
- Questions should relate to the history of and the scheme today

15 minutes

OPPORTUNITIES FOR AFL

- Unjumble game will show if the children understand the key terminology discussed before
- Observing partner talk will allow deeper understanding of individual child's knowledge of the topic.



Jane and Ann's speech from YouTube