



# ***Year 5***

# ***Scheme of Learning***

## **AVISIT TO THE STATES CHAMBER**

<b>A Visit to the States Chamber</b>	
<b>Year group: 5</b>	<b>Suggested duration: 5 lessons</b>
<p><b>Purpose:</b>          This scheme of learning affords students the opportunity to connect with their community and learn about how decisions are made in Jersey. Through exploring a range of issues affecting the island, students will be able to draw on their own interests and develop their appreciation for others' concerns. Students will revise the speech writing form with a particular focus on persuasive rhetorical devices and selecting vocabulary for a specific effect. They will be able to develop their confidence in public speaking through a range of chances to share their speech culminating in the opportunity to deliver it in the States Chamber. At the visit students will learn about Jersey's unique links to the wider world and the Crown and develop their understanding of how these have shaped their island. They will deepen their appreciation for being an active citizen and explore a range of ways they can be involved in Jersey's decision making.</p>	
<p><b>Learning Objectives:</b></p> <p><b>English - Writing</b></p> <ul style="list-style-type: none"> <li>• To be able to plan, draft, evaluate and edit a formal speech.</li> <li>• To be able to use persuasive language techniques in a speech.</li> </ul>	<p><b>Jersey Curriculum Links:</b></p> <p><b>English - Writing</b>          Plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p>

**English - Spoken Language**

- To be able to present an opinion in a short, formal speech.
- To be able to use different techniques including pace, volume, and tone to engage an audience.

**PSHE - Living in the Wider World/Citizenship**

- To understand the makeup of the States Assembly and how Members are elected.
- To understand how the States Assembly functions and created laws.
- To understand how citizens can participate in Jersey's democratic process.

**History**

- To understand how Jersey's history and connections with the Crown have shaped this nation.

**English - Spoken Language**

- listen and respond appropriately to their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments, and opinions
- give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations, and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

**PSHE - Living in the Wider World/Citizenship**

- to respect equality and to be a productive member of a diverse community
- acquire a sound knowledge and understanding of how the States of Jersey is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- are equipped with the skills to think critically and debate political questions

**History**

develop a chronologically secure knowledge and understanding of local Jersey history, establishing clear narratives within and across the periods they study

<p><b>Assessed Outcomes:</b></p> <ul style="list-style-type: none"> <li>• A written, formal, persuasive speech arguing their point of view.</li> <li>• A presentation to their peers sharing their point of view on a given topic.</li> </ul>	<p><b>Assessment Focuses:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate language for intended audience in speech</li> <li>• Use of a variety of persuasive language techniques</li> <li>• Evaluations and redrafting have improved the quality of the work</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate volume and pace to ensure clarity</li> <li>• Use of a range of strategies, including eye contact, to meet the needs of the audience</li> </ul>
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<b>Lesson Teaching Sequence</b>					
<b>Lesson</b>	<b>Learning Objective</b>	<b>Introduction</b>	<b>Development</b>	<b>Conclusion</b>	<b>Resources</b>
<b>1</b>	<p>To understand how decisions are made in Jersey.</p> <p>To be able to consider local issues and how States Members might solve them.</p>	<p>Think, Pair, Share discussion: 'What would you change about Jersey? Why?'</p> <p>Review recent media – what do other people seem to want to change about Jersey? Class discussion/feedback after circulating.</p>	<p>Mind map who students think makes decisions about the future of Jersey.</p> <p>Watch the States Assembly Simplified video on YouTube.</p> <p>Complete True or False Quiz.</p> <p>Read pages 1 – 3 of booklet. Complete task on page 3; this can be done as a group planning exercise and then individually or in pairs according to the needs of the class.</p>	<p>Recap Quiz.</p> <p><i><b>HW: Read 'What is Scrutiny' on pg. 4 and complete short research task.</b></i></p>	<p>Recent newspapers/articles from a range of sources: BBC Jersey, Channel 103, JEP, Bailiwick Express.</p> <p>YouTube video for States Assembly.</p> <p>Booklets.</p> <p>PPT.</p>

<p>2</p>	<p>To understand how persuasive language and techniques are used to create an effective speech.</p>	<p>Think, Pair, Share discussion: 'What makes a good speech?'</p> <p>Teacher plays Deputy Carina Alves' 2021 Liberation Day speech and students discuss why it was successful.</p>	<p>Introduce/recap persuasive devices. AFOREST &amp; PERSUADER acronyms on the PPT are suggestions. Kahoots for consolidating knowledge on PPTs.</p> <p>Whole class go through examples of techniques in opening paragraph of Deputy Alves' speech explaining why they are effective.</p> <p>Students split into groups, analysing a paragraph each before feeding back to whole class.</p>	<p>3, 2, 1 plenary.</p>	<p>Copies for all students of Deputy Alves' Liberation speech.</p> <p>YouTube video for reading of speech.</p> <p>PPT.</p>
<p>3</p>	<p>To understand the format of a States Meeting and a formal debate.</p>	<p>Recap Quiz &amp; Sharing of Scrutiny research HW.</p>	<p>Think, Pair, Share discussion: 'What is a <b>debate</b>'?</p> <p>Look at images on PPT and discuss what they have in common. Teacher to pull out ideas about conversations, arguments, different types of speaking.</p> <p>Teacher gives definition of debate &amp; overview of those involved. Read pages 5-10 of booklet (this can be whole class, groups, pairs or individual).</p> <p>States Meeting Order Task.</p>	<p>Reflect on order of States Meeting &amp; roles.</p> <p>Students identify if they would like to nominate themselves for roles of <b>Proposer, Second, Dean, Greffier &amp; Usher.</b></p>	<p>PPT.</p> <p>Booklets.</p>

4	To be able to use relevant and appropriate, persuasive language and techniques to create an effective speech.	<p>Brief recap of persuasive language devices using Kahoot/s from Lesson 2.</p> <p>Students write an example of each technique linking to the chosen debate topic.</p>	<p>Students plan their speech and list all reasons for and against their proposition.</p> <p>Sharing of ideas in pairs/as a class.</p> <p>Students write a draft of their speech. Teacher to offer scaffolding such as modelling or further analysis/examples as required by class.</p>	<p>Students present their speeches in small groups and peer-assess each other.*</p> <p><i>*opportunity for formal teacher assessment at this point or in the Chamber.</i></p>	PPT.
5	To understand the importance of the Mace and symbols in the States Assembly.	<p>Students write down 5 things they've learnt about the States Assembly so far.</p> <p>Teacher to share the allocation of roles with the class and to explain their purpose.</p>	<p>Teacher shows image of Mace and leads a class discussion about what it shows/represents.</p> <p>Read page 11 of the booklet and mind-map ideas of what symbols represent Jersey today.</p>	Students design their own mace on page 12 of the booklet.	<p>PPT.</p> <p>Booklets.</p>