

LESSON 1 CURRICULUM LINKS

INTRODUCTION TO INDIA: FOOD

CURRICULUM LINKS

English/Literacy, Art & Design, Geography

LEARNING OBJECTIVES – ENGLISH/LITERACY, ART & DESIGN, GEOGRAPHY

- To introduce pupils to Indian culture and traditions through food.
- To develop creative and imaginative designs in the production of their tiffin boxes.

National curriculum for England

| LEVEL | SUBJECT | CONTENT |
|-------------|---------------------------|--|
| Key Stage 2 | Art and design | <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences |
| | Geography | <ul style="list-style-type: none"> • inspire in pupils a curiosity and fascination about the world and its people |
| | English (spoken language) | <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |

Northern Ireland Curriculum – CCEA

| LEVEL | SUBJECT | KEY ELEMENTS | DESCRIPTION |
|-------------|---|---|---|
| Key Stage 2 | Language and literacy | Talking and listening | <ul style="list-style-type: none"> • listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources; • share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals; |
| | The Arts | Art and design | <ul style="list-style-type: none"> • engage with observing, investigating, and responding to first hand experiences, memory and imagination; |
| | Personal development and mutual understanding | Mutual understanding in the local and wider community | <ul style="list-style-type: none"> • valuing and celebrating cultural difference and diversity; |

LESSON 1 CURRICULUM LINKS

INTRODUCTION TO INDIA: FOOD

Curriculum for Excellence - Scotland

| LEVEL | SUBJECT | STRAND | CONTENT | CODE |
|--------|---|---|--|-----------|
| Second | Literacy and English | Enjoyment and choice | <ul style="list-style-type: none"> I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. | LIT 1-01a |
| | | Finding and using information | <ul style="list-style-type: none"> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes | LIT 2-04a |
| | | Understanding, analysing and evaluating | <ul style="list-style-type: none"> can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. | LIT 2-07a |
| | Expressive arts | Art and design | <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. | EXA 2-05a |
| | Social studies Experiences and outcomes | People in society, economy and business | I can discuss issues of the diversity of cultures, values and customs in our society. | SOC 2-16c |

Curriculum for Wales

| LEVEL | SUBJECT | ASPECT | LEARNERS ARE ABLE TO: |
|-------------|-----------------|---|--|
| Key Stage 2 | Art and design | Understanding | <ul style="list-style-type: none"> Pupils should be stimulated and inspired, where appropriate, by: <ul style="list-style-type: none"> » media » images and artefacts from a variety of historical and contemporary cultures and contexts. |
| | English (Oracy) | Developing and presenting information and ideas | <ul style="list-style-type: none"> express opinions about topics and written texts and include some supporting reasons build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas. |
| | Geography | Investigating / Communicating | <ul style="list-style-type: none"> how are places and environments linked/ connected to other places and environments? How am I and/or other people linked to other parts of the world? |

LESSON 2 CURRICULUM LINKS

INTRODUCTION TO INDIA: TRADITIONAL DRESS

CURRICULUM LINKS

Art & Design

LEARNING OBJECTIVES

- To introduce pupils to elements of Indian design and clothing.
- To help pupils consider the significance of Indian clothing and design.
- To encourage creative design skills in response to new cultural stimuli.

National curriculum for England

| LEVEL | SUBJECT | CONTENT |
|-------------|----------------|---|
| Key Stage 2 | Art and design | <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |

Northern Ireland Curriculum – CCEA

| LEVEL | SUBJECT | KEY ELEMENTS | DESCRIPTION |
|-------------|----------|----------------|--|
| Key Stage 2 | The Arts | Art and design | <ul style="list-style-type: none"> • look at and talk about the work of artists, designers and craftworkers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making; • develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas; |

LESSON 2 CURRICULUM LINKS

INTRODUCTION TO INDIA: TRADITIONAL DRESS

Curriculum for Excellence - Scotland

| LEVEL | SUBJECT | STRAND | CONTENT | CODE |
|--------|-----------------|----------------|---|-----------|
| Second | Expressive arts | Art and design | <ul style="list-style-type: none"> I can create and present work that shows developing skill in using the visual elements and concepts. | EXA 2-03a |
| | | | <ul style="list-style-type: none"> I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. | EXA 2-06a |
| | | | <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. | EXA 2-05a |

Curriculum for Wales

| LEVEL | SUBJECT | ASPECT | LEARNERS ARE ABLE TO: |
|-------------|----------------|---------------|---|
| Key Stage 2 | Art and design | Understanding | <ul style="list-style-type: none"> experiment with and examine the methods used by other artists, craftworkers and designers from different: <ul style="list-style-type: none"> » places » cultures |
| | | Making | <ul style="list-style-type: none"> explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design which include: <ul style="list-style-type: none"> • pattern, e.g. natural, made patterns, patterns from other cultures, repetitive patterns. |

LESSON 3 CURRICULUM LINKS

INTRODUCTION TO INDIA: DIWALI

CURRICULUM LINKS

English / Literacy, Religious Education

LEARNING OBJECTIVES

- Using the five senses to develop descriptive writing skills.
- To introduce pupils to the Hindu festival of Diwali.

National curriculum for England

| LEVEL | SUBJECT | CONTENT |
|-------------|---------------------------------|---|
| Key Stage 2 | English (writing / composition) | <ul style="list-style-type: none"> • plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary • draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |
| | Religious education | <ul style="list-style-type: none"> • develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews • contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society |

Northern Ireland Curriculum – CCEA

| LEVEL | SUBJECT | KEY ELEMENTS | DESCRIPTION |
|-------------|-----------------------|--------------------------------|---|
| Key Stage 2 | Language and literacy | Writing | <ul style="list-style-type: none"> • use a variety of stylistic features to create mood and effect; • write for a variety of purposes and audiences, selecting, planning and using appropriate style and form; • express thoughts, feelings and opinions in imaginative and factual writing; |
| | Religious Education | Learning Objective 3: Morality | <ul style="list-style-type: none"> • Be aware of and have respect for differing cultures and faiths. • Recognise that prayer and worship can be associated with special events and places. |

LESSON 3 CURRICULUM LINKS

INTRODUCTION TO INDIA: DIWALI

Curriculum for Excellence - Scotland

| LEVEL | SUBJECT | STRAND | CONTENT | CODE |
|--------|--------------------------------|----------------------------------|---|-----------|
| Second | Literacy and English (Writing) | Organising and using information | <ul style="list-style-type: none"> I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. | LIT 2-25a |
| | | Creating texts | <ul style="list-style-type: none"> I am learning to use language and style in a way which engages and/or influences my reader. | ENG 2-27a |
| | Religious and moral education | Practices and traditions | <ul style="list-style-type: none"> I can convey information, describe events, explain processes or combine ideas in different ways. | LIT 2-28a |
| | | | <ul style="list-style-type: none"> Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. I can describe and reflect upon practices and traditions of world religions. | RME 2-06c |

Curriculum for Wales

| LEVEL | SUBJECT | ASPECT | LEARNERS ARE ABLE TO: |
|-------------|---------------------|--|---|
| Key Stage 2 | English (Writing) | Writing Accurately (Language) | <ul style="list-style-type: none"> choose and use a wide range of adventurous and imaginative vocabulary with increasing precision |
| | | Organising ideas and information (Meaning, purposes, readers) | <ul style="list-style-type: none"> use the characteristic features of a range of continuous and non-continuous texts in their writing, beginning to adapt their style to engage the reader, using imagination where appropriate |
| | Religious education | National exemplar level descriptions for religious education (Level 6) | <ul style="list-style-type: none"> Pupils use their understanding of the links between the religious beliefs, teachings and practices investigated to consolidate their understanding of religion and to explain differing religious viewpoints. |