

Year 7 Aspire Project Overview; What Makes Britain Great? British Values

Name of Project:	What makes Britain Great?	Duration:	1 term
<p>Project Idea Summary of the issue, challenge, investigation, scenario, or problem:</p>	<p>The theme of the project provides extended opportunities for pupils to familiarize themselves with the idea of themselves as a citizen of a wider community; Great Britain. This enquiry should allow pupils to cover topics that help them see the strengths, achievements and contributions that Great Britain makes and has made to the global community. Pupils will consider, discuss and research Great Britain’s economic, political, creative, technological and scientific achievements, inventions, creation and contributions to the global community.</p> <p>This project is essentially an opportunity to celebrate ‘Britishness’ and consider their heritage and identity.</p> <p>Core objectives of the project;</p> <ul style="list-style-type: none"> • To develop knowledge and understanding of Great Britain’s Heritage, Values and Global including its strengths and success in a wide range of fields (Science, The Arts, Education, Technology, Inventions, Food, Historic Traditions, Business...) • To develop collaborative working skills; pupils must work together as a group to produce a whole class project that demonstrates and exemplifies; ‘What makes Britain Great?’ • To develop skills in research and public presentation. • To develop a project that can be presented as a celebration of ‘What Makes Britain Great’ <p>Starting point;</p> <p>Introduction film to set the scene for all; This is Great Britain- Paul Smith http://www.youtube.com/watch?v=xPMG_iibCi8</p> <p>Prior Learning; what information:-</p> <ul style="list-style-type: none"> ➤ Do you know already? ➤ Can you find out? ➤ Can you research? <p>The pupil groups need to design the best possible project to presented to a wider community (school) and to a global audience (International partnership, website, blogs) to fillfil the celebration aspect of this project.</p> <p>Additionally the topics covered should highlight areas where Great Britain could improve their commitment and contribution to the global community as well as looking at the basic skills of collaboration and research.</p>		
<p>Driving Questions</p>	<p>How could we highlight, demonstrate and exemplify the importance of the role of Britain to a global community? What values do we recognize and expect as British citizens. Do we recognize and understand our place within Great Britain as a citizen? How can we present our findings to a wider audience?</p>		

21st Century Skills to be taught and assessed alongside transferable skills	Technological competence		X	Cultural IQ	X								
	Speak a world language		X	Research Skills	X								
	Lit / Num / Sci		X	Other (please state)									
	Independent Learning		X	Collaborative learning	X								
	World awareness		X										
Major Products & Performances	Group:	Finished product to present.	<table border="1"> <thead> <tr> <th colspan="2">Presentation Audience</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>Class</td> </tr> <tr> <td>X</td> <td>School</td> </tr> <tr> <td>X</td> <td>Community</td> </tr> </tbody> </table>			Presentation Audience		X	Class	X	School	X	Community
		Presentation Audience											
		X				Class							
	X	School											
	X	Community											
Be able to explain and demonstrate the process of completing the finished product.													
Present findings in a blog or website and demonstrate access to a wider global audience													
Individual:	Complete learning progress record.	<table border="1"> <tbody> <tr> <td>X</td> <td>Experts</td> </tr> <tr> <td></td> <td>Web</td> </tr> </tbody> </table>			X	Experts		Web					
	X				Experts								
	Web												
Able to demonstrate and evidence individual contribution to finished product and drafts.													
Entry Event	Video to launch project. Big question posed to students. Same launch event for all students.												
Assessments	Formative Assessments (During Project)	Quizzes/Tests	X	Practice Presentations	X								
		Learning and progress records	X	Notes									
		Preliminary Plans/Outlines/Prototypes	X	Checklists	X								
		Rough Drafts	X	Concept Maps	X								
	Summative Assessments (End of Project)	Written Product(s),	X	Other Product(s) or Performance(s), with	X								
		Oral Presentation	X	Peer Evaluation	X								
		Multiple Choice/Short Answer Test		Self-Evaluation	X								
	Resources Needed	On-site people, facilities	LRC										
		Equipment:	iPads, cameras, film studio										
Materials:		Aspire tool boxes											

Reflection Methods	(Individual, Group, and/or Whole Class)	Progress /Learning Log	x	Focus Group	x
		Whole-Class Discussion	x	Exhibition	X
		Survey	x	Other:	