

RIVERSDALE PRIMARY SCHOOL

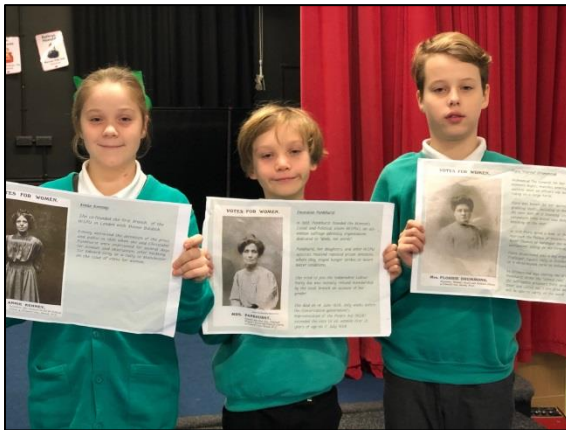
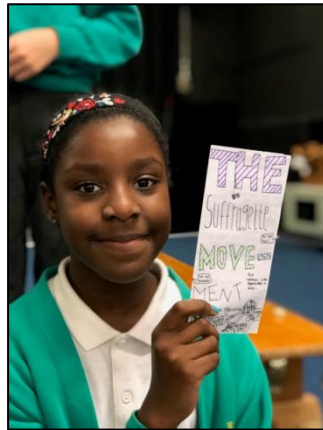
UK Parliament Week 2018 Examples of Work



Year 6

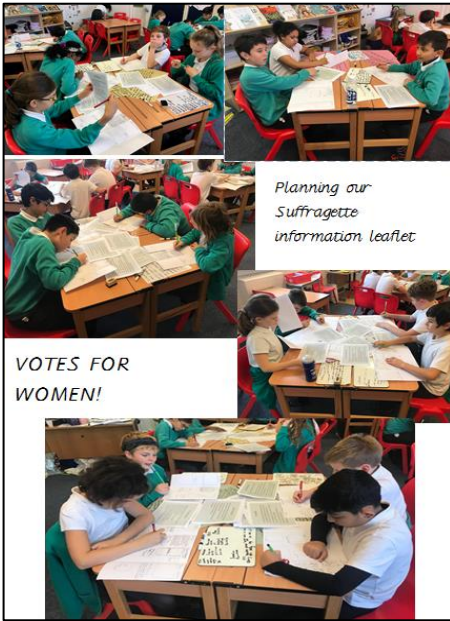
Over the last few weeks, Garnet Class have been studying the lasting legacy of The Suffragettes and their impact on modern democracy. The students began by studying the social and political landscape for women in the Victorian era and explored how women moved from being classed as the possession of their husband or father, to being allowed economic independence to eventually being given an equal vote to a male citizen.

The children created informative leaflets detailing the actions of the suffrage movement (both suffragists and suffragettes) as well as the most influential suffragettes of the time



Over the last few weeks, Opal Class have been studying the lasting legacy of The Suffragettes and their impact on modern democracy. The students began by studying the social and political landscape for women in the Victorian era and explored how women moved from being classed as the possession of their husband or father, to being allowed economic independence to eventually being given an equal vote to a male citizen.

The children created informative leaflets detailing the actions of the suffrage movement (both suffragists and suffragettes) as well as the most influential suffragettes of the time



Year 5:

Quartz and Amethyst classes worked in groups, discussing how laws are made and realised that it can sometimes be a very lengthy process!



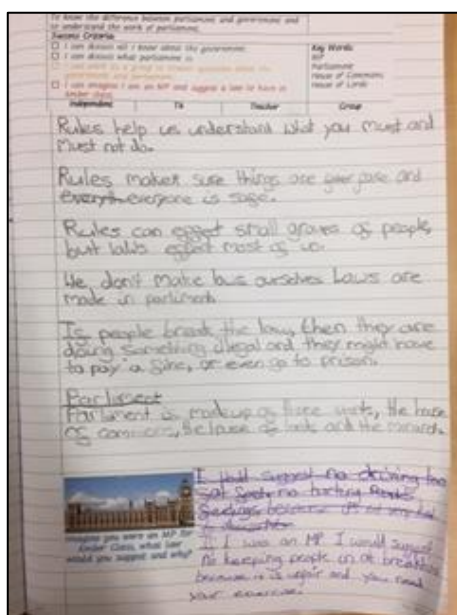
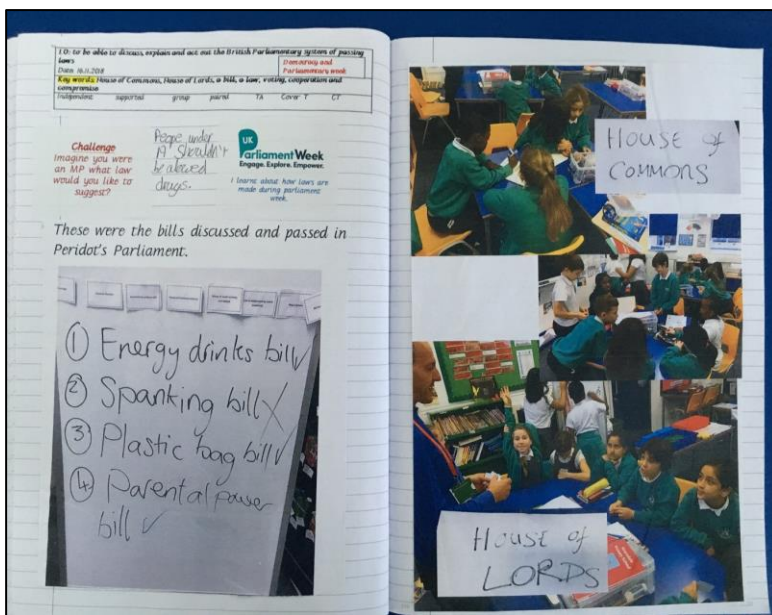
Year 4:

Peridot and Amber looked at 'laws'. We discussed what laws are and why they are important. This led our learning onto how to make laws and who gets to make laws.

Activity: We split the class into the Houses of Parliament. The House of Commons proposed bills for the House of Lords to vote on. This is shown in the photo.

X being the bill was not passed and a tick if the bill became law.

After this, in their books the children responded to a sticker, proposing something they would make law if they could.



Year 3:

Topaz class took part in some chamber-style debates where the children got very passionate discussing the following motion: School holidays should be abolished! Unfortunately, the government lost on this occasion!



In Diamond class we looked at the law making process from the House of Commons to the House of Lords. We then went on to explore what a motion was. We came up with a motion, "school classes should have pets so that children can learn how to look after animals."


Afterwards we debated the motion and the class then voted in favour of the motion. Finally, we looked at creating slogans to try and sway voters.

Learning Objective To create slogans for a debate.		Date 15/11/2018	
Key words: motion parliament commons lords debate slogan			
campaign	parliament	commons	lords
debate	slogan	parliament	commons
Independent	TA	Teacher	Group

Today we were debating the motion, all children should have a pet so that children can learn how to look after animals. A debate is when one side is arguing in favour of the motion and the other side is against the motion. We then had a vote and most people voted in favour of the motion.

We also created slogans to convince voters:

eg: -
pets = children can learn responsibilities.




Year 2:

In Pearl class we discussed what the word 'democracy' meant. Afterwards, the children listened to a story about the walls in the classroom becoming very messy, due to an accident. The children then had to democratically write down how they would choose a colour to repaint the room.

<p>Idia 1 pictures</p>	<p>Learning Objectives: To be able to explore and understand the need for systems of democratic decision making.</p> <p>Date: 15/11/18</p> <p>Success Criteria: I can... <input type="checkbox"/> listen to the story and join in discussion <input type="checkbox"/> explain how the decision could be made <input type="checkbox"/> understand democratic decision making <input type="checkbox"/> write more than one way to make decision <input type="checkbox"/> include more than one type of sentence</p> <p>Key Words: democratic vote decision systems</p> <p>Independent TA Teacher Group pair Cover Teacher</p>
<p>Idia 2</p> <ol style="list-style-type: none"> 1. You split the class in two groups 1st all boys second one girls. 2. The boys will come round in the girls team and tally mark which colour has the most. 3. You do the same with the boys team. 	<p>1st Idia</p> <ol style="list-style-type: none"> 1. First you get a piece of paper and tear it up. 2. Then you have to find a clear space so nobody sees and pick a colour. 3. After that you write the color in black and on the back round the words ^{that} you want. 4. Next you need to fold it up. 5. Then you have to put it in a bag. 6. Before you put it in the bag you have to write your name. 7. Finally you pick out 2 papers and those are the colors.

<p>in a special box. Next</p> <p>Some one will count all the pieces of paper and see which colour has the most votes is the colour we paint the wall. Then</p> <p>paint the wall</p>	<p>Learning Objectives: To be able to explore and understand the need for systems of democratic decision making.</p> <p>Date: 15/11/18</p> <p>Success Criteria: I can... <input type="checkbox"/> listen to the story and join in discussion <input type="checkbox"/> explain how the decision could be made <input type="checkbox"/> understand democratic decision making <input type="checkbox"/> write more than one way to make decision <input type="checkbox"/> include more than one type of sentence</p> <p>Key Words: democratic vote decision systems</p> <p>Independent TA Teacher Group pair Cover Teacher</p> <p>first I will show the class all the class colours. The colours will be: Green, red, blue, yellow and purple. Then I will give everyone a little piece of paper. The children write down the colour they like best. We will fold up the pieces of paper and put them</p>
--	--

Ruby class learned about Parliament and how it is structured.

We took part in class elections to appoint specific jobs in class.

We looked back in history to 1605 when Guy Fawkes took action into his own hands and tried to blow up the Houses of Parliament. The children discussed the best choices to make when you disagree with how something is run - they learned about Democracy.

The children wrote the story of the gunpowder plot and acted it out with role play.

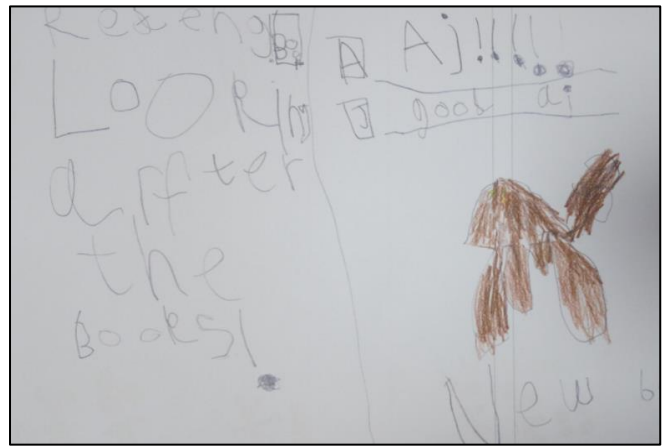
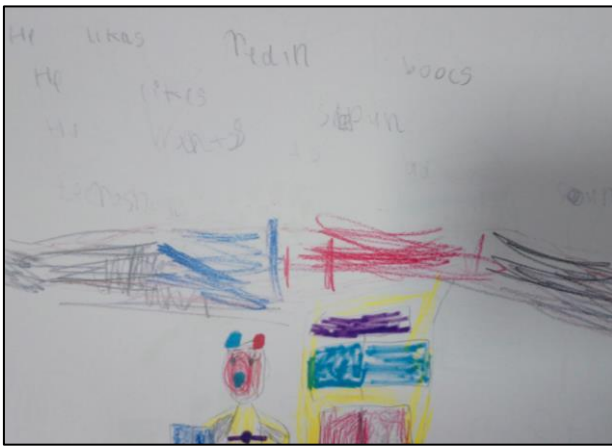


Year 1:

Sapphire Class drew the manifestos that they drew and the toys they voted for.

Each child was in a party for one of the toys and made manifestos to say why one of the three candidates would be the best prime minister of the book corner. We presented our manifestos and then we each voted (without telling anyone else!) and put the vote in our ballot box.

The Black Panther **WON!**



Emerald class voted for which of our class teddies would be the prime minister of our book corner.

We made manifesto posters which we presented to the rest of our class.

We filled in our voting slips and voted in secret.

In the end Kevin the Koala was named Prime minister of the Emerald class book corner.

