



# Conspiracy Busters

## Synopsis:

Throughout this unit children use a range of sources and research to uncover the truths behind some of the most well-known historical conspiracies around the world. JFK, Area 51, The Moon Landing - children will use evidence from historical events to draw their own conclusions and uncover 'the truth'. Children will produce a newspaper article with their chosen reveal and practise a range of writing skills including formality, higher order punctuation and ambitious vocabulary for effect.

## History

### Learning Sequence:

Children use a range of gathered sources (and sources of their own through independent and classroom based research) to gather information on historical events.

Children look at evidence for multiple sides of an argument and are able to form balanced arguments to support theories.

### Historical Concepts

Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts

Examine different aspects of history eg social, cultural, political and religious, in different contexts

Gain historical perspective by making connections between local, national and international history

### Stories & Sources

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Explain why contrasting arguments and interpretations of the past exist

Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda

### Historical Questions

Address and devise a wide range of historically-valid questions about change, cause, impact and significance

### Historical Vocabulary

Develop and apply a range of historical vocabulary eg influential, narratives, perspective

## Writing

### Learning Sequence:

Children will primarily focus on presenting their findings in a range of different ways.

They will learn to write formally and informally within the relevant contexts and switch between formalities for effect.

Children will use a range of literary features such as cohesive devices and perfect form when writing their final news articles.

### Language & Vocabulary

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Evaluate how authors use language and consider effect on the reader

Use dictionaries (and thesauruses) to check meaning of new words/language

**Plan, Draft, Edit & Evaluate**

Identify audience and purpose of writing

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Use a wide range of cohesive devices within sentences and between ideas/paragraphs

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Choose the appropriate register (formal/informal)

**Grammar & Punctuation**

Use perfect form to indicate time/cause

Identify formal/informal structures eg question tags, subjunctive form

**Text Structure & Features**

Use further organisational and presentational devices to structure text