

LINCOLN IMP TRAIL EDUCATION PROGRAMME

IN PARTNERSHIP WITH



BISHOP
GROSSESTE
UNIVERSITY



UNIVERSITY OF
LINCOLN



WATERSIDE
SHOPPING

SUPPORTED BY



Lincoln BIG
Business Improvement Group

EBP



St Barnabas
Hospice • Care • Support



SECTION 1

INTRODUCTIONS &

WELCOME



Lincoln BIG
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 **St Barnabas**
Hospice · Care · Support



Welcome to The Lincoln Imp Trail Education Programme

Section 1 Welcome and Introductions

- Welcome from our Partners and Supporters
- A New Arrival
- Getting Creative - Your Sculpture
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Welcome from The EBP

We are delighted to be the official education partner for the Lincoln IMP Trail and thrilled to have so many schools, colleges and other educational establishments onboard with this creative project – especially with its theme having so much resonance with the people of Lincolnshire.

The EBP is a social enterprise with very clear aspirations to develop the skills of young people. We already work collaboratively with many schools across the East Midlands and are delighted to be able to extend our services to even more schools and students in what promises to be one of the county's major cultural events of 2020 – and the biggest educational project of its kind in Lincolnshire.

The story of the Lincoln IMP is one steeped in folklore and shrouded in the unknown. When you speak to other people about what they know about the imps (and there were almost certainly more than one of them) you will hear conflicting stories and interpretations, as well as mixed views regarding where they came from, where they went and, well, exactly how mischievous they were!

The Lincoln IMP Trail Education Programme will allow you and your students to explore the history and various stories of the imps and investigate what really might have happened after they mysteriously appeared centuries ago.

This education pack will guide and support you in delivering immersive and engaging lessons that link directly to the National Curriculum objectives for each Key Stage and subject area. It will also allow for the development of knowledge around the history and heritage of Lincoln, Lincolnshire and the story of the imps while, most IMPortantly, being fun to teach and learn!

We would like to say a huge thanks to our key sponsors, Waterside Shopping Centre, The University of Lincoln and Bishop Grosseteste University. Their support has been invaluable and, without them, the education programme would not have been possible. Needless to say, we are delighted to have them onboard. It is our hope that this pack inspires all that take part in it and we can't wait to see what your students come up with!

The EBP Team

EBP



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Welcome from Lincoln BIG

The Lincoln Business Improvement Group aims to put Lincoln on the map as a retail and tourist destination and improve the experience of the city centre in Lincoln for those who live, work, invest and visit.

After the success of the Lincoln Barons' Charter Trail in 2015 and the Knights' Trail in 2017, we are delighted to be working again with Wild in Art to bring the Lincoln Imp Trail to the streets and green spaces of Lincoln 2020.

We believe that Lincoln is Britain's best small city. We want more people to visit and experience its vibrant and contemporary edge.

Lincoln is famous for so many things, but we want people to know about our Imp. The people of Lincoln resonate with the Imp, children have fun with the cheeky chappy, the football club has it as their emblem and the Imp resides in Lincoln Cathedral. Now we are bringing the story of our Imp to our High Street with the help of you.

We are delighted that EBP will be leading on the Education Programme, with a resource pack that offers you a wealth of ideas to create your designs.

We very much look forward to seeing your Imp for the launch in July as part of the Trail.

A big thank you for participating in this event. Have fun and enjoy the Trail!



Welcome from St Barnabas

The IMP Trail's chosen charity partner is St Barnabas Hospice, who offer free, compassionate care for over 10,500 patients and families across Lincolnshire each year. The Hospice has to fundraise more than £5.5 million each year to offer this vital service for free.

We are delighted to be working with The EBP to bring the IMP trail into schools with some IMP inspired fundraising activities. We hope you get involved, have fun and feel great that you are supporting local people to access vital, end of life care.

Just a simple IMP bake sale, fancy dress day or sponsored fun run could raise enough to offer a patient care from our nurses in the comfort of their own home.

This incredible opportunity to raise more funds for St Barnabas will work towards our mission; to offer everyone in the county respectful and dignified care at the end of their life. We have a dedicated team here to support you make the most of your fundraising activities, so don't be afraid to pick up the phone or email us for advice.



Welcome from Wild in Art

It's a very proud moment for Wild in Art and we hope you feel as equally proud. You've chosen to take part in the city's latest spectacular public art trail with our very special sculpture. The Imp has been created just for Lincoln, and we're thrilled to be working in partnership with Lincoln Business Improvement Group to present it to you.

As the Education Partner, The EBP once again bring their IMPeccable expertise and insights to the Education Programme. Their support helps us showcase the talent of the region's children and young people on one of the biggest of stages.

We passionately champion the importance of art for everybody and the social, cultural and educational benefits which it provides. This project gives you an exceptional, creative opportunity to get your pupils excited about arts and literacy and engage them in important topics - from local history, citizenship, environmental issues and the natural world, to health and wellbeing, to name a few.

With your support we can make this a very special summer for the project's participants, your region's communities and visitors to Lincoln. Thank you and go wild!

Charlie Langhorne, Co-founder and Managing Director, Wild in Art



Welcome from our sponsor – Bishop Grosseteste University

Bishop Grosseteste University (BGU) is proud to have been an integral part of the of the Lincoln community for over 150 years.

Throughout that time we have been able to join with the rest of the city in celebrating many exciting milestones, including the recent 800th anniversary of the Battle of Lincoln, where we were delighted to sponsor one of the many unique knight sculptures that took up residence throughout the city.

In addition to raising much needed support for valuable causes, events such as the Knights' Trail and this year's Imp Trail are fantastic ways to celebrate Lincoln's culture and heritage.

BGU is committed to being a leader in learning, excellence and innovation, thereby enriching the lives of our students, staff and the wider community. I believe the Imp Trail embodies these aims and it is therefore a great pleasure that we can contribute to its success by sponsoring the Education Programme.

I hope that while you are exploring the trail you will have the opportunity to visit our campus and to get a taste of everything BGU has to offer. You can also experience life at BGU (and see why our students rate us so highly) by visiting our website and booking onto one of our upcoming Open Days - www.bishopg.ac.uk

We hope to see you soon.

The Reverend Canon Professor Peter Neil
Vice-Chancellor Bishop Grosseteste University



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Welcome from our sponsor – The University of Lincoln

Having supported and witnessed the huge success of the city's Barons' and Knights' trails in 2015 and 2017, the University of Lincoln is delighted to once again be involved in the latest trail to celebrate our city's heritage.

The Lincoln Imp has a special place in the hearts of locals, and is part of the rich history of the city. We are proud to celebrate this and highlight the significance and meaning of this local icon to both residents and visitors to Lincoln.

The University's Brayford Pool Campus is a hub for teaching and research. As we have grown, we have both shaped and been shaped by our local surroundings, supporting and enhancing the city and wider region. We are raising aspiration and skill levels, encouraging graduate start-ups, collaborating with major employers, building technical expertise, conducting world-changing research, and pioneering new ways of working. Supporting tourism, arts, and heritage is a key part of our civic mission as a university.

Our students remain at the heart of everything we do, from our award-winning teaching to our great industry links and outstanding student experience. Offering a wide range of both undergraduate and postgraduate courses, we are here to help our students succeed, whatever their hopes for the future.

To find out more about the University of Lincoln, please visit our website www.lincoln.ac.uk.



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Welcome from our sponsor – Waterside Shopping

The Waterside Shopping Centre is pleased to once again sponsor the Education Trail.

The trail in 2017, which celebrated the 800th anniversary of the Battle of Lincoln and the sealing of the Charter of the Forest, was a fantastic success and we were delighted to see so many people engage with it.

The Lincoln Imp is synonymous with the city, and while the Waterside Shopping Centre doesn't have the same history as the little gargoyle, I think it is fair to say that when it comes to shopping in Lincoln, many people immediately think of the Waterside.

We are proud of the mix of retailers under our roof. Fashion brands, Next, H&M, Roman, Topshop and New Look are complemented by a wide range of stores, including Goldsmiths, Smiggle, O2, Three, Superdrug and Lincoln's only authorised premium Apple reseller, Stormfront.

The Waterside Centre is more than just a shopping centre. The centre's management team and the people who work in our stores are keen to support the wider community wherever possible. That's why we have supported St Barnabas Hospice for the last three years, raising almost £10,000 to support the charity, through initiatives such as our charity fashion show and Christmas wrapping station. With the Imp Trail also supporting St Barnabas, we know that all of the proceeds are going to help people across the county.

As well as sponsoring the education trail, we will also be staging several events in the centre, including a painting and drawing competition at Easter and a search for the best dressed imp. Details of these and other activities will be published on our website (watersideshopping.com) and our Facebook page at <https://facebook.com/WatersideShoppingCentre>.

However you decide to get involved with the Imp Trail, we hope you enjoy it and will pop into the centre to see how we're supporting it.



Welcome from our Support Sponsors

Galliford Try

At Galliford Try, the UK's leading standalone construction company, we are leading on the construction of a sustainable future. Our vision is to be leaders in sustainability and our core values are: excellence, passion, integrity and collaboration.

We are delighted to be part of the Lincoln City initiative supporting this year's Lincoln IMP Trail 2020 Education Programme, helping thousands of young people across Lincolnshire to learn about a range of subjects including STEM which will no doubt inspire future generations.



Lincoln Digs

Lincoln Digs have over 100 superior properties for students needing University of Lincoln, Lincoln College and Bishop Grosseteste University student accommodation.

Lincoln Digs Ltd are accredited by the University of Lincoln and Bishop Grosseteste University, are affiliate members of the City of Lincoln Trusted landlord Scheme and have over 15 years' experience in choosing the right properties for students in Lincoln. They have supported the city's trails in previous years and even have a full sized Baron in their central Lincoln Office!



St Barnabas
Hospice • Care • Support



Important Dates

As your setting gets stuck in to the Lincoln Imp Trail Education Programme, there are a few important dates that we need to let you know about. We will be in touch throughout the project to remind you about these!

From 20 February 2020	Sculptures and resources packs to be collected by from The EBP in Lincoln.
9 March 2020	Opening date for all IMP Education Pack competitions.
27 March 2020	Guidebook, IMPfloss, IMP brooch or tie pin and Lincolnshire Tart closing date.
27 March 2020	Deadline for the return of the design submission form.
3 April 2020	Winners of the Guidebook, IMPfloss, IMP brooch or tie pin and Lincolnshire Tart competitions will be announced.
4 May 2020	Visual Storytelling performance competition opening date.
29 May 2020	Visual Storytelling performance closing date.
5 June 2020	Visual Storytelling winners announced.
12 June 2020	Schools to deliver beautifully designed, IMPpressive sculptures to The EBP in Lincoln.
29 & 30 June 2020	Visual Storytelling performances at Lincoln New Theatre Royal.
4 July 2020	The Lincoln IMP Trail begins.
6 July 2020	The Lincoln IMP Education Trail begins.
14 September 2020	The Lincoln IMP Education Trail Closing Ceremony.
24 September 2020	Deadline for completed school evaluation forms.



The Legend of the Lincoln Imp

Long, long ago, in the dark days of centuries past, legend has it that the Devil was in a frolicsome mood and let out his young demons to play. It was a windy, treacherous day, and two of the devilish little demon imps were blown towards the large town of Chesterfield. Being of a devilish persuasion, the two imps played around the town's stone church with its tall spire. Would you believe it? When they had finished, their evil antics left the spire in a crooked and twisted state!

As they leant back to admire their naughtiness, a sudden gust of wind blew those rascals all the way to Lincoln! There the imps descended on the magnificent cathedral which sits on a hill and can be seen for miles and miles. The beautiful cathedral looked like a great opportunity for those bad imps to cause even more trouble.

The most wicked of the imps swooped down and entered the cathedral through its heavy wooden doors. He thought what fun it would be to smash one of the beautiful stained glass windows! He destroyed some candles and finally... when he spotted the great Bishop of Lincoln, he took it upon himself to stick out an impish little leg and trip the great man up! The poor bishop tripped and fell onto the hard, stone floor! The imp thought this was hilarious and he chuckled so loudly that his wicked little laugh echoed around the sides of the great cathedral.



Looking for more impish fun, he spotted the stonemasons who were working in the Angel Choir. What fun it would be, he thought, if he could hide their tools, move the stones and chase them around and throw some limestone chippings at them! However, the stonemasons were trying to work and it didn't take long for one of them to call on the angels for help against the annoying little imp.

An angel, who had been watching the imp's annoying antics, rose up out of the Bible which lay open on the altar, and in a stern voice shouted, "Wicked imp, be turned to stone!" The imp stopped in his tracks. He realised that the church walls had a spell on them now, and if he were to touch them, he would indeed be turned to stone.

What he didn't know, was that one of the stonemasons had decided to take revenge on the imp. The stonemason picked up a chip of limestone, carefully aimed it and threw it hard. The limestone chip flew through the air and hit the imp sharply on the knee. As the little imp hopped around in pain, clutching his knee, he leant against a ledge in the east column of the cathedral and ... he was instantly turned to stone. And that is where he has sat ever since.



How to use this pack

Introduction

This pack is designed to help get you started on your journey. This printed resource will be accompanied by a series of additional materials, many available to download online.

We strongly recommend that you look through all the available resources, to gain an overall picture of its contents and the possibilities for its use.

Whichever group of young people you are working with, and whatever theme you choose to explore, it is most likely that your starting point will be something that is happening in your area or a topic that some of your group members have a particular interest in.

The emphasis of this pack is on group participation, which is both an appropriate and fun way for participants to gain a better understanding of the project and feel greater ownership of it.

Ultimately this pack will enable you to:

- Produce your completed sculpture, which will be publicly displayed. At the end of the event, you will be able to collect your sculpture (or have it returned) for permanent display, or you may find it has fundraising potential.
- Introduce the sculpture: 'A New Arrival' suggests how you might introduce your sculpture to the school or group in fun, exciting and innovative ways and with a whole community approach.
- Start designing: 'Getting Creative' explains how the sculpture is constructed, suggested materials to decorate and finish it.
- The sculpture design templates, project timeline, deadlines and project social media links can be found on the online portal or in the project specific content pages.

Online resources include;

- classroom guides
- lesson ideas
- booklists and classroom activity sheets.
- competitions



- A toolkit of cross-curricular, key stage appropriate, classroom-based session ideas with suggested URL linked resources.
- Printable sculpture design templates and classroom worksheets.

Arts Award

If you already have Arts Award accredited staff, this project can be easily mapped across, giving an added dimension to your project, or you can identify local training opportunities to up-skill staff and provide CPD opportunities.

Charity fundraising

We'd love for your school or group to use this as an opportunity to fundraise for the event's main charity partner, St Barnabas, perhaps making them your 'Charity of the Year'.



A new arrival!

One of the most exciting parts of the Imp Trail Education Programme is the arrival of the sculpture. We have a few suggestions on how to create the biggest impact when revealing the sculpture to your learners.

You might choose to:

- Make the sculpture's arrival something that the whole school or group gets involved with, perhaps by holding a literacy or arts day that coincides. Keep the sculpture hidden in the grounds, elaborate with a papier-mâché container or cage and mystery footprints, and tell pupils that the local radio or news have reported sightings or strange occurrences in the local area. Get your community involved - police, Neighbourhood Watch or the local radio could be invited to come to the school to assess and report on the strange goings on! Each year group could focus on a different writing style – factual reporting, fiction, poetry etc. and consider what exactly the mystery visitor could be. Really build up to the grand reveal!
- Present the sculpture as a mystery item wrapped in paper or enclosed in a box, with a couple of strategically placed hand-sized windows. It won't be long before pupils start peering and reaching inside.
- Make the unveiling of your sculpture the focal point of an assembly, where you launch your involvement in the project. Invite the 'stars of the week' up to the front to officially 'open' the box.
- Invite a local artist, poet, community champion, celebrity or a member of the charity's regional fundraising team to come and take part in your unveiling.
- Invite pupils to bring their favourite cuddly toy, book or own version of your sculpture to assembly for a themed 'show and tell'.
- Once the sculpture is revealed, have it pop up in different places, integrate it into daily life. Could it be a helper in the canteen or the librarian's assistant? Could it sweep leaves from the play area or hang out in a Forest School area? You can share these images with all the other schools and groups involved via social media, post them on the school's website to build momentum for the project or include them in newsletters for parents.
- Your sculpture can have, and continue to build, its very own identity and personality.



- It could have its own Twitter feed, blog or section of your school's newsletter. This would not only help you link to the project as a whole, but also to other schools and groups in your region and to your wider community.
- Sculptures on Twitter have been known to start talking to one another, sharing ideas about additional activities, photo opportunities and community engagement activities.

Small targeted group versus whole school or organisation

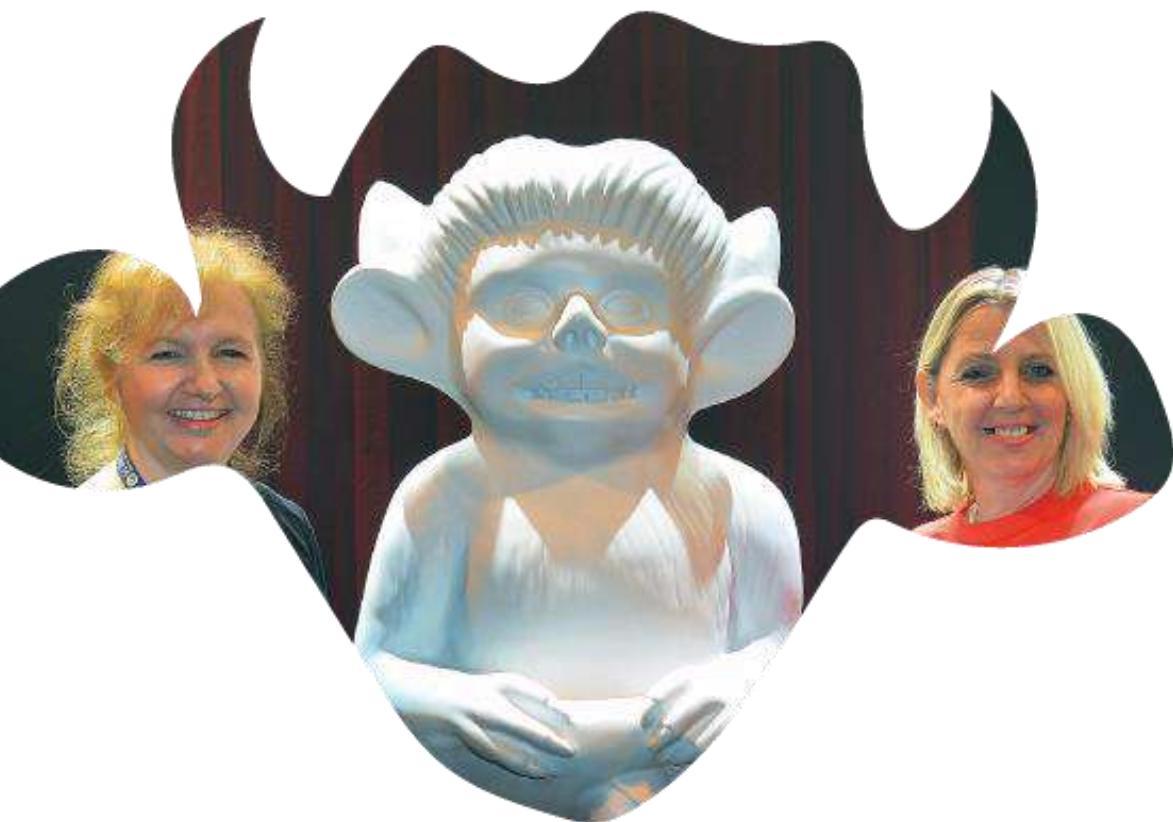
Although the emphasis of this pack is on group participation, it's you who knows what dynamic will work best for your organisation. You may decide to work with a targeted group – your core design and realisation team, made up of a particular year, members of the art club, or students recognised as artistically able. But for the maximum effect and benefit to be achieved, we do encourage an element of interaction with the whole community.

Below are a few examples of how this might be achieved:

- Set a design challenge. Reproduce the sculpture templates and invite students or group members to conceive their own designs, either as homework or a classroom activity. Setting this as a challenge or design competition, with an explanatory note for care givers, will help to bring the project to the attention of parents and the wider community.
- Hold a creative day or week where every year group and class teacher plans themed activities relating back to the sculpture.
- With enough notice, staff can integrate the sculpture and its themes into their lesson plans, through key texts, subjects, films, classroom displays, class visitors and trips.
- Holiday challenges can be set with prizes on offer. Encourage young people to get out of the house and engage with the sculptures - there could be rewards for the best 'sculpture selfie', seek fundraising for completing all or part of the trail, or for keeping a holiday diary or blog where they reflect on the trail and talk about their adventures along the way. Why not set a literacy challenge to see how many books, poems or non-fiction texts your young people can find and read that thematically relate to your sculpture?
- Invite your sculpture to be part of parents' evenings or open days and events.



- Consider a design that incorporates an idea or interaction from every young person into the final product. Each child could contribute a fingerprint, handprint, tiny illustration, mosaic tile, word or message. This way everyone will feel included and invested in the project.
- Get participants to document the creation of their sculptures with photos, videos or film.
- Set an IT challenge to create a promotional video or news report, documenting the sculpture's own creative journey from start to finish, then hold a screening.



Getting creative with your sculpture

Each sculpture is made of lightweight fire-resistant fibreglass. The surface is primed by the manufacturer and is ready to paint. The sculptures are stable and free-standing, but please ensure that there is adequate adult supervision during the design and creative process.

Please consider the materials you use for your design carefully. Designs may range from the use of solid acrylic or emulsion colours, to more elaborate designs using spray paints, airbrushing or decoupage techniques. Let your imagination run wild, but please ensure that all materials are non-hazardous and are securely attached to your sculpture.

The adult responsible for co-ordinating the project should ensure the sculpture is dry and any 3D or sculptural elements are securely fastened, safe and suitable for public display (i.e. don't present a trip or fire hazard or have any protruding sharp elements). If you are planning to alter the sculpture structurally or add any 3D additions, please speak to The EBP for advice. Depending on durability, alterations may also affect the location of the sculpture on the public trail.

Solvent-based markers, such as Sharpies and felt tip pens, often react to varnishes. **We strongly discourage** their use for this reason. If you do decide to use solvent based markers there is a real risk the design will be affected when varnished. Severe reactions can cause artwork to smear and run, or make dark colours bleed into light colours. It's important that you run tests with the product and the varnish on a small, discreet area of your sculpture first. If in any doubt, please ask the local Programme Coordinator for advice.

The sculptures will be displayed in various secure indoor venues, but in some instances may appear outdoors in the public realm. Please do take into account that your sculpture will be displayed in a public place and that, over the course of the trail, thousands of visitors will want to pose with your sculpture, so making sure it has a good hard-wearing finish is key.

If you choose to display the sculpture outside when it returns to the school, you may need to consider giving it a second coat of varnish and mounting it on a secure plinth or paving stones.



Wild in Art recommends **Urban Hygiene's** (urbanhygiene.com) Easy-on Protective Coating Varnish, as this is what we use to coat the sculptures on our main trails. It has an anti-graffiti quality and it's the product we have had the most reliable results from. Other non-yellowing yacht varnishes are available from good DIY stores and can provide long term, anti-weathering, gloss protection. **Remember:** if you use a water-based varnish, it will be possible to sand down the sculpture, so that it is once again a blank canvas and the fun can begin again. Most DIY stores also sell a matt or gloss spray-on varnish. This can provide a light coat, ideal for sculptures that will be living indoors.

With all of these products, varnish should be applied to the sculpture by an adult in a well ventilated space.

Urban Hygiene now also offer an antibacterial version of their varnish, with added Bio-Master technology, used widely in hospitals and other public spaces. These products may have a slightly higher price tag than the high street brands, but for the quality of finish and longevity of protection, it's worth considering. The smallest size tin provides at least two coats of protection when mixed correctly.

Themes and motifs

We ask you to avoid using corporate branding and identities as part of your sculpture design, but we are happy for you to incorporate your school/group logo or motto in a discrete way. The sculpture as a whole may take on a theme, linking to one of your curriculum topics i.e. Egyptians, Romans, Tudors etc, or draw inspiration from a literary character, a local celebrity or another geographically appropriate event or theme. Get the children's creative brains buzzing with possibilities and look forward to a whole wave of ideas and suggestions that exceed your wildest dreams.

Your team might want to devise a design that in some way incorporates the environment in which the sculpture is stationed, and to consider whether there are any 3D objects that could be added to the display. They might want to think about how new technology could be involved, such as solar panels, touch screens or motion sensors. Your sculpture may be a muse or model for specially designed clothes, or wear a super-hero utility belt studded with eco-friendly gadgets.

Could your IT department or technician support the project by creating an iBook, blog or Twitter feed to track and document your young people's experience? This would be useful for evaluation purposes, but is also a way to engage with young people for whom technology is a key motivating factor.



Consider having an interactive element to your sculpture, bringing it to life with a voice box, horns or sirens for example. Could pupils use their knowledge of electrical circuits to create multiple choice quizzes that use lights or buzzers to indicate a correct answer? As they say, the possibilities are endless!

Please be aware that electricity power points may not be available at trail locations and such a design may only be properly up and running when the sculpture is on display within your organisation – before and after the trail.

Engaging and inspiring your design team

Your whole organisation, or a selected year or targeted group, may devise the design. But you will probably then want to select a smaller group to work on the implementation of this. Staff might choose to select a couple of young people from each year group, or pupils might join an afterschool or lunchtime club in order to be involved in the final realisation. A panel of teaching and support staff, community members, school council pupils, parents and members of the Senior Leadership Team will need to meet to select a design, or perhaps to select several designs and decide how to fuse these together.

The following questions might be useful to pose to your young people to help them make decisions about the style and purpose of their sculpture. This would provide a great opportunity for them to practice negotiation and teamwork skills.

Your sculpture is going to be viewed by several different audiences – school staff, pupils, thousands of visitors, parents, the local community and it could even ‘travel’ further afield.

A couple of questions to think about before choosing your design:

- How do we want them to react to our design?
- Do we simply want the people who see our design to think it's beautiful and recognise that we are talented artists?
- Do we want our design to tell them something or encourage them to think about an issue or react in a certain way?
- If we are trying to send a message, should our message be obvious or would it be better to keep things interesting by making the things we're trying to say less obvious?
- Are we going to try to make our audience think about issues and reach their own conclusions, or are we going to give answers?



- Will our designs help the audience to learn about things we already know, or should we use the design process to learn about new things ourselves?
- How are we going to decide if our design has been a success?
- Are we going to paint the sculpture or could we design and decorate our sculpture differently?

Creating your artwork

Dos and don'ts



- Do unwrap your sculpture upon delivery, check it over and report any damage immediately.
- Do make a note of your Sculpture Reference number and include this on each design submission form you send. The Sculpture Reference is unique to each sculpture. N.B. This is different to your Order Reference.
- Do go over your sculpture with a fine grade sandpaper, followed by a wipe over with a solution of warm water and a small amount of mild detergent (washing up liquid). The sanding gives a key to the surface prior to painting. N.B. Please wear a dust mask whilst sanding.
- Do ensure there is adult supervision at all times when handling the sculpture and art materials.
- Do use water-based acrylics or emulsion paints. Brands include Liquitex, System 3 or Valspar.
- Do use Posca Marker pens for applying detail. These are water-based acrylic paint markers. CAUTION: Avoid the 'Blue' & Dark Grey Poscas, these have been known to bleed when varnished. No other reported issues.
- Do encourage painters to wear aprons or painting shirts – acrylics in particular are very difficult to remove from clothing once dry.
- Do wash any brushes and painting palettes immediately after you have used (before paint is dry) if you want to be able to use them again.
- Do make sure any materials are non-hazardous.
- Do fix any 3D elements securely. Carefully consider if they will withstand the demands of being on public display for 10 or more weeks.
- Do make sure that 3D elements don't present a hazard i.e. there are no sharp protruding elements or anything that can be tripped over.



- Do varnish your sculpture. We recommend at least two coats.
- Do test the varnish on a small, discreet area of your sculpture first before applying it all over.
- Do make sure paint is completely dry before applying varnish with a brush or roller.
- Do allow 12 hours for a coat of varnish to dry.
- Do wait 48 hours after your final coat of varnish before handling the sculpture.
- Do varnish your sculpture in a dry environment – humid conditions can affect its application.
- Do mix Urban Hygiene's easy-on Protective Coating varnish products according to their instructions to ensure the correct consistency.
- Do contact Urban Hygiene for advice if you are using their varnish products. The team are extremely friendly and helpful.
- Do apply another coat of varnish to your sculpture if you choose to house your sculpture outside when it is returned to you after the display.



- Don't use poster paints on your sculpture.
- Don't apply watercolour or oil paints to your sculpture.
- Don't mix layers of paints with different bases as these will react either against each other, or with the final coat of varnish.
- Don't use felt-tip pens, permanent pens or any other solvent-based markers such as Sharpies.
- Don't hesitate to either test or ask us before using anything other than water-based acrylic or emulsion paint.
- Don't add 3D elements if you choose to house your sculpture outside when it is returned to you after the public display. They will not withstand the elements.
- Don't let children apply the varnish – an adult in a ventilated space must apply this.
- Don't keep your varnish in a paint pot for long. Once it has been poured out of its tin into a paint pot ready for application, the solution becomes unusable after 24-48 hours.



Materials

Materials for painting	Acrylic paints	All colours in the double primary system: brilliant red, crimson, cobalt blue, brilliant blue, brilliant yellow, yellow ochre, black and white, metallic paints.
	Emulsion paints	In a variety of colours, although it is particularly useful to have a large supply of white and black. Acrylic paint combined with emulsion paint produces a very workable, fast-drying, water-based medium that can be used to great effect. Tester pots can be bought cheaply at paint warehouses, Dulux colour matt, Valspar, and Crown are good brands. Avoid cheap emulsion paints from bargain warehouses.
Materials for extending paints	Sand or sawdust P.V.A. glue Glitter	Small particles can be added to paints and glue to create light relief work or textured effects. PVA glue can be added to paints to create translucency. CAUTION: Any large-scale relief work, and papier-mâché should be avoided, as the results tend not to be hardwearing enough to survive for long.
Other materials	Lazertran	A highly effective inkjet transfer paper that separates in water and can be glued onto the sculpture. Lazertran requires varnish to hold it secure when dry.
	Safmat	A self-adhesive film that can be used in your printer and stuck to the sculpture.
	Letraset	Dry transfer lettering.
	Posca pens	Great for applying detail. These are water-based acrylic paint markers. CAUTION: Avoid the 'Blue' & Dark Grey Poscas, these have been known to bleed when varnished. No other reported issues.
	Collage paper/ newspaper/ tissue paper, etc.	Use PVA glue to create collages with paper. CAUTION: Not suitable for sculptures located outdoors or for heavy use. Edges can start to peel and be torn off.



	Decoupage paper	You can also buy blank decoupage paper that can be used in printers. CAUTION: You must ensure that paper is stuck fast. Any lifted areas may result in you not being able to varnish your sculpture properly, meaning that it may need to be cordoned off during the display. If you plan to house your sculpture outside after the display, please be aware that any tears or scratches to the layer of varnish may result in rainwater damaging your artwork.
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Tools for painting

Tools for applying paints	Hog's hair brushes Decorators brushes Sponges A range of printmaking materials	In a variety of sizes. In a variety of sizes. Different sizes/textures. Leaves, string, feet/hands/fingers, vegetable stamps, fabric, feathers, masking tape, vinyl tape, stencils, etc.
Equipment for mixing paint	Palettes, margarine tubs/yoghurt pots Plastic pots and cling film for storing paints Jars for water Card for mixing textured paints, i.e. using sand/sawdust	



Cleaning materials	Paper towels Rags Washing up liquid Newspapers Aprons/large inside-out shirts.	Good for brush cleaning when painting, use to dry brushes after cleaning in water, in between changing colours. General spills. Great for cleaning brushes and hands. Also use neat to repoint brushes at the end of the day. Essential floor protection. Keep clothes clean when painting or clearing up.
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Designing your IMP!

First Ideas

Invite the students to explore the sculpture and explain that it is going to be decorated. Ask them to think about different designs and methods of decoration (e.g. painting, block printing, mosaic and collage). Record your student's initial thoughts and ideas – these first instinctive ideas are important and play a big part in the final design.

Research

In pairs or small groups, research the Lincoln IMP, the related theories and themes. It may be useful to take part in the activities and session plans provided in the other sections of this Education Pack. Encourage the students to collectively jot and sketch down their responses to this information on large sheets of paper. An initial session can be used to share and explore ideas for themes that could be used in the design (e.g. the design could tell a story, carry a conversation, message, or tell us something about the school or students that have created the design).

Group Work

After research and discussions, the students may have an initial preference to one, or several themes. A good way of helping them to gather their ideas and information together would be to produce large 'idea pictures' or mind maps.

Idea Pictures:

Use a mixture of drawings, paintings, photographs and pictures printed from the internet or cut from magazines. It could include collected leaves, bark, twigs or a selection of wool and fabrics – in fact, anything students feel could be relevant to their ideas. Think about, and include; colour, pattern and texture as well as images. Try and challenge yourself by completing the following; finger shading, charcoal, using the non-dominant hand.

Mind Mapping

These can be made in the same way as the 'idea pictures'. They should be very visual and will, be useful to push ideas forward in a way that may not have been obvious before. Mind maps work best by using icons next to every idea and different colours to separate different ideas. Mind maps can cover just one or lots of themes.

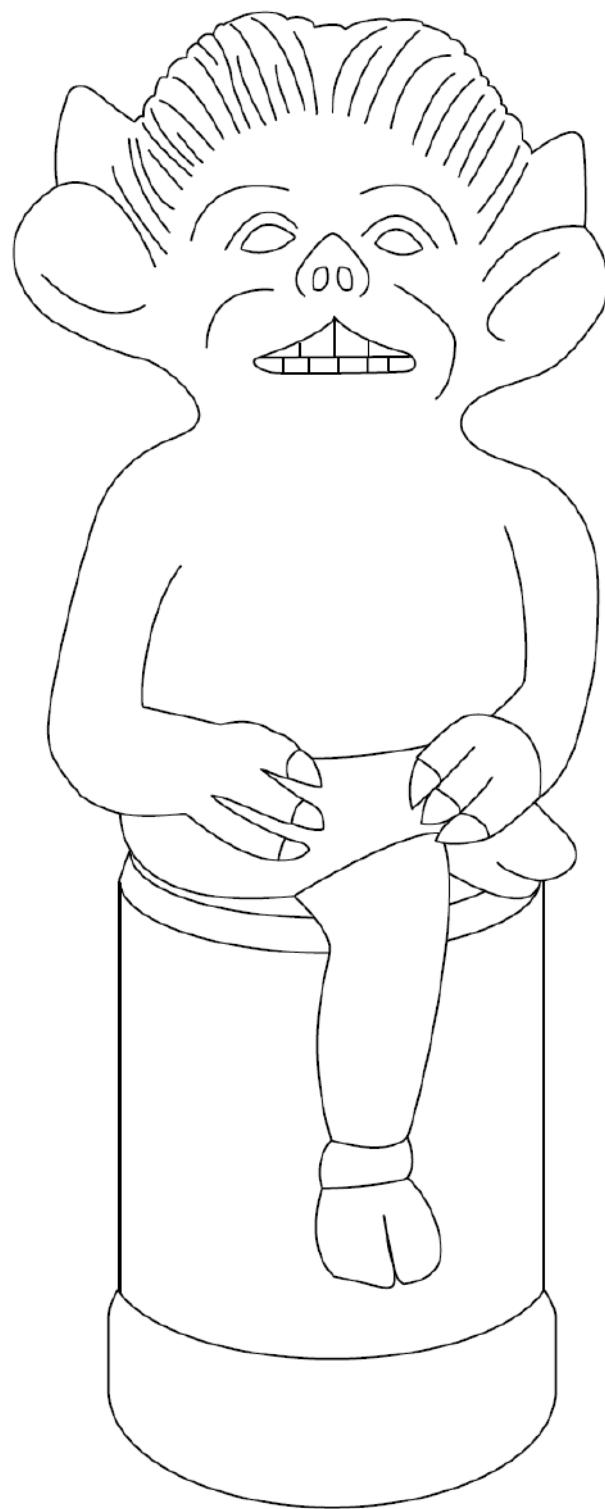


Further Activities:

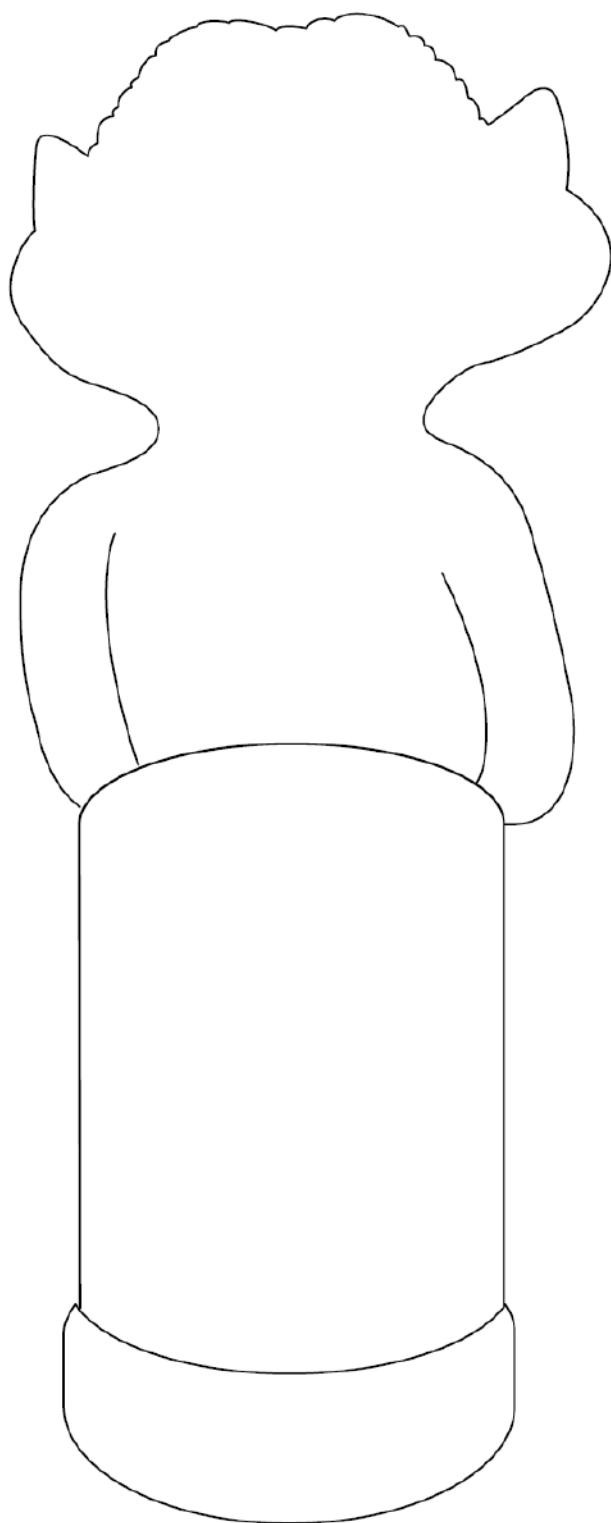
Be competitive and display your designs around an area of the school. Invite parents and carers and get them to vote on their favourite. Class competition – colour, paint, etc. vote for the best. You could also do this for designing a bookmark, sewing designs and more.



Imp Design Template (Front)



Imp Design Template (Back)



Design Submission Form

The school has full creative license to design their sculpture, although we do ask that you avoid brand logos or trademarked imagery. In order to allow us to create signage plaques, post details and descriptions of your sculpture on the project website, we require you to complete the following 'design submission form' and return it as soon as possible.

If you have any questions about your sculpture or the art material to use, please email: phil.everett@the-ebp.co.uk.

This form must be completed with your final design submission and returned by your projects lead by 27 March 2020.

Lead contact at the school:	
School name (as it is to appear on publicity):	
School address:	
Postcode:	
Email:	
Telephone:	
Website:	
Facebook/Twitter Name:	
Additional second contact name and contact email:	



Working with the media

A decorated sculpture is a fun and exciting sight and it is extremely photogenic. Displaying the sculpture in the organisation's grounds or in a public place, particularly if those people involved in its creation are alongside it, is something the media like to record.

Publicity for the art project is a good way to:

- Raise each contributor's sense of pride in the work they have put in
- Inform parents of their child's achievement
- Raise awareness of the school's or community centre's activities
- Raise awareness among potential sources of funding

Local newspapers, magazines, Radio and TV

Local newspapers love reporting on young people doing something positive - by covering such stories, the newspaper is involving itself in the community it serves and raising circulation figures, because of the number of copies purchased by proud parents, relatives and friends.

Your area may have a local TV station, or you may have links with lunchtime or early evening local news. To secure some TV coverage, you will probably need to be able to offer an interesting footage-taking opportunity and an interviewee. This could be in the form of a vox pop with the young people or community centre attendants who were involved with the project, and an interview with a member of staff, or the artistic facilitator.

Remember

Photographers like 'tight' shots. In other words, they may prefer to have just one or two people in the photo. This can sometimes cause disappointment, if a big participatory photograph is also taken but a 'tight' shot is ultimately chosen. It is therefore important to manage expectations. You can usually obtain copies of the photographs. Mention this when you meet the photographer and ask how to go about acquiring copies.

When you ring, or send details via email to news desks you will need to provide the following information:

- What the event is (photo opportunity, unveiling)



- What you are doing with the sculpture (creating a habitat in the school or community centre garden, fundraising and looking for sponsors, celebrating a public event such as sports day, community centre open day)
- Who's involved (make sure young people have carer or parent's permission to be in the photograph)
- When it is
- Where it is
- Why it's important (fundraising, environmental awareness, involving young people in fun and creative activities)
- Who to contact

Online and social media

We would love for you to promote your involvement in the project through online and social media; however, we would also like to retain an element of surprise when the sculptures are revealed in their trail display venues. In order to do this, we ask that you:

- Please only release/post elements of your sculpture taking shape, or sections of your sculpture as 'work in progress', before the trail.
- Link to our website www.lincolnimptrail.co.uk from your website. You could include it as a news story on your homepage.
- Like us on Facebook at facebook.com/lincolnimptrail
- Follow us on Twitter twitter.com/lincimptrail
- Follow us on Instagram instagram.com/lincolnimptrail
- Use the official event hashtag #IMPtrail on your social media posts
- Promote the project on your social media channels (Facebook, Twitter, Instagram, LinkedIn, newsletters etc)
- Provide regular content for the art trail's social media channels and newsletters - please let The EBP know of any planned activities and they will be able to redirect enquiries to the trail's main PR contact.

School newsletter/bulletin

Record the project's progress, for the school bulletin, on a digital camera – you can extract a great series of photographs from your footage, and filming along the way provides an opportunity for more young people to be involved at various stages of the project's development. Pupils may like to write a commentary or captions to accompany your footage.



SECTION 2

STORIES FOR SUCCESS



Lincoln BIG
Business Improvement Group

EBP

 **St Barnabas**
Hospice • Care • Support



Section 2 – Stories for Success

Intent

- Raising standards of achievement with inclusive, high expectations which close the gap between children and ensures that all can experience success.
- Our inspiring educational activities are linked to National Curriculum (KS1 – 5) and Characteristics of Effective Learning for Early Years Foundation Stage.

IMPMaginative

- Children learn more when they are engaged.
- Our education pack is fun, inclusive and aims to stretch the most able.
- Story telling approaches ensure an exciting, creative context for learning, which can engage all children.
- Story telling approaches can be used to promote parental engagement in their child's learning in school, at home and around the trail.

IMPIlementation

- The education pack shares activities for effective teaching by helping busy teachers to plan and deliver inspiring lessons.
- Our planning and assessment tools are straightforward and can easily be adapted and tailored to individual classes, allowing personalised learning and creativity.

IMPact

- Children should enjoy their learning (and adults too)!
- Children can produce high quality oral and written stories.
- Children can develop their reading, writing and oracy skills.
- Children can develop self-confidence.
- Children can increase their attainment in reading and writing.

Young people will enjoy and achieve through:

- Researching and sharing facts about the Lincoln IMP.
- Developing the habit of reading widely and often, for both pleasure and information.
- Acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.



- Appreciating our rich and varied literary heritage.
- Using discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Developing the arts of speaking and listening, making presentations.
- Sharing the story of their Lincoln IMP.
- Developing confidence and competence in spoken language and listening skills.
- Developing a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- Acquiring knowledge, skills and understanding associated with the artistic practice of drama.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.





Enhancing the IMP Trail for Children and Young People with Additional Needs

General Learning Support

Access Strategies
<ul style="list-style-type: none">• Teacher/TA (possibly including family) for pre-learning – preparing child for learning around the IMP so that they come to it already knowing the key vocabulary and concepts.• Link new learning to what child already knows – e.g. start session with class mind map or discussion of what they already know about history/science.• Break new learning down into small steps – short activities for each IMP section with mini trail in school or taking sections of main trail on different occasions.• Multiple examples of new concepts and take these examples from children's own real-life experience rather than talking in the abstract.• Learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing. Could use senses by having a Lincoln IMP made of different textures or having different scents.• Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows.• Buddy to read text with or read to Read2Dog/Cat.• Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.• Help children extract the salient points from information they are given, use highlighter pens or provide cards reminding what to look out for on a visit, in a text or from sources such as film.• Prepare for writing by rehearsing orally what they want to say (use of sound buttons and/or Dictaphones), then plan the writing together.• Enable children to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories and making recordings of stories.• Use software that supports writing with on-screen word grids to choose the words needed.• Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.• Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.• Provide clue cards.• Use cloze procedure.



Dyslexia

Access Strategies

- Children work in pairs – dyslexic child who has good ideas but difficulty with spelling and handwriting with a child who is confident writing but not so strong on ideas.
- Have any text that the child will struggle with read to them by a “Partner IMP”.
- Repeat instructions/questions and ‘chunk’ them rather than saying in one long string or jot them down on a sticky note, or encourage children to do so.
- Allow time for processing (for example, paired discussion with a partner before putting hands up).
- Dyslexic children may know something one day and forget it the next – make memory cards together as reminders.
- Use ICT supports – audio taped texts, laptop, predictive word processing , speech-supported texts, spellcheckers, mind mapping software.
- Record using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories.
- Writing frames and templates (e.g. writing up a science experiment) to help structure thinking.
- Prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.
- Clue cards.
- Allow extra time to complete tasks and be aware of the fatigue the child may experience because of the amount of effort they have to put in to learning.



Speech and Language

Access Strategies

- Teacher/TA/ Family sessions for pre-learning; preparing child for the Trail learning so that they come to it already knowing the key vocabulary and concepts.
- Begin work on a new topic with child's existing knowledge and experiences - make a mind map or other visual representation of what they already know.
- Develop a class chart of the vocabulary that child will find useful or need to learn.
- Cued listening – give child a small number of questions that they will have to answer after listening to teacher presentation or video input.
- Support your oral presentations/explanations with pictures, real objects or mime.
- Use symbols to support spoken language and text (www.widgit.com).
- Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format.
- Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
- Cue child into a change of topic of conversation/presentation- say 'Now we are going to talk about ...'
- Question child after some others have given examples of what is required or talk partners prior to whole class sessions.
- Use a hierarchy of questions - start with an open question ("What do you think might happen next?"), then if support is needed frame the question as alternatives ("Do you think x or y?").
- Encourage conversation by commenting rather than asking too many questions.
- Support oral work with talk frames/key phrases ('First...next...finally', 'I think ...but on the other hand').
- Use a range of ways of recording so that learning is not limited by the child's ability to write full English sentences: bullet points and mind maps/ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions/matching tasks, such as matching labels to pictures/diagrams/maps/cloze procedure, where they fill in missing words in text/annotating a print-off IWB page/PowerPoint presentations/comic strips/ making posters, oral presentations, dramatic reconstructions.
- Study pack – glossaries of key subject vocabulary, highlighter pens, glue stick, Post-It notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments etc.



Access Strategies

- Prepare child before the session/lesson by outlining what it will be about.
- Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime.
- Set tasks with clear goals and write worksheets in step-by-step form.
- If child becomes anxious allow him/her to remove self to an agreed calm-down area.
- All children hold an object when it is their turn to talk. Display classroom rules and routines, illustrated by pictures, for child to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
- Visual method of showing the child what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clock face divided into sections, or written list.
- Use timeline of events → → that branches.
- Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for child to tick off when completed.
- Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'.
- Explain any changes of routine in advance.
- Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts.
- Allow child to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing.
- Use visual prompts on cards or photos, or consistent non-verbal signs.
- Prevent repetitive questioning by giving child a set number of question cards to give you each time they ask a question – when cards are gone, no more questions.
- Don't ask the pupil to talk or write about imagined experiences – relate learning to factual history/story about the Lincoln IMP.
- Consider avoiding the tasks which depend on empathy (e.g. in literature, history, geography, PSHE and citizenship).



Access Strategies

- If child becomes wound up/anxious allow him/her to remove self to an agreed calm-down area.
- Make tasks short, with frequent breaks and opportunities to move around.
- Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When child is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment.
- Set tasks with clear goals, outputs and timescales.
- When child is misbehaving: Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P'.
- Label the behaviour but not the child – not 'You big bully' but 'N, bullying is not allowed in our school'.
- Remind child of a rule, rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a child who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer'.
- Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them.
- Catch the child being good and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.
- Devise a private signal system to let the child know when they are off task or behaving inappropriately.
- Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and on-screen word grids to support writing, opportunities to create presentations.
- Use visual prompts in the form of pictorial task cards.
- Writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'.
- Find out what they know about or are good at, and have them share this with the rest of the class or school.
- Give them responsibilities, for example being a playground 'Positive Play IMP'.
- Photocopy good pieces of work for them to take home.
- Model, coach and reinforce group-work skills when the child is working collaboratively with others.



Hearing Impairment

Access Strategies

- Pre-learning– preparing pupil for lesson e.g. explaining new words and concepts.
- Sites around trail with written cards and photos.
- Seat child at front where able to read text, hear and lip-read.
- Position sign supporters alongside teacher where child can see both.
- Ensure light is on teacher's/speaker's face, i.e. light source behind child – don't stand with your back to a window.
- Face child when speaking to facilitate lip-reading; repeat any instructions that have been given.
- When others contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class.
- Speak clearly, naturally and at a normal rate – shouting or exaggerated 'mouthing' distorts normal lip patterns.
- Minimise background noise, e.g. noisy heater, buzzing light. Make others aware of need for a quiet working environment.
- Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words.
- Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them.
- Prepare the child before the session/lesson by outlining what it will be about.
- Cue child in to a change of topic of conversation presentation - say 'now we are going to talk about'.
- Support writing with writing frames and lists of vocabulary to choose from.
- Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
- Use a range of ways of recording so that learning is not limited by the child's ability to write full English sentences: bullet points and mind maps/ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make sequence of instructions; matching tasks, such as matching labels to pictures/diagrams/maps; cloze procedure, where they fill in missing words in text; annotating a print-off of IWB page.
- PowerPoint presentations/making posters, oral presentations, dramatic reconstructions.
- Use video with subtitles; if not available, allow child to borrow video material after lesson to go through it again. Don't ask child to make notes while watching a video.



Visual Impairment

Access Strategies

- Pre-learning– preparing pupil for lesson e.g. explaining new words and concepts.
- Don't ask child if they can see what is on board/IWB etc. (they may not know) - check by using symbols that child knows then use same-size font/background/colour as the symbols you have checked.
- Avoid child having to look directly into a light source – do not sit or stand with the light behind you.
- Trail also in Braille for children.
- Photocopy in large print and on coloured paper to reduce glare.
- Use clear well-spaced print that is suitably contrasted with the background according to individual child's needs (for x, y colour on z background). Use non-glossy non-reflective paper. Use photocopies of masters not of faint blurred versions.
- Give verbal information to replace/supplement information from pictures, questions, facial expression.
- Use tactile experience to replace/supplement visual input (or example, if class are watching sugar cubes dissolve in a beaker , pupil can put their hand in beaker and feel it dissolve).
- Ensure child has an individual copy of print material being read in the appropriate format (e.g. large print, Braille).
- Use larger-lined paper, columns or boxes to place numbers in, squared paper.
- When alerting children to an action, artefact, illustration or example don't just point - describe what you want the children to take notice of and, if necessary, describe what it is.
- Access to aids - such as CCTV, handheld and portable video magnifiers, book stands, speech output software, digital accessible information system.
- Access to the most appropriate medium for recording work (heavily lined paper, laptop, Braille machine, tape recorder, headphones, digital accessible information system.) Access to power supply or space for Braille machine may be required.
- Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping, flow charts, gapped handouts, buddy IMP acting as scribe, photocopied transcripts of notes, print-off of IWB page for child to annotate.
- Use tactile indicators – Blu-Tack, paper clips – to help child find information, locate where they need to be on page, keep track of which question they are on in a series.
- Allow extra time to complete tasks and be aware of the fatigue the child may experience because of the amount of effort they have to put in to learning.



ADHD

Access Strategies

- Pre-learning— preparing pupil for lesson e.g. explaining new words and concepts.
- Seat child near the front with their back to the class, between two good role models and well away from areas other pupils need to walk through.
- Establish a quiet place where child can go to work.
- Allow child to fiddle with a piece of Blu-Tack, rubber band, squeeze ball or another chosen object.
- Make tasks short, with frequent breaks and opportunities to move around.
- Use an IMP relaxation strategy like slow breathing and cue child when they need to use it.
- Give independent tasks that have previously been modelled for the whole class.
- Use visual prompts in the form of pictorial task cards.
- Writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'.
- Use of drawing activities: mind mapping, flow charts, gapped handouts, photocopied transcripts of notes, pre-prepared Post-Its with information the child can pick up and place on the page, print-off IWB page for pupil to annotate.
- Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour.
- Use portable writing slope, clipboards to attach paper to, non-slip mats.
- Use a reminder handwriting alphabet and numeral formation guide at top of desk.
- Use larger-lined book or paper, columns or boxes to place numbers in, squared paper.
- Help child follow text on board or IWB by writing/highlighting alternate lines in different colours.
- Enlarge pages from textbooks, cut out the particular exercise needed and then mount it on a separate page.
- If working through a series of questions, help them keep their place by using a paperclip or blob of Blu-Tack to indicate which question they are on.
- Provide pre-prepared formats (diagrams, charts and graphs) on which child can record information.
- Allow ample rest periods as concentration and motor effort is demanding and child is easily fatigued.

SECTION 3

HISTORY

A HIGH-QUALITY HISTORY EDUCATION WILL HELP STUDENTS GAIN A COHERENT KNOWLEDGE AND UNDERSTANDING OF BRITAIN'S PAST AND THAT OF THE WIDER WORLD WITH CROSS-CURRICULAR LINKS WITH RELIGIOUS EDUCATION – THE HISTORY OF CHRISTIANITY. THE SESSIONS WITHIN THIS EDUCATION PACK WILL INSPIRE STUDENTS' CURIOSITY TO KNOW MORE ABOUT THE PAST AND HOW THIS HAS EFFECTIVELY SHAPED CULTURE AND HERITAGE WITHIN THE LOCAL AREA, NATIONALLY AND INTERNATIONALLY. THE SESSIONS PROVIDE OPPORTUNITIES AND EQUIP CHILDREN AND YOUNG PEOPLE TO ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY, WEIGH EVIDENCE, CONSIDER ARGUMENTS AND DEVELOP PERSPECTIVE JUDGEMENTS. HISTORY HELPS STUDENTS TO UNDERSTAND THE COMPLEXITY OF PEOPLE'S LIVES, THE PROCESS OF CHANGE, THE DIVERSITY OF SOCIETIES AND THE RELATIONSHIPS BETWEEN DIFFERENT GROUPS, AS WELL AS THEIR OWN IDENTITY AND CHALLENGES OF THEIR TIME.





EYFS KS1 & KS2 History - Coat of Arms

	Date:	Key Stage/Year Group (Pupil numbers):			
		Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	Theme: Lincoln IMP NC references Intent Objective(s) To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designers, and understand the historical and cultural	Visit the Lincoln Cathedral and find the Lincoln IMP. Look for coats of arms around Lincoln (some mentioned below). Explore the origins around the coat of arms- first documented in medieval times in the Bayeux tapestry. They started as a design on a shield and, as it was passed down, became a family coat of arms. Supposed to represent the achievements of a person, state or corporation. Only granted a coat of arms by a ruling monarch. The difference between a coat of arms and a family crest is the crest makes part of the coat of arms- 3 dimensional. Can be used as a logo. http://www.internationalheraldry.com/ Parts of coats of arms: The motto The crest (3D)	Children to look at the different coats of arms and identify the different parts. Do they match the organisations they belong to? Make up mottos- compare to the school motto/s. Template of coat of arms if needed, children decide upon their overall idea for a coat of arms. Children design their own coats of arms.	Can children: Research significant places in their locality Study of an aspect of history or a site that is significant in the locality. LO achieved LO achieved with support LO not achieved	



	<p>development of their art forms.</p> <p>KS1 To research significant historical events, people and places in their own locality.</p> <p>KS2 To study an aspect of history or a site that is significant in the locality.</p> <p>Wider curriculum links: The environment, Lincoln Cathedral Lincoln English- the use of plural apostrophe (Judges' Lodgings, Magistrates' Court)</p>	 <p>The shield elements- a miniature representation of the shield supporters. Usually two animals or people. Lincoln and Lincolnshire Lincoln Heraldry Lincolnshire Heraldry</p>  <p>Found on the Stonebow (from King James I, dating back to 1617 when he spent 9 days in the city)</p> <p>The Magistrates' Court</p> <p>Judges' Lodgings: The stone pediment above the front door, made from Coade stone, carries the Hanoverian version of the Royal Coat of Arms. To this day the building still provides accommodation for the High Court Judges when they are presiding at the Crown Court.</p> <p>Do these examples follow the rules?</p>		
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	<p>The Gallery</p> <p>Spoken language EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions • They answer 'how' and 'why' questions about their experiences and in response to stories <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> • Children express themselves effectively, showing 	<p>Showcase the final product of the Lincoln IMP Trail related coats of arms in a gallery format.</p> <p>Demonstrate to children ways to use their voices in story telling (when explaining about the plaques/coats of arms).</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p> <p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for IMProvement in an appropriate manner.</p>	<p>Present an assembly to the rest of the school/wider community as part of an art gallery or other work on this project</p> <p>Mount and display in a gallery/ Children create their own coat of arms museum for families to visit in their school (recreate a museum in classroom for the day)</p>	<p>Listen to others presentations.</p> <p>Ask relevant questions.</p> <p>Articulate and justify answers.</p> <p>Speak audibly.</p> <p>Gain, maintain and monitor the interests of the audience.</p>
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	<ul style="list-style-type: none">• awareness of listeners' needs• They develop their own narratives and explanations by connecting ideas or events• Years 1-6• Pupils should be taught to:• Listen and respond appropriately to adults and 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 expressing feelings		
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	<ul style="list-style-type: none">• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• 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			
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	<p>building on the contributions of others</p> <ul style="list-style-type: none">• Select and use appropriate registers for effective communication.			
Resource/ timings	<p>Templates of coat of arms if needed. Newspaper/Marvin glue or wallpaper paste if developed into an art project.</p>			



EYFS KS1 & KS2 History - Describing the Lincoln IMP

	Date: _____ Key Stage/Year Group (Pupil numbers): _____			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references: EYFS ELG 13 People and communities: Children talk about past and present events. KS1 To research significant historical events, people and places in their own locality. To gain historical perspective researching regional religious and social history. KS2 To research over time tracing how several aspects of national history are reflected in the locality.	How a sculpture is made – visits to local artists or visitors to school (engage with local tradespeople). Keep to a history-based theme and objective. Where the Lincoln IMP is located... zoom in on an online map, the Cathedral, the East end and then to inside where the Angel Choir is and to the Lincoln IMP itself. Look at the cathedral dates/timeline. Tell the story of the Lincoln IMP using own story or provided resources. Fact or fiction? What is The Lincoln IMP and other different interpretations?	Describe the features of the Lincoln IMP- what do all the images have in common? (The features remain the same- cloven feet, both hands holding a raised leg, open mouth and sharp teeth. Whilst working, generate sentences with child appropriate vocabulary for a written description of the Lincoln IMP, e.g. his flecked, cloven feet thundered against the stone of the magnificent cathedral. Keep to a history-based theme and objective. Turn into character descriptions with an introduction based on the	Can children.... Locate Lincoln, the Cathedral and the IMP. Recall the features of the Lincoln IMP. Ask historically valid questions and find the answers. LO achieved LO achieved with support LO not achieved



	<p>To study an aspect of history or a site that is significant in the locality.</p> <p>Intent Objective(s)</p> <p>To ask historically-valid questions and create their own structured accounts, including written narratives, oral presentations and analyses.</p> <p>To understand the methods of historical enquiry, how evidence is used to investigate historical claims and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Wider curriculum links:</p> <p>Visit the Angel Choir in the Cathedral to see the Lincoln IMP.</p> <p>Descriptions of the Lincoln IMP.</p> <p>Visit a local sculptor at their workshop or invite them in to demonstrate.</p>	<p>An IMP is a small mischievous devil or sprite.</p> <p>They can be found in the following places: LCFC, Lincoln Steampunk Festival, Lincoln Red IMPs Gibraltar, Lincoln College, Oxford, Old RAF squadron No 61.</p>	<p>location of the Lincoln IMP and incorporate into a historical written narrative (see separate Guide Brochure lesson/competition).</p> <p>Make images from clay (see separate lesson) /illustrations that show the descriptions including the checklist of features.</p>	
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	<p>The Gallery Spoken language EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. • They answer 'how' and 'why' questions about their experiences and in response to stories. <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. • They develop their own narratives and explanations by 	<p>Showcase the final product of the narratives, descriptions/clay Lincoln IMPs in a gallery format.</p> <p>Demonstrate to children ways to use their voices in story telling (when explaining about the IMP) and how to engage their audience.</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p> <p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for IMProvement in an appropriate manner.</p>	<p>Present an assembly to the rest of the school/wider community.</p>	<p>Can children...</p> <p>Listen to others' presentations.</p> <p>Ask relevant questions.</p> <p>Articulate and justify answers.</p> <p>Speak audibly.</p> <p>Gain, maintain and monitor the interests of the audience.</p> <p>LO achieved</p> <p>LO achieved with support</p> <p>LO not achieved</p>
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	<p>connecting ideas or events.</p> <p>Years 1-6</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">listen and respond appropriately to adults and 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.maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.use spoken language to develop understanding through speculating,			
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	<p>hypothesising, imagining and exploring ideas.</p> <ul style="list-style-type: none">• 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.			
Resource/ timings	Images of different interpretations of the Lincoln IMP. English - description of an IMP. Art/air dry clay.			



KS3 History - A Historical Enquiry of Lincoln Cathedral and the Imp

	Date: _____ Key Stage/Year Group (Pupil numbers): _____			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP Trail</p> <p>NC references: To ask historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>The development of the church, state and society in Medieval Britain 1066 – 1509.</p> <p>A local history study.</p> <p>IMPtent Objective(s):</p>	<p>Suggestion: To visit Lincoln Cathedral before this session to gain extra insight and information. Gather artefacts prior to the session.</p> <p>Teachers are to provide a range of evidence linking to the Cathedral, The Lincoln IMPs or the history of the church (depending on the choice of focus). See resource sheet for ideas. Real artefacts are more effective for a historical inquiry. Split the class into four or five groups. Students are to record information based on the artefact's appearance or what they know about the object.</p> <p>The artefacts or objects should then be analysed. Students should be encouraged to ask questions about the artefacts in pairs. Laptops, books or other IT devices could be used to gather further information about the artefacts.</p>	<p>Starter: To use observational skills to understand the artefact or image related to the Lincoln Cathedral. Students are to observe in detail looking as shape, colour, textures and decoration. What is the condition of the object? Students are to make notes in groups.</p> <p>Observe: In pairs, create a list of questions about the object. Use the observed details as clues to think of some questions. E.G. Why is the object in this condition? What might have happened to it? How did it get here? What was it used for? When was it made? What sort of person could have owned this? What could help us find out more?</p> <p>Investigate: In pairs, investigate the object by finding out</p>	<p>Key language: hypotheses, artefact, claims, speculate, evaluate, revise, probably, probable, possible, medieval, relic, dean, Romanesque, architecture, remains, explanations.</p> <p>Can children...</p> <p>Make clear observations based on a historical piece of evidence.</p> <p>Investigate objects based on historically valid questions.</p> <p>Interpret and reflect on the historical object based on information and evidence.</p> <p>LO achieved LO achieved with support LO not achieved</p>



	<p>To make clear observations based on a historical piece of evidence.</p> <p>To make clear observations and investigate a historical piece of evidence using a question and answer approach.</p> <p>To make clear observations, investigations, interpretations and reflect on a historical piece of evidence using a question and answer approach.</p> <p>Wider curriculum links: English, ICT, Media.</p>	<p>Investigation: Research and visit the Cathedral to discover information about the development of the church in Medieval Britain. Use the internet, books or other resources available. Historical skills are developed throughout the enquiry.</p>	<p>background information. Think about knowledge about the people, place or time the object comes from. What is known about the church in that time era? Compare and contrast to objects today.</p> <p>Interpret and Reflect: In pairs, answer questions based on the enquiry. This could be questions that were written before such as what does it tell us about people in the past? What does the object tell us about the connections to other areas of history? What do you know and what don't you know? Has the object changed your views about the past?</p> <p>Plenary: Communicate – Feedback to other groups.</p> <p>Extension: Create a website or blog about Lincoln Cathedral's history. This could include: locals' information and thoughts, research from the internet and books, Lincoln Cathedral guidebook or information pack.</p> <p>Competition: Best blog.</p>	
Resource/ timings	To conduct a historical enquiry on the history of Lincoln Cathedral and/or the story of the Lincoln IMP – Resource Sheet Artefacts from the Cathedral Books, internet or other sources of ICT.			



KS3 History - Gain Historical Perspectives Based on the Lincoln Coat of Arms.

Session name/ number:	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact		
	<p>Theme: Lincoln IMP Trail</p> <p>NC references: Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history; between cultural, religious and social history.</p> <p>A local history study.</p> <p>IMPtent Objective(s):</p> <p>LA: To create a Coat of Arms based on a character and their personality and traits.</p> <p>MA: To create a Coat of Arms based on a character, their personality and traits and to be able to justify the reasons behind the design.</p>	<p>Show the image of the Lincoln Coat of Arms. Students are to individually or in pairs, find the key features of the Coat of Arms and interpret the meaning behind it. Students are to research the meaning behind the Coat of Arms (lots of websites available when entered a google search). Resource Sheet.</p> <p>As a whole class or in groups, read through the story of the Lincoln Cathedral and the IMP. Mind map the characters in the story. These could be chosen by an individual student or provided in small groups, so each character is covered.</p> <p>Using the resource sheets, students are to individually create a Coat of Arms based on the characteristics, traits and personality of the chosen character. Teacher to model this to the students. Templates could be used.</p>	<p>Starter: What is a Coat of Arms? What did they resemble?</p> <p>Main Activity One: Research the Lincoln Coat of Arms. Look at its main features and identify what the Coat of Arms symbolises.</p> <p>Main Activity Two: After reading through the story of Lincoln Cathedral and the IMPs, choose a character from the story, create a Coat of Arms for that family.</p> <p>To create a coat of arms for the 'family' of the chosen character's based on the characters personality and traits.</p> <p>To create a Coat of Arms based on a character, their personality and traits and to be able to justify the reasons behind the design.</p> <p>To create a Coat of Arms based on a character, their personality</p>	<p>Key language:</p> <p>Coat of Arms, Lincoln, features, resemblance, family, Cathedral, IMP. (Also, on resource sheets).</p> <p>Can children:</p> <p>Understand what a Coat of Arms is, what it is used for and what it represents.</p> <p>Create their own coat of arms based on characteristics, personality and character traits.</p> <p>Interpret meanings from a Coat of Arms.</p> <p>Tell a story based on their Coat of Arms.</p>	



	<p>HA: To create a Coat of Arms based on a character, their personality and traits and to be able to justify the reasons behind the design and to link it to the history of Lincoln.</p> <p>Wider curriculum links: English, Art.</p>	<p>Students are encouraged to write a short ending to the story based on their Coat of Arms. What does the Coat of Arms suggest might happen in the story?</p>	<p>and traits and to be able to justify the reasons behind the design and to link it to the history of Lincoln.</p> <p>Main Activity Three: Based on the design the students have created they must complete the story of the Lincoln Cathedral and the IMPs using a twist based on their Coat of Arms. For example, if their Coat of Arms is the Angel representing peace, love and serenity the IMP may be encouraged to show better behaviour when in the Cathedral again.</p> <p>Plenary: To share their coat of arms to another member of the class to assess their interpretations.</p> <p>Extension: To write a persuasive piece to encourage others to use their coat of arms.</p>	<p>LO achieved LO achieved with support LO not achieved</p>
Resource/ timings	Gain historical perspectives based on the Lincoln Coat of Arms – resource sheet. ICT – iPads, Laptops, etc.			



KS4 History - Historical News Report on the Lincoln IMP Myth

	Date:	Key Stage/Year Group (Pupil numbers):		
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMPLementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP</p> <p>NC references: To understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and how and why contrasting arguments and interpretations in the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history; between cultural, religious and social history</p> <p>A local history study. This includes the Cathedral and the city of Lincoln.</p>	<p>As a whole class, mind map / Spider Diagram ways to collect opinions and data. E.g. surveying people, finding evidence, asking witnesses, collecting from other sources, etc.</p> <p>Split the class into groups of six.</p> <p>Show a previous news report based on the Lincoln Cathedral. Look at the roles of each reporter, interviewee etc.</p> <p>Discuss and feedback as a class. https://www.youtube.com/watch?v=cacQOa1wAnU</p> <p>Give a scenario card to each group. Based on the knowledge of each of the jobs within news reporting, choose a character to portray.</p> <p>Spend time collecting and thinking about how to structure a short news report. Think about the rumoured mythological events and how this will be supporting the scenario.</p> <p>Example. Breaking News: IMP Destroys Cathedral, knocking over the Vicar whilst causing</p>	<p>The students will create a historical news report based on the rumoured mythological events.</p> <p>Give out the scenario cards (one to each group).</p> <ul style="list-style-type: none"> 1. Show host Anchor 1 2. Show host Anchor 2 3. Interviewer 4. Interviewee (Depending on Scenario) 5. Interviewee (Depending on Scenario) 6. Reporter <p>Scenario 2 and 5 aimed at higher level students as they have contrasting views to evidence collected.</p>	<p>Key language: (Also on resource sheets).</p> <p>Can children:</p> <p>Understand the difference between fact and opinion.</p> <p>Understand the difference between first and second-hand evidence.</p> <p>Research a piece of local history.</p> <p>Use historical events and claims to show a range of perspectives.</p> <p>LO achieved LO achieved with support LO not achieved</p>



	<p>IMPtent Objective(s):</p> <p>LA: To use facts from history and opinions when presenting a historical news report.</p> <p>MA: To use facts, opinions and a range of primary and secondary sources when presenting a historical news report.</p> <p>HA: To use facts, opinions and a range of primary and secondary sources when presenting a news report with a range of historical facts and perspectives.</p> <p>Wider curriculum links: English, drama and media.</p>	mischief. The IMP will be displaying cheeky and naughty behaviour whilst being interviewed.	<p>Extension: To write, debate and discuss the IMPact that the IMP might have had on the church, the tourism of Lincoln or how it could affect the people living in the local area.</p>	
Resource/ timings	<p>Create a historical news report involving the Lincoln Cathedral and the IMP myth – Resource Sheet Large Sheets of paper</p>			



KS4 History - Historical Account

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP</p> <p>NC references: To ask historically valid questions and create their own structured accounts including analyses. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history; between cultural, religious and social history.</p> <p>IMPtent Objective(s): To use fact and opinion to create a structured account about the Lincoln IMPs. To use a range of sources and historical language to write a</p>	<p>Suggestion: To visit the Lincoln Cathedral prior to conducting this session to aid writing and understanding.</p> <p>Using the images provided from Lincoln Cathedral, research on the internet, in books or other sources, or knowledge from the suggestion above, students to conduct research on the IMPs. What are they? Where did they come from? What is the story of the IMP? What are the facts and what are the opinions?</p> <p>Students to arrange the evidence into primary and secondary evidence in mixed ability groups.</p> <p>Students to find contrasting viewpoint about the myth of the IMPs in Lincoln.</p>	<p>Students are to create a structured account based on the IMPs that are rumoured to have visited Lincoln.</p> <p>A writing frame is provided in the resources section to support, structure and enable creativity in writing.</p> <p>How does the story of the IMPs affect the history of Lincoln and Lincoln Cathedral?</p> <p>Paragraph One: Identify research that answers the question.</p> <p>Paragraph Two: Explain how this research answers the question.</p> <p>Paragraph Three: Explore other opinions based on the question.</p>	<p>Key language: (Also on resource sheets). Lincoln Cathedral, Church, IMP, Vicar, Angel, Mischievous, Sins, Significance, Cause, Consequence, Religion</p> <p>Can children: Understand the difference between fact and opinion. Understand the difference between primary and second-hand evidence. Research a piece of local history. Use a structured account to effectively order and analyse historical perspectives and events.</p>	

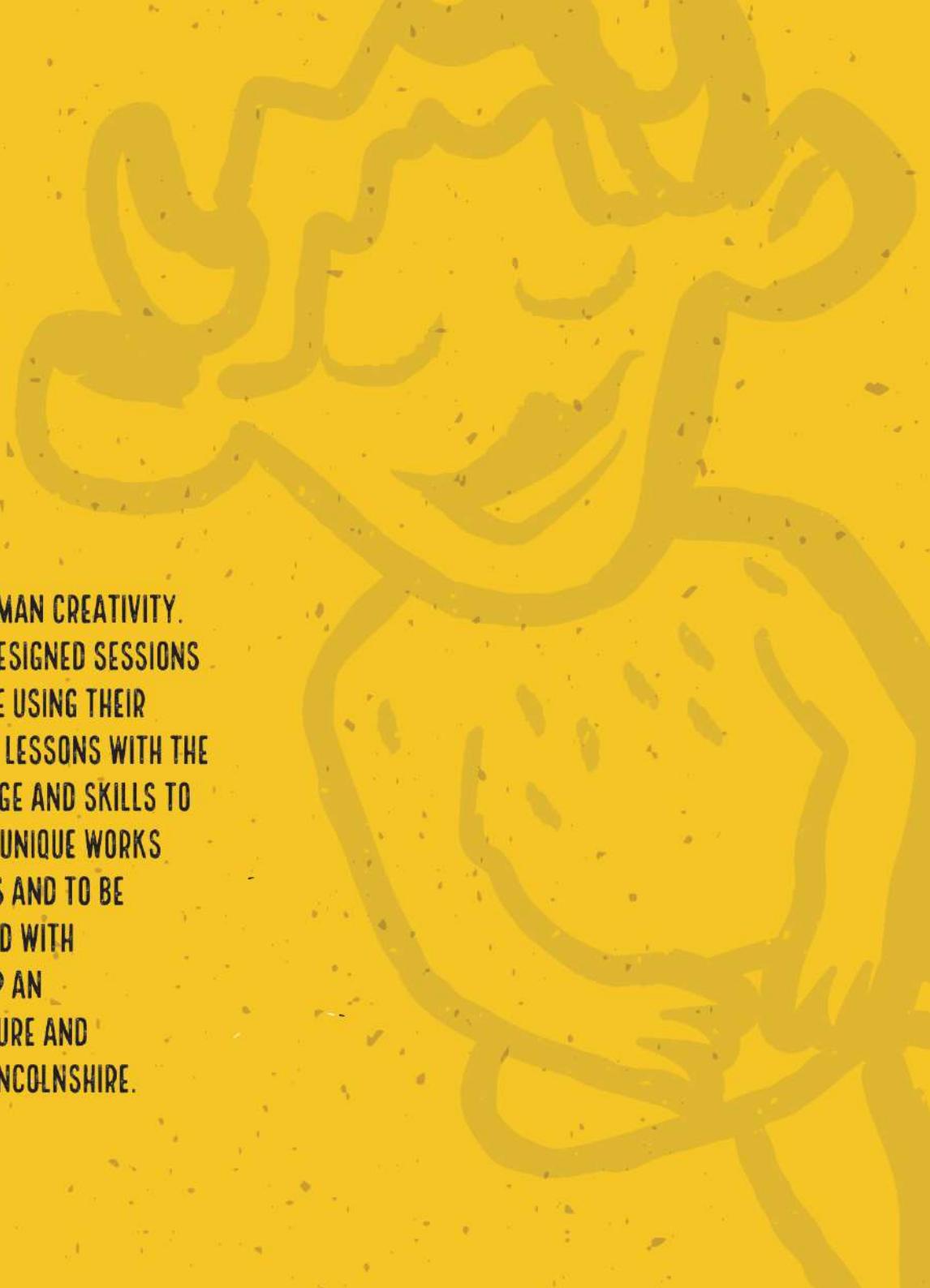


	<p>structured account about the Lincoln IMPs.</p> <p>To use historical sources and language to write and analyse the Lincoln IMP using a structured account.</p> <p>Wider curriculum links: English, ICT.</p>	<p>Discussion about the starting viewpoint of the structured account, modelled by the teacher.</p> <p>Students should be encouraged to reflect on their work based on peer support. Students will swap with someone else in the class and they will provide them with an IMPovement point and a point that the student has completed well.</p>	<p>Paragraph Four: Link both ideas together and explore the relevant answer in the text.</p> <p>Or Paragraph Four: To analyse and explain how to reach a conclusion based on the evidence found.</p> <p>Mini plenaries: Assessment and 'Magpie' ideas throughout the session. This could be completed before and after each paragraph. Mind map ideas on the board.</p> <p>Extension: From knowledge accumulated, debates could be conducted about the myth of the IMPs or what the IMPs intentions were in Lincoln.</p>	<p>LO achieved</p> <p>LO achieved with support</p> <p>LO not achieved</p>
Resource/timings	<p>To create a structured account about the Lincoln IMPs – Resource Sheet</p> <p>ICT resources for writing and researching.</p> <p>Books about Lincoln Cathedral.</p> <p>Resources from Lincoln Cathedral visit.</p>			

SECTION 4

ARTS

ARTS, MUSIC, CRAFTS AND DESIGN EMBODY THE HIGHEST FORMS OF HUMAN CREATIVITY. THROUGHOUT THIS SECTION OF THE EDUCATION PACK, THE SPECIALLY DESIGNED SESSIONS AIM TO ENGAGE, INSPIRE AND CHALLENGE CHILDREN AND YOUNG PEOPLE USING THEIR PRACTICAL SKILLS AND IMAGINATION. THE EBP HAVE DEVELOPED THESE LESSONS WITH THE AIM OF ALLOWING CHILDREN AND YOUNG PEOPLE TO DEVELOP KNOWLEDGE AND SKILLS TO EXPERIMENT, INVENT AND CREATE PERSONAL ACHIEVEMENTS THROUGH UNIQUE WORKS OF ART. THERE ARE ALSO OPPORTUNITIES TO LEARN HOW TO TAKE RISKS AND TO BE RESOURCEFUL WHEN DESIGNING AND EVALUATING. PUPILS ARE PROVIDED WITH OPPORTUNITIES TO THINK CRITICALLY ABOUT THEIR WORK AND DEVELOP AN UNDERSTANDING OF HOW THE ARTS REFLECT AND CONTRIBUTE TO CULTURE AND HISTORY; ULTIMATELY UNDERSTANDING HOW ART HAS DEVELOPED IN LINCOLNSHIRE.





EYFS, KS1 & 2 Art - Visit Lincoln Poster

	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Intent Objective(s) To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Wider curriculum links: The environment, sculptors English link	How a painting is made – best materials, manufacturing process (visit to industry/creator). Tell the story of the IMP and ensure children know the details of the Lincoln IMP Trail. If available in school, look through previous brochures of the Knights/Barons Trail. Look at various images of the IMP and identify the features- cloven feet, both hands holding the raised leg, open mouth, sharp teeth) (Lincoln IMP templates). What could be in the poster on a trail around Lincoln? Look at the map/Visit Lincoln website for ideas. https://www.visitlincoln.com/things-to-do/lincoln-cathedral	Using appropriate templates if needed, children to have access to the details of the trail/a list of the features of the Lincoln IMP Trail and their images. The main attractions of Lincoln (Cathedral, Castle, Steep Hill, Brayford Pool...). If available in school - use the details from the Lincoln IMP trail, design a poster that incorporates them. Design a poster that will attract you and your family. What target market should be attracted to the Lincoln IMP Trail? Keep referring to artists' work as the Lincoln IMPs are revealed and the attractions of Lincoln for ideas and inspiration.	Can children: Identify the features of the Lincoln IMP. Design an artistic poster using inspiration from a (local) artist and historic buildings and features from around the city. LO achieved LO achieved with support LO not achieve



		<p>A reminder of the Lincoln IMP trail.</p> <p>KS2 Key Points: Define who the poster is aimed at? Who is the key audience? Should there be a selection? Is the message given positive and uplifting? Use of rhetorical questions. Alliteration, rhyme or word play in slogans. Possible humour.</p> <p>Materials for paint and accessories – how are these materials produced (link to industry and carbon footprint). Look at what (local) painters use for inspiration- what did the painters of the Knights and Barons use?</p>		
	<p>The Gallery Spoken language</p> <p>EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>ELG 02 Understanding:</p>	<p>Showcase the final product of The Lincoln IMP Trail posters in a gallery format.</p> <p>Demonstrate to children ways to use their voices in story telling (when explaining about the IMP) and how to engage their audience.</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p> <p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for</p>	<p>Present an assembly to the rest of the school/wider community.</p> <p>Explaining the story of the IMP and where it can be found. Leading on to the trail of IMPs- giving details as a sales pitch to the audience.</p> <p>Look at mannerisms and language that would make people want to attend.</p> <p>How to make people want to go out in the rain!</p>	<p>Listen to others' presentations Ask relevant questions Articulate and justify answers Speak audibly Gain, maintain and monitor the interests of the audience</p>



	<ul style="list-style-type: none">• Children follow instructions involving several ideas or actions.• They answer 'how' and 'why' questions about their experiences and in response to stories. <p>ELG 03 Speaking:</p> <ul style="list-style-type: none">• Children express themselves effectively, showing awareness of listeners' needs.• They develop their own narratives and explanations by connecting ideas or events. <p>Years 1-6</p> <ul style="list-style-type: none">• Pupils should be taught to:• listen and respond appropriately to adults and 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	IMProvement in an appropriate manner.		
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	<p>purposes, including for expressing feelings.</p> <ul style="list-style-type: none">• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.• 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.			
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EYFS, KS1 & KS2 Art - Pencil Drawing

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP NC references</p> <p>Intent Objective(s) To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>KS1 To research significant historical events, people and places in their own locality.</p>	<p>Visit Lincoln Cathedral and find the Lincoln IMP! Study the bosses, gargoyles, grotesques and chimera.</p> <p>Tell the story of the Lincoln IMP and locate it on a map/chart within Lincoln Cathedral.</p> <p>Usually, bosses (mainly <i>green man</i> style and a few characters (toothache) rather than creatures in Lincoln), chimeras (pronounced ky-meer-ra) and gargoyles are there to ward off and protect the church, cathedral or building.</p> <p>Look at various images of the Lincoln IMP, a grotesque, and identify the features- cloven feet, both hands holding the raised leg, open mouth, sharp teeth).</p> <p>How do these images compare to a set of gargoyles? (They are</p>	<p>Sort a random selection of gargoyles (resources), IMPs etc into piles justifying the reasons behind the choice.</p> <p>Children to choose what they would like to design. Discuss ideas using appropriate vocabulary and justifications.</p> <p>Pencil drawings to develop into a shaded pencil drawing.</p> <p>Extend with: Research knowledge from local community – survey what the children know about the Lincoln IMP – invite families in to share what they know about Lincoln IMP/connections with church history. Further exploration around religious beliefs associated with church</p>	<p>Can children:</p> <p>Identify the features of the Lincoln IMP and explain the differences between gargoyles, chimera and grotesques?</p> <p>Design their Lincoln IMPs using inspiration from Lincoln Cathedral?</p> <p>LO achieved LO achieved with support LO not achieved</p>	



<p>KS2 To study an aspect of history or a site that is significant in the locality.</p> <p>Wider curriculum links: The environment, Lincoln Cathedral RE- Religious buildings and beliefs.</p>	<p>waterspouts which helps to shape them, but they are still grotesques).</p> <p>A chimera is any fantastic creature with parts from different animals. Look at using a set of artists' pencils for shade- the effects of the pencils in the PowerPoint resource.</p>	<p>decorations and stories if appropriate.</p>	
<p>The Gallery</p> <p>Spoken language</p> <p>EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories. <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. 	<p>Showcase the final product of the pencil drawn Lincoln IMPs in a gallery format.</p> <p>Demonstrate to children ways to use their voices in story telling (when explaining about the Lincoln IMP) and how there are different forms of stone carvings in Lincoln Cathedral and how to engage their audience.</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p> <p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for Lincoln IMPovement in an appropriate manner.</p>	<p>Present an assembly to the rest of the school/wider community as part of an art gallery or other work on this project.</p> <p>Mount and display in a gallery/ Children create their own Lincoln IMP history museum for families to visit in their school (recreate a museum in classroom for the day).</p>	<p>Can children:</p> <p>Listen to others' presentations?</p> <p>Ask relevant questions?</p> <p>Articulate and justify answers?</p> <p>Speak audibly?</p> <p>Gain, maintain and monitor the interests of the audience?</p> <p>LO achieved</p> <p>LO achieved with support</p> <p>LO not achieved</p>



	<ul style="list-style-type: none">They develop their own narratives and explanations by connecting ideas or events. <p>Years 1-6</p> <ul style="list-style-type: none">Pupils should be taught to:listen and respond appropriately to adults and 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.maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			
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	<ul style="list-style-type: none">• speak audibly and fluently with an increasing command of Standard English.• participate in discussions, presentations, performances, role play, Lincoln 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.			
Resource/timings	<p>The Lincoln IMP pencil drawing taken from https://www.etsy.com/uk/shop/TraceyLawler?ref=shop_sugg https://www.instagram.com/tracey_lawler_art/?hl=en Tracey is a Lincoln artist.</p> <p>Paper, set of images of the Lincoln IMP, other grotesques, gargoyles and chimera, soft pencils.</p>			



EYFS, KS1 & KS2 Maths – Art & History - IMPs and Gargoyles

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Intent Objective(s) To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. KS1 To research significant historical events, people and places in their own locality. KS2	Teaching Input Visit the Lincoln Cathedral and find the IMP! Study the bosses, gargoyles, grotesques and chimera. Tell the story of the IMP and locate it on a map/chart. Usually, bosses (mainly <i>green man</i> style and a few characters (toothache) rather than creatures in Lincoln), chimeras and gargoyles are there to ward off and protect the church, cathedral or building. Look at various images of the IMP, a grotesque, and identify the features- cloven feet, both hands holding the raised leg, open mouth, sharp teeth) How do these images compare to a set of gargoyles? (They are waterspouts which helps to shape them but they are still grotesques). A chimera (pronounced ky-meer-ra) is any fantastic creature with parts from different animals. Look at using a set of artists' pencils for shade.	Greater Depth Children: Sort a random selection of gargoyles, IMPs etc into piles justifying the reasons behind the choice. Children to choose what they would like to design. Discuss ideas using appropriate vocabulary and justifications. Pencil drawings to develop into a shaded pencil drawing. Extend with: Research knowledge from local community – survey what they know about IMP – invite families in to share what they know about IMP/connections with church history.	Can children: Identify the features of the Lincoln IMP and explain the differences between gargoyles, chimera and grotesques. Design their IMPs using inspiration from Lincoln Cathedral.	LO achieved LO achieved with support LO not achieved



	<p>To study of an aspect of history or a site that is significant in the locality.</p> <p>Wider curriculum links: The environment, Lincoln Cathedral</p>			
	<p>The Gallery Spoken language</p> <p>EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> Children listen attentively in a range of situations They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions They answer 'how' and 'why' questions about their experiences and in response to stories <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs They develop their own narratives and 	<p>Showcase the final product of the IMPs in a gallery format.</p> <p>Demonstrate to children ways to use their voices in story telling (when explaining about the IMP) and how there are different forms of stone carvings in Lincoln Cathedral and how to engage their audience.</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p> <p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for IMPovement in an appropriate manner.</p>	<p>Present an assembly to the rest of the school/wider community as part of an art gallery or other work on this project</p> <p>Mount and display in a gallery/ Children create their own IMP history museum for families to visit in their school (recreate a museum in classroom for the day).</p>	<p>Can children:</p> <p>Listen to others' presentations.</p> <p>Ask relevant questions.</p> <p>Articulate and justify answers.</p> <p>Speak audibly.</p> <p>Gain, maintain and monitor the interests of the audience.</p> <p>LO achieved LO achieved with support LO not achieved</p>



	<p>explanations by connecting ideas or events</p> <p>Years 1-6</p> <ul style="list-style-type: none">• Pupils should be taught to:• listen and respond appropriately to adults and 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• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English			
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	<ul style="list-style-type: none">• 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.			
Resource/ timings	Paper, set of images of the IMP, other grotesques, gargoyles and chimera, soft pencils			



KS1 & 2 Art - Clay IMPs

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP</p> <p>NC references To research local history. To create art works using different media.</p> <p>Intent Objective(s) To learn about the Lincoln IMP. To make your own Lincoln IMP, using clay and appropriate tools.</p> <p>Wider curriculum links: Performing Arts, History, Music.</p>	<ul style="list-style-type: none"> Use the PPT presentation of the Lincoln IMP to introduce the children to the legend. Look at image sheets of the Lincoln IMP and discuss where else the Lincoln IMP can be found. Close-up study of the Lincoln IMP: What is special about the Lincoln IMP? What special features can you see? Discuss with your partner. <p>Critical features of the Lincoln IMP:</p> <ul style="list-style-type: none"> Cloven feet One leg raised so the foot rests on the other knee Both hands holding the raised leg Open mouth with sharp teeth Cow ears Hairy body 	<p>Activity:</p> <ul style="list-style-type: none"> Once each child has made a disk, about 3cm thick, they can start using the cardboard templates to cut out the overall shape of the IMP's head. Demonstrate what each of their clay work tools can be used for. Demonstrate how to carve out the features of the Lincoln IMP. Demonstrate how raised features can be achieved (pinching the clay upwards). Children to start creating their own Lincoln IMP. <p>Plenary:</p> <ul style="list-style-type: none"> Tell your partner something that went well today. Tell your partner something you would like to work on some more. 	<p>Can children:</p> <p>Read and interpret stories about Lincoln IMP. Retell Lincoln IMP story to others. Create a Lincoln IMP orally. Write a character description for their IMP.</p> <p>LO achieved LO achieved with support LO not achieve</p> <p>Key vocabulary: Lincoln, IMPs, Bishop, choir, angels, pillar, cathedral, mischief, mischievous, devil, stone, legend, symbol, Satan, devil, grotesque</p> <p>Clay, kneading, shaping, pinching, flatten, carve, features, clay tools.</p>	



		<p>Warm-up and preparation:</p> <ul style="list-style-type: none">• Each child to unwrap their piece of clay and start kneading it to soften it.• Follow the warm-up instructions on the PPT presentation (make a long, thin sausage shape, bring your clay together to form a ball, flatten it to make a disk).	<ul style="list-style-type: none">• Watch 'The Lincoln IMP Video' – Dr Nicholas Bennet, Lincoln Cathedral Librarian, tells the story of the Lincoln IMP.• 'Did you know' facts about the Lincoln IMP (final slide of PPT presentation). <p>https://www.scottish-country-dancing-dictionary.com/video/z-lincoln-IMP.html</p> <p>Visit to Lincoln Cathedral</p> <ul style="list-style-type: none">• Spot the Lincoln IMP.• Children to use sketch books to draw the Lincoln IMP.• Study the many wood carvings throughout the cathedral, make sketches of your favourite ones.• Sketch the Cathedral, or parts of it.	
Resource/timings	<ul style="list-style-type: none">• Images of the Lincoln IMP• PPT presentation• Clay examples of the Lincoln IMP• Air-drying clay, cut up into large enough pieces for each child• Wooden board for each child• Clay work tools• Cardboard templates of the Lincoln IMP			



KS1 & 2 Art - Papier-mâché

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Intent Objective(s) To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Wider curriculum links: The environment, sculptors	How a sculpture is made – best materials, manufacturing process (visit to industry/creator). Tell the story of the Lincoln IMP. Look at various images of the Lincoln IMP and identify the features- cloven feet, both hands holding the raised leg, open mouth, sharp teeth). Templates (KS1 template. KS2 papier-mâché, IMP templates). Materials for papier-mâché and accessories – how are these materials produced (link to industry and carbon footprint). Are we using recycled materials? Why is this a good idea? Look at what (local) sculptors use for inspiration- what did the painters of the Knights and Barons use?	Using appropriate templates if needed (and on suitably prepared tables), children to have a list of the features of the IMP. Roll paper into the foundation/base shape of the IMP (hold together with masking tape). When the base resembles the outline of the Lincoln IMP, start adding strips of newspaper/recycled paper dipped in either wallpaper paste (check for allergies) or diluted Marvin glue. Leave to dry for several days. Children to design how their Lincoln IMPs are to be painted-on a template, the children set out how they want their IMP to look- paint it. IMPspiration can be	Can children: Identify the features of the Lincoln IMP and represent these in papier-mâché. Design their IMPs using inspiration from a (local) sculptor. LO achieved LO achieved with support LO not achieve	Listen to others' presentations. Ask relevant questions. Articulate and justify answers. Speak audibly.



	<p>What personal features would you want on your Lincoln IMP? Sports, music, flowers...</p> <p>Showcase the final papier-mâché product of Lincoln IMPs in a gallery format.</p> <p>Demonstrate to children ways to use their voices in story telling (when explaining about the IMP) and how to engage their audience.</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p> <p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for IMPovement in an appropriate manner.</p>	<p>gathered during the design of the school IMP.</p> <p>Present an assembly to the rest of the school/wider community.</p>	<p>Gain, maintain and monitor the interests of the audience.</p>
Resource/ timings	<p>Newspaper, Marvin glue/wallpaper paste, poster paints, masking tape</p>		



KS3 Art IMPressionist Techniques (1)

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact	
	<p>Theme: Lincoln IMP Trail</p> <p>NC references: To use a range of techniques and media, including painting. To increase proficiency in the handling of different materials.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual IMPLICATIONS of applications of their work.</p> <p>About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p> <p>IMPtent Objective(s):</p>	<p>Suggestion: Look at local artists work. This could be adapted based on the art or artist focus. This could be completed over one lesson or the activities could be separated into different sessions depending on time, previous knowledge and experience.</p> <p>In small groups, students are to look at a range of IMPressionist paintings. Collect and make a mood board. Discuss the artistic features of the paintings from the IMPressionist era. Discuss the content, form, process, mood and interpretation. What could be used within your own painting? What features, brush strokes, colours etc?</p> <p>Talk about planning of an IMPressionist painting with a partner. What features could be used and transferred from the examples? Make the plan.</p>	<p>Starter: To look at a range of IMPressionist paintings. Concentrate on the features of the paintings. What is noticed?</p> <p>Main Activity One: Look at and design a plan of the IMPressionist painting to be created.</p> <p>Main Activity Two: To paint the IMPressionist painting.</p> <p>Plenary: To reflect on the work created. Write down what could be IMProved, adapted or what has gone well. What would be done differently next time?</p> <p>Extension: To return to the work and based on the reflections complete the task to a higher or more established standard. Discuss what has been IMProved, what would be more effective if the task was to be</p>	<p>Key language: IMPRESSIONIST, Painting, Art features, techniques, designs, media, materials, analyse, evaluate, visuals, application, history, craft, design.</p> <p>Can children...</p> <p>Show an ability to present work in imaginative ways (paintings, sculpture, drawings, sketches).</p> <p>To use a range of techniques effectively. E.G drawing, painting, sculpture and other artistic techniques.</p> <p>Show a knowledge of local and famous IMP artists or sculptures and understand the historical and cultural</p>	



	<p>LA: To use techniques to create an IMPressionist painting.</p> <p>MA: To use techniques to create an IMPressionist painting and to reflect on other work.</p> <p>HA: To use techniques to create an IMPressionist painting and to reflect and critically analyse your own and others work.</p> <p>Wider curriculum links: English</p>	<p>Use the key features planned and from the original mood board to create an IMPressionist painting. Assess whilst the students are completing this work. Ask the students about the techniques they are using, write this down or post it to stick around their work when complete as a form of analysis.</p> <p>Encourage the students to reflect on their work and discuss what could be IMProved. This could be completed as a 'Swap and Drop' activity where the students move around and comment on others work.</p>	<p>completed again. OR. To write a story based on the Lincoln IMP after the IMPressionist painting is complete.</p>	<p>developments of their art forms.</p> <p>Show an ability to refine and make IMProvements to work created.</p> <p>To use arts skills such as analysing own and others work with the use of arts vocabulary.</p> <p>LO achieved LO achieved with support LO not achieve</p>
Resource/ timings	<p>Pictures of IMPs. Pictures of IMPressionist Paintings.</p>			



KS3 Art IMPressionist Techniques (2)

	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	<p>Theme: Lincoln IMP Trail</p> <p>NC references: Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual IMPLICATIONS of applications of their work.</p>	<p>Suggestion: This could be completed over one lesson or the activities could be separated into different sessions depending on time, previous knowledge and experience.</p> <p>Using the internet, books or other resources look at a range of Lincoln IMP paintings and papier-mâché masks. Collect and make a mood board on large piece of paper or in a sketch book. Discuss in pairs or small groups the artistic features of the paintings or papier-mâché masks. Discuss the content, form, process, mood and interpretation. What could be used within your own mask? What features, modelling ideas, colours etc?</p> <p>Talk about planning the Lincoln IMP mask. What features could be used and transferred from the examples.</p>	<p>Starter: Research pictures of IMP paintings or images and papier Mache masks. Concentrate on the features of the artwork. What is noticed?</p> <p>Main Activity One: Look at and design a plan of the papier-mâché mask. 'Swap and Drop' with others within the class. Discuss what could be IMProved.</p> <p>Main Activity Two: To create the papier-mâché mask.</p> <p>Main Activity Three: After the papier-mâché mask is dry, design and decorate it.</p> <p>Plenary: To reflect on the work created. Write down what could be IMProved, adapted or what has gone well. What would be done differently next time.</p>	<p>Key language: Painting, Art features, techniques, designs, media, materials, analyse, evaluate, visuals, application, history, craft, design, IMP, mask, papier Mache, sculpt.</p> <p>Can children...</p> <p>Show an ability to present work in imaginative ways (paintings, sculpture, drawings, sketches).</p> <p>To use a range of techniques effectively. E.g. drawing, painting, sculpture and other artistic techniques.</p> <p>Show an ability to refine and make IMProvements to work created.</p>	



	<p>IMPtent Objective(s):</p> <p>LA: To use techniques to create an IMP mask.</p> <p>MA: To use techniques to create an IMP mask and to reflect on others work.</p> <p>HA: To use techniques to create an IMP mask and to reflect and critically analyse your own and others work.</p> <p>Wider curriculum links: English, ICT.</p>	<p>Make the plan. How are you going to build parts of the Lincoln IMPs face using papier-mâché? Give the students instructions on let them research how to make a papier-mâché mask.</p> <p>Use the key features planned and from the original mood board to create a Lincoln IMP mask made from papier-mâché. Assess whilst the students are completing this work. As them about the techniques they are using, write this down on post its to add to their sketch book, etc when complete as a form of analysis.</p> <p>Analysis and reflection to be completed on the papier-mâché part of the mask before decoration is complete.</p> <p>Encourage the students to reflect on their work and discuss what could be IMProved. This could be completed as a 'Swap and Drop' activity where the students move around and comment on others work.</p>	<p>Extension: From knowledge accumulated, debates could be conducted about the myth of the Lincoln IMPs or what were the IMPs' intentions. Link with performing arts and use the masks throughout a performance</p>	<p>To use arts skills such as analysing own and others work with the use of arts vocabulary.</p> <p>To make comparisons and similarities effectively.</p> <p>LO achieved LO achieved with support LO not achieve</p>
Resource/ timings	<p>ICT</p> <p>Papier Mache material.</p> <p>Instructions how to create a Papier Mache mask.</p>			



KS4 Art - Sculptures and Sculptors - Evaluate and Analyse Historical Paintings of IMPs.

	Date:	Key Stage/Year Group (Pupil numbers):		
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
	Intent Objectives (Programme and Breadth of Study) Including EGPS and S&L	Teaching and Learning IMImplementation	IMPact	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references: Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms. IMPtent Objective(s): LA: To describe the types of art and artists around 1072 when the Lincoln Cathedral was built. MA: To describe and analyse the types of art and artists around	Suggestion: This lesson could be adapted for many art variations. For example; sculpture could be changed for a painting or sketch. Display an image of a sculpture, visit sculptures in the local area or visit the sculptures within the Lincoln Cathedral. Collate a list of key vocabulary from the students' initial thoughts. Provide students with a range of images of art (with a specific focus), for example; sculpture. These images could be from a range of artists, such as: Donatello, Giotto, Cimabue and Lorenzo Ghiberti. These artists are all famous for producing sculptures. Encourage students to discuss what they can see and the materials that are used	Starter: To collect a range of vocabulary based on the specific art technique of focus. Main Activity One: Look at the range of sculpture images, record initial thoughts on visual and material vocabulary. Main Activity Two: Work through the art analysis resource sheet to find the characteristics of the art. Main Activity Three: LA – Using the knowledge collected, students are to write about the sculptures of 1072. MA – Using the knowledge collected, students will write about the sculptures of 1072 and analyse why the content, form,	Key language: Donatello, Giotto, Cimabue and Lorenzo Ghiberti, context, form, process, mood and interpretation. Can children: To show a knowledge of local and famous IMP artists or sculptures and understand the historical and cultural developments of their art forms. To use art skills such as analysing own and others work with the use of arts vocabulary. To make comparisons and similarities effectively.



	<p>1072 when the Lincoln Cathedral was built.</p> <p>HA: To describe, analyse and interpret the types of art and artists around 1072 when the Lincoln Cathedral was built.</p> <p>Wider curriculum links: English</p>	<p>within each of the products. Students should write down at least five questions (based on context, form, process, mood and interpretation – see resource sheet) that they would like to find out about the sculpture. Students can research this using the internet or books.</p> <p>Work through the art analysis sheet. Feedback as a class making comparisons and similarities between each sculpture. Collect knowledge to write an in-depth analysis of the arts used.</p>	<p>process, mood and interpretation links to that time period. For example, using clay instead of fibreglass.</p> <p>HA - Using the knowledge collected, students will write about the sculptures of 1072 and analyse and interpret the reasons why the content, form, process, mood and interpretation links to that time period. For example, using clay instead of fibreglass.</p> <p>Extension: To create a piece of work inspired by the artists studied and using a specific technique. This could then be developed into a portfolio of techniques. Sketch a Square: If the extension activity is time limited. It is possible to 'box an area' of the sculpture to sketch.</p>	<p>LO achieved LO achieved with support LO not achieved</p>
Resource/timings	<p>Pictures of sculptures or sculptures. Art analysis sheet. ICT to research asked questions. Art sculpture books.</p>			

SECTION 5

CORE SUBJECTS

(ENGLISH & MATHS)

ENGLISH AND MATHEMATICS ARE KEY SKILLS NEEDED IN EDUCATION AND IN SOCIETY. A HIGH-QUALITY EDUCATION IN THE CORE SUBJECTS WILL TEACH PUPILS TO SPEAK AND WRITE FLUENTLY, SO THAT THEY CAN COMMUNICATE THEIR IDEAS AND EMOTIONS, AS WELL AS DEVELOPING CREATIVITY AND A DISCIPLINE TO SOLVE INTRIGUING PROBLEMS. READING, WRITING AND MATHS ARE INCORPORATED INTO THE EBP'S EDUCATION PACK TO PROMOTE THE DEVELOPMENT OF NEW-KNOWLEDGE AND THE SKILLS THAT CHILDREN ALREADY HAVE ACQUIRED. LIKEWISE, WITH THE PORTFOLIO OF PROGRAMMES THAT THE EBP OFFERS, THE SESSIONS CREATED PROVIDE CROSS-CURRICULAR LINKS TO SCIENCE, TECHNOLOGY AND ENGINEERING, ALLOWING AN UNDERSTANDING OF THE WORLD, THE ABILITY TO REASON MATHEMATICALLY, AND AN APPRECIATION OF THE BEAUTY AND POWER OF THE CORE SUBJECTS. WITH CONSISTENT LINKS TO THE IMPS, WE AIM TO CREATE A SENSE OF ENJOYMENT AND CURIOSITY ABOUT THE CORE SUBJECTS.



EYSF, KS1 & KS2 English - A Guide to Lincoln Cathedral for Children

	Date:	Key Stage/Year Group (Pupil numbers):			
		Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact	
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	Theme: Lincoln IMP NC references EYFS ELG 13 People and communities: Children talk about past and present events. KS1 To research significant historical events, people and places in their own locality. KS2 To research over time tracing how several aspects of national history are reflected in the locality. To study an aspect of history or a site that is significant in the locality.	Look at the location of Lincoln in relation to school. Tell the story of the Lincoln IMP- do we know of any other similar stories? What about the theme of "Good v Evil"? Ramayana? Make it clear the Cathedral and the stone sculpture of the Lincoln IMP are fact, however the story of the IMP has never been proven. Brief look at the timeline will indicate that the Angel choir was built in the 13th century yet the story dates from the 14th century. What is the difference between a myth and a legend? (A legend is based on a semi-truth, a myth is based on tradition with a symbolic meaning). Look on the Lincoln Cathedral website https://lincolncathedral.com/visit-us/ at the features of the cathedral.	Draw outline maps to demonstrate how the school fits in to the location of Lincoln and the Lincoln Cathedral- decide if these need to be added to an overall brochure. In appropriate groups, decide which areas would be a good starting place to start researching- the IMP. Ensure that the story of the Lincoln IMP isn't produced as fact. Add appropriate vocabulary to demonstrate this. Plan the layout of the brochure- don't forget the map and the contact details. Use the 'Ten Places to Visit' as a starting point to give out work.	Can children: Ask questions (and answer them) relating to the Lincoln IMP and Lincoln Cathedral. Know a variety of facts associated with Lincoln Cathedral, especially the "10 Places to Visit in Lincoln". LO achieved LO achieved with support LO not achieved	



	<p>Intent Objective(s)</p> <p>To ask historically-valid questions and create their own structured accounts, including written narratives, oral presentations and analyses.</p> <p>To understand the methods of historical enquiry, how evidence is used to investigate historical claims and why contrasting arguments and interpretations of the past have been constructed.</p> <p>To gain historical perspective researching regional religious and social history.</p> <p>Wider curriculum links: Visit to the cathedral. Note taking on visit. Go on the Lincoln Tour bus English- below</p>	<p>'Visit us' or 'Ten things to do', number 3- the Lincoln IMP.</p> <p>Notice that the website is for adults- gather ideas on how to make it child friendly/suitable for children and how this would translate into a brochure for a competition to be judged by cathedral representative.</p> <p>Look at a selection of brochures and the common features within them https://www.lincolnshire.gov.uk/upload/public/attachments/815/castlesmall.pdf</p> <p>https://lpacdev.wpengine.com/media/LPAC_Spring_2018_V4C_LowRes.pdf</p> <p>https://drive.google.com/file/d/16WK_hZmEs2Eg0hPq6_4hfj3AUZNqigkUview?ts=5aeb1bc8</p> <p>Look at succinctness and what can be used to transfer over to a brochure of the Lincoln Cathedral.</p>	<p>Begin to research. Make notes. KS1/sIMPlified information. LKS2, children to make bullet points of what they have read/have had read to them. UKS2 demonstrate draft and write by: précising longer passages</p> <p>Do not copy!</p>	
	<p>The Gallery</p> <p>Spoken language EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations • They listen to stories, accurately anticipating key events and respond 	<p>Showcase the final product of the brochures in an art gallery format. Have a large map on display to provide a route of the tour the children are going to take us on.</p> <p>Before going into the Tour Guide Gallery, model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p>	<p>Present an assembly in the style of tour guides to the rest of the school/wider community with the brochures displayed, and/or PowerPoint photos /slides or enlarged sections to make a "Cathedral".</p> <p>What do tour guides wear? What skills do they need?</p>	<p>Can children:</p> <p>Present their information in the style of a tour guide, including using the correct left and rights.</p> <p>Articulate and justify answers.</p> <p>Speak audibly.</p>



	<p>to what they hear with relevant comments, questions or actions</p> <p>ELG 02 Understanding:</p> <ul style="list-style-type: none">• Children follow instructions involving several ideas or actions• They answer 'how' and 'why' questions about their experiences and in response to stories <p>ELG 03 Speaking:</p> <ul style="list-style-type: none">• Children express themselves effectively, showing awareness of listeners' needs• They develop their own narratives and explanations by connecting ideas or events <p>Years 1-6</p> <ul style="list-style-type: none">• Pupils should be taught to:• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary	<p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for IMProvement in an appropriate manner.</p> <p>Demonstrate to children ways to use their voices and how to engage their audience.</p> <p>Remember: tour guides need to use the opposite left and right! (Like aerobics instructors and surgeons!) Have a long practice at this!</p>		<p>Gain, maintain and monitor the interests of the audience.</p> <p>LO achieved LO achieved with support LO not achieved</p>
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	<ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• 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			
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	<ul style="list-style-type: none">• Select and use appropriate registers for effective communication.			
Resource/ timings	IT access to the Lincoln Cathedral website. A selection of brochures of the Lincoln Cathedral and local places to visit. Visit/look at tour guides on a bus- preferably Lincoln.			



KS1 Maths - Mathematical Language and Measuring

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references KS1 Pupils should be taught to: Y1 Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Pupils use the language of position, direction and motion, including; left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside).	Discuss the story of the Lincoln IMP, the location of Lincoln Cathedral (and Lincoln in relation to school). The Lincoln IMP itself is 30 cm tall- What does this look like? Measure out various classroom objects and compare < > =. Look at the Cathedral website for places to visit (https://lincolncathedral.com/visit-us/10-things-lincoln-cathedral-weekend/) Where are these on the map? Left, right, up down etc. Pre-draw a large cathedral (in chalk on the playground/paper sheet) and direct each other to	Using a map of Lincoln Cathedral, describe where in the cathedral the IMP is using mathematical language- look at a map- left, right, etc. Continue this with the column, middle, between... It is in the middle. Decide where the Lincoln IMP could be using mathematical language. Like a "Spot the Ball" competition, play "Spot the Lincoln IMP". Draw out "life sized" Lincoln IMPS. Look at the size of the head, etc. Incorporate the features of the IMP (cloven feet, both hands holding raised leg, open mouth, sharp teeth)- add the measurements of these.	Can children: Use mathematical vocabulary/grid references to locate the IMP. Use measures when exploring the IMP. LO achieved LO achieved with support LO not achieve	



	<p>Y2 Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers, scales, and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.</p> <p>Intent Objective(s) To become fluent through varied practice to develop conceptual understanding. To follow a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language. To solve problems by applying their mathematics to a variety of routine and non-routine problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</p> <p>Wider curriculum links: Visit to the Lincoln Cathedral Web page/IT equipment for Lincoln Cathedral visitors' site.</p>	<p>where the IMP is in the Angel choir or look at the map and direct each other on the IWB or copies.</p> <p>Work out the height of the Nave Lincoln Cathedral (24m) the playground. Notice the perspective of the Lincoln IMP at various points along this.</p> <p>Look at various images of the Lincoln IMP and decide what the common features are.</p>	<p>Have a display in school of the mathematical Lincoln IMPS to demonstrate the height and features of the actual IMP. Use as part of an art gallery.</p>	
Resource/ timings	<p>Visit to Lincoln Cathedral. Metre sticks/trundle wheel/tape measure. Predawn co-ordinate grids.</p>			



KS2 Maths - Measuring Co-ordinates

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references: KS2 Pupils should be taught to: Y3 Measure, compare, add and subtract lengths (m/cm/mm); Y4 Convert between different units of measure [for example, kilometre to metre; hour to minute]. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down.	KS2 Tell the story of the Lincoln IMP. Locate where Lincoln is on a map in relation to school, then the cathedral and then where the IMP is within. The IMP itself is 30 cm tall. What everyday objects measure this? What other measurement is the same? What is 30cm in inches? Look at a selection of IMP images – what do they all have in common? Count back to 1200 (the century that the IMP was prevalent- Angel Choir started 1256 finished 1280) (Note the difference between 1,200 and 1200) in hundreds (after discussing what events could have happened in 100 years). How long ago does that seem? What about a child who is 10 years old? Start to count back in 10s to	Draw an IMP to scale and label. Use inches/mm where age appropriate. Look at the proportion of the IMP - ensure that the features of the IMP are labelled as well as the (approximate and appropriate) measurements. Walk out the various lengths within Lincoln Cathedral. Length of Lincoln Cathedral 147 metres Width of Lincoln Cathedral 24 m Nave height 24m Tower height 83m. Notice the perspective of the Lincoln IMP at various points along this measurement. Play the game "BattleIMPS!" Resources and further instructions available. This is a game based on the game of	Can children: Draw a Lincoln IMP (in proportion) and label it with appropriate measurements. Find the co-ordinates of the Lincoln IMP and other characters. Make own co-ordinates for others to follow. UKS2 Solve problems- can plan a visit to the Lincoln IMP including timing and costings.	LO achieved LO achieved with support LO not achieve



	<p>Y5 Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre;).</p> <p>Y6 Describe positions on the full coordinate grid (all four quadrants).</p> <p>Intent Objective(s) To become fluent through varied practice to develop conceptual understanding. To follow a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language. To solve problems by applying their mathematics to a variety of routine and non-routine problems, including breaking down problems into a series of siMPler steps and persevering in seeking solutions. Wider curriculum links:</p>	<p>1280?! How many 10 years are there? Children can plan their visits to various locations, for example, the Lincoln Cathedral in order to view the IMP. Look at the timeline of the Lincoln Cathedral – how many years between start and finish? What about the IMP within this timescale? Plan a visit to Lincoln Cathedral. After locating where the cathedral is in Lincoln, what is the distance from school to there? Look for the best ways of travel. What if it costs x amount per mile?</p>	<p>Battleships. NB- don't draw/add the IMPs to the squares, ensure they are on the co-ordinate markers where the axes cross.</p> <p>UKS2 Plan a visit to Lincoln Cathedral to visit the Lincoln IMP from a maths perspective. Use of ICT needed here - look at google maps as demonstrated in the opening section of the lesson. Delve deeper into looking at timetables or working out cost in mileage, looking for car parking spaces, estimation of time visiting/needed in the carpark. Have a display in school of the Lincoln IMPs to demonstrate the height and features of the actual IMP. Use as part of an art gallery.</p>	
Resource/timings	<p>Visit to Lincoln Cathedral. Metre sticks/trundle wheel/tape measure. Predawn co-ordinate grids.</p>			



KS1 & KS2 English - A Super Hero IMP (1)

	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	Theme: Lincoln IMP NC references To consider how authors have developed characters in what pupils have read, listened to or seen performed. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Intent Objective(s) To note and develop initial ideas, drawing on reading and research where necessary To describe characters and atmosphere and integrating dialogue to convey character. To use how authors have developed characters and select	Playing quick fire language games to help children think of imaginative words and ideas, e.g. Use alliteration and adjectives to go through alphabet with animals (athletic ant, blustering bear...) Up level a sentence by adding adjective/adverb, subordinate clause to observe IMPact on reader e.g.) the man went down the road – the crooked man went down the road – the crooked man stumbled down the road... Invent new superheroes - names and special powers e.g.) has night vision, can leap vast distances, flies at speed of sound, invisibility, breathe on land and in water, x-ray vision, can talk with animals, supersonic hearing. Use template of the Lincoln IMP.	Recipe for an IMP (could have special powers similar to a superhero) Link to instructional writing. Writing frame to support creativity; Paragraph 1 – Who is it? Name/ where does it live/when does it come out to be seen? Paragraph 2 – What does he/she look like? Appearance Paragraph 3 – Does it have special powers? Key information Paragraph 4 – Any likes/dislikes/weaknesses? Lifestyle Paragraph 5 – Other interesting facts? Extra information Paragraph 6 – Most amazing fact/event? End Hot seat with children asking questions about the Lincoln IMP.	Key language: Note and develop initial ideas, drawing on reading and research where necessary. Describe characters and atmosphere and integrating dialogue to convey character. LO achieved LO achieved with support LO not achieved	

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	<p>appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and describe characters and atmosphere; integrating dialogue to convey character and advance the action.</p> <p>Wider curriculum links: Performing Arts, History, Music</p>	<p>All heroes have a weakness – discuss their Achilles heel – is only scared of water, is fearful of rain, scared of the dark, destroyed by unkind words...</p> <p>Explain their hero using word ‘because’ in their explanation.</p> <p>Record explanations to play back to whole class – discuss intonation in voice and how to make storytelling exciting.</p>	<p>In pairs, children interview each other - one in role as a Lincoln IMP expert and is explaining what this particular one is like to a journalist.</p> <p>For further development, write out as a playscript.</p>	
Resource/ timings	<p>Lincoln IMP template</p>			



KS1 & 2 English - A Super Hero IMP (2)

	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	Theme: Lincoln IMP NC references To consider how authors have developed characters in what pupils have read, listened to or seen performed. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Intent Objective(s) LA: To note and develop initial ideas, drawing on reading and research where necessary. MA: To describe characters and atmosphere and integrating dialogue to convey character. HA: To use how authors have developed characters and select appropriate grammar and vocabulary, understanding how such choices can change and	Playing quick fire language games to help children think of imaginative words and ideas, e.g. Use alliteration and adjectives to go through alphabet with animals (athletic ant, blustering bear...) Up level a sentence by adding adjective/adverb, subordinate clause to observe IMPact on reader e.g.) the man went down the road – the crooked man went down the road – the crooked man stumbled down the road... Invent a new superhero IMP - names and special powers e.g.) has night vision, can leap vast distances, flies at speed of sound, invisibility, breathe on land and in water, x-ray vision, can talk with animals, supersonic hearing. All heroes have a weakness – discuss their Achilles heel – is only	Recipe for an IMP (could have special powers similar to superhero) Link to instructional writing Writing frame to support creativity; Paragraph 1 – Who is it? Name/ where does it live/when does it come out to be seen? Paragraph 2 – What does he/she look like? Appearance Paragraph 3 – Does it have special powers? Key information Paragraph 4 – Any likes/dislikes/weaknesses? Lifestyle Paragraph 5 – Other interesting facts? Extra information Paragraph 6 – Most amazing fact/event? End	Can children: Read and interpret stories about Lincoln IMP. Retell Lincoln IMP story to others. Create a Lincoln IMP orally. Write a character description for their IMP. LO achieved LO achieved with support LO not achieved	



	<p>enhance meaning and describe characters and atmosphere; integrating dialogue to convey character and advance the action.</p> <p>Wider curriculum links: Performing Arts, History, Music</p>	<p>scared of water, is fearful of rain, scared of the dark, destroyed by unkind words...</p> <p>Explain their hero using word 'because' in their explanation.</p> <p>Record explanations to play back to whole class – discuss intonation in voice and how to make storytelling exciting.</p>	<p>Mini plenaries for assessment and to magpie ideas: Hot seat with children asking questions about the IMP</p> <p>Introduction for future learning/ as homework:</p> <p>In pairs, children interview each other - one in role as IMP expert and is explaining what this particular one is like to journalist.</p>	
Resource/ timings	<p>Lincoln IMP story and photographs</p> <p>Super hero pictures</p> <p>Video clips of well know superheroes.</p>			



KS3 English - Creative Writing

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Pupils should be taught to: <ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and 	Recap on the story of the Lincoln IMP. Ask the group to identify the key messages from within the story. Good vs bad – are the IMPs inherently bad characters? Use open questioning to identify group thoughts on the story. Consider creative ways to retell alternative IMP stories (poetry, IMP hunter, told from the IMP's perspective, journalistic approach, radio interview script, etc). Encourage the class to incorporate the themes and key messages of the IMP into modern day scenarios, without IMPs. The story of the Lincoln IMP remains incomplete, with several variations well-documented. What other ideas do you have about how the story might end?	Develop independent thinking around the various formats for creative writing: Poetry Short Story The IMP Hunter Newspaper Report Scripts (for radio or visual storytelling element) As told by the IMP/angel/bishop/etc Presentation and performances of work to the class. In-depth development of all characters (bio). Links to existing characters from existing factual/fictional stories. Research into the story and its varied conclusions.	Can children: Read and interpret stories about Lincoln IMP. Retell Lincoln IMP story to others. Incorporate the key messages for the story of the IMP into your own interpretation of the story of the IMP Write detailed character description for all characters before composing your final piece of work.	LO achieved LO achieved with support LO not achieve



	<p>personal and formal letters.</p> <p>Intent Objective(s)</p> <p>To develop a piece of creative writing around the story of the Lincoln IMP, incorporating different characters and a conclusive story ending.</p> <p>To describe characters and atmosphere and integrating dialogue to convey character.</p> <p>To incorporate the themes and messages of the story of the IMP into the piece of work (inclusion, bullying, behaviour, wellbeing)</p> <p>Wider curriculum links: Performing Arts, History, Music</p>		What are IMPs? How does this affect the creation of your character?	
Resource/timings	<p>https://nationalpoetryday.co.uk/poem/the-lincoln-IMPs-birthday/</p> <p>https://www.poemhunter.com/poem/the-lincoln-IMP/</p> <p>https://en.wikipedia.org/wiki/Lincoln_IMP</p>			

SECTION 6

PERFORMING ARTS

PERFORMING ARTS HAS A PRE-EMINENT PLACE IN EDUCATION, SOCIETY, CULTURE AND HERITAGE. THROUGHOUT THIS SECTION OF THE EDUCATION PACK, THE EBP HAVE DEVELOPED HIGH-QUALITY SESSIONS OF PERFORMING ARTS ACTIVITIES THAT WILL TEACH PUPILS TO SPEAK, PERFORM AND WRITE FLUENTLY SO THAT THEY CAN COMMUNICATE THEIR IDEAS AND EMOTIONS TO OTHERS AND THROUGH THEIR READING, PERFORMANCE, WRITING AND LISTENING, OTHERS CAN COMMUNICATE WITH THEM. THROUGH THE OPPORTUNITY OF SCRIPT READING AND WRITING, PUPILS CAN DEVELOP CULTURALLY, EMOTIONALLY, INTELLECTUALLY, SOCIALLY AND SPIRITUALLY. VISUAL STORYTELLING ESPECIALLY PLAYS A KEY ROLE IN DEVELOPMENT THROUGHOUT ALL KEY STAGES. READING, RETELLING AND REMEMBERING PERFORMING ARTS TEXTS ENABLES PUPILS BOTH TO ACQUIRE KNOWLEDGE AND TO BUILD ON WHAT THEY ALREADY KNOW BY USING THE SKILLS OF LANGUAGE WHICH ARE ESSENTIAL TO PARTICIPATING FULLY AS AN ACTIVE MEMBER OF SOCIETY AND FOR FUTURE EMPLOYMENT.



EYFS, KS1 & KS2 Performing Arts - Retelling the story of the Lincoln IMP

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references To participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. To adopt, create and sustain a range of roles, responding appropriately to others in role. To have opportunities to IMProvise, devise and script drama for one another and a range of audiences. To rehearse, refine, share and respond thoughtfully to drama and theatre performances. Intent Objective(s) ELG 01 Listening and attention: <ul style="list-style-type: none"> • Children listen attentively in a range of situations 	Teaching Input Listen to the story and the variations for pleasure. (2 IMPs, one turned to stone, the other in Grimsby) (3 IMPs, one turned to stone, hunt for one on the outside of the cathedral, one still causing chaos in Lincoln) Is the story a myth or a legend? A legend is a story based on an actual event or person yet has been added to with fictional or imagined detail over time. A traditional story, mainly in early history explaining phenomena. Decide upon phrases or words that each character might say. Rehearse as necessary. Either group children with a character each from the story or larger groups and assign characters who don't appear within the story-	Discuss the differences between the versions. Get children to take on the characters and act out their movements as the story is read out for a second time. Age/child dependent, add in possible speech (a recurring catchphrase for each character for EYFS), develop on to speech punctuation or begin modelling a script. Rehearse and act out the stories- the whole class could be involved in extra incidences, cathedral congregation, etc children to write/rehearse a scene each and put together as a performance. Plan out costumes, masks, props.	Can children: Listen to a story with concentration Retell stories with accuracy adding in appropriate vocabulary and phrases LO achieved LO achieved with support LO not achieved	



	<ul style="list-style-type: none"> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions They answer 'how' and 'why' questions about their experiences and in response to stories. <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events. <p>KS1 and KS2</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary 	<p>eg citizens of Lincoln, a multiple of angels.</p> <p>Start to retell the story but with the children filling in the speech.</p> <p>Age and ability dependent, get the children to take on the role of narrator- When telling a story look for useful phrases, add to the list as a class and practise adding facial expressions to help tell the story.</p> <p>Children to write notes or use for a playscript and to learn their lines. Opportunity to explore playscripts. In small groups or pairs, look at a range of scripts. What are scripts used for? What are the key features? Discuss this and highlight in pairs, feeding back to the class. E.g. names of characters are at the left-hand side and often in bold, a colon is used between the character's name and dialogue, stage directions are in brackets.</p> <p>Look at positioning on a stage and the location of the audience- note performing to them and ensuring that their voice is projected accordingly. Explore vocal tone and projecting voiced to the back of the room/hall.</p> <p>Video performances as needed. Perform to a live audience.</p>	<p>Write out the story of the Lincoln IMP either in notes as an aide memoire or as a script. Children to retell the story by heart, read off an "autocue" after writing a story.</p>	
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	<ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions.• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.• 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.			
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	Wider curriculum links: History English			
	<p>The Gallery Spoken language</p> <p>EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. • They answer 'how' and 'why' questions about their experiences and in response to stories. <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. • They develop their own narratives and explanations by 	<p>Showcase the final play/story telling of the tale of the Lincoln IMP.</p> <p>Demonstrate how to engage their audience.</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p> <p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for IMPovement in an appropriate manner.</p>	<p>Present an assembly to the rest of the school/wider community as part of an art gallery or other work on the Lincoln IMP project</p>	<p>Can children:</p> <p>Listen to others' presentations</p> <p>Ask relevant questions</p> <p>Articulate and justify answers</p> <p>Speak audibly</p> <p>Gain, maintain and monitor the interests of the audience</p> <p>LO achieved</p> <p>LO achieved with support</p> <p>LO not achieved</p>



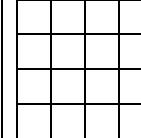
	<p>connecting ideas or events.</p> <p>Years 1-6</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers.• Ask relevant questions to extend their understanding and knowledge.• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions.• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.• Speak audibly and fluently with an increasing command of Standard English.			
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	<ul style="list-style-type: none">• 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.			
Resource/ timings	<p>https://www.youtube.com/watch?v=kGAYLvrPNqg Costumes, masks, props and scripts.</p>			



KS1 & KS2 Music - Composition and sound effects

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Intent Objective(s) ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. KS1 Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Read the story of the Lincoln IMP. Discuss sound effects that would suit various characters or events within the story. Discuss the suitability of timbre, should the IMP/s have a breathy, warm sound or piercing and clean? Pitch, high or low? Dynamics, loud or quiet? Or a crescendo (gradually becoming louder) or a diminuendo (gradually becoming quieter) and duration-short or long notes and which percussion (or tuned instruments would suit this? Play a game of "Conductors". For the first time, voices can be used (voices can also be used as an instrument in the composition section). One conductor lift one or both their arms- the higher their arms, the higher the pitch.	Experimentation of sounds on a variety of instruments to match the characters or events within the story. Can be done as a presentation style as a class and incorporate a class discussion (useful if instruments are limited or noise need to be kept to a minimum) or in small groups. Variations to suit children: 	Can children: Experiment with, create, select and combine sounds using the inter-related dimensions of music IMProvise and compose music for a range of purposes using the inter-related dimensions of music	LO achieved LO achieved with support LO not achieved



	<p>KS2 IMProvise and compose music for a range of purposes using the inter-related dimensions of music. Wider curriculum links: The Lincoln IMP, film soundtracks</p>	<p>The other conductor oversees dynamics and starts with their hands in a prayer position (palms together). This represents silence. The further apart they move their hands (horizontally), the louder the sound.</p> <p>All children to have an instrument-some percussion instruments have a set pitch but not dynamics. Decide upon suitable instruments for children, switch as needed.</p> <p>When suitability of sounds has been established to match characters and events (in groups or as a class), start putting them together as a piece of music.</p> <p>Using the images for the PE resources PowerPoint sequence as a guide, a conductor can point to a photo/image and the children make the matching sounds. Add pictures or symbols as needed.</p>	<p>Each box can represent a beat within a bar so a triangle played for 4 beats could be a triangle with a wavy line continuing for 4 boxed within the row.</p> <p>Children to devise their own representations.</p> <p>Try playing another group's work. What are the differences in interpretation?</p>	
	<p>The Gallery Spoken language EYFS</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations • They listen to stories, accurately anticipating key events and respond to what they hear with 	<p>Showcase the final product of the Lincoln IMP Music in a performance</p> <p>Demonstrate to children ways to use their voices in story telling (when explaining about the plaques/coats of arms)</p> <p>Model how to ask questions about each other's work and ensure that all questions and answers remain positive.</p>	<p>Present an assembly to the rest of the school/wider community as part of a show or other work on this project.</p> <p>In line with school policy, record for the school website!</p>	<p>Listen to others' presentations Ask relevant questions Articulate and justify answers Speak audibly Gain, maintain and monitor the interests of the audience</p>



	<p>relevant comments, questions or actions</p> <p>ELG 02 Understanding:</p> <ul style="list-style-type: none">• Children follow instructions involving several ideas or actions• They answer 'how' and 'why' questions about their experiences and in response to stories <p>ELG 03 Speaking:</p> <ul style="list-style-type: none">• Children express themselves effectively, showing awareness of listeners' needs• They develop their own narratives and explanations by connecting ideas or events <p>Years 1-6</p> <ul style="list-style-type: none">• Pupils should be taught to:• Listen and respond appropriately to adults and 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	<p>When evaluating, demonstrate how to accentuate the positive features and how to give and take steps for IMProvement in an appropriate manner.</p>		
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	<ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• 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.			
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Resource/
timings

Drawn images of areas of the story (the PE PowerPoint resource/sequences can be used), a selection of tuned and untuned percussion instruments.



KS4 Performing Arts (Spoken Language) - Hot Seating The IMP and the Journalist.

	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	<p>Theme: Lincoln IMP Trail</p> <p>NC references: Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p>To speak confidently and effectively, including through; IMProvising.</p> <p>To adopt, create and sustain a range of roles, responding appropriately to others in role.</p> <p>IMPtent Objective(s): LA: To speak confidently using scripted questions in the role of a character related to the story of the IMP and the Lincoln Cathedral.</p>	<p>Suggestion: Set up the learning environment with a chair at the front for the character to sit on and the chairs surrounding in a semi-circle. Props, body language and accents may be used to build imagination and a deeper knowledge.</p> <p>Read or recap the story of the IMPs and the Lincoln Cathedral. As a whole class discuss; What is a character? Who are the characters involved with the story of the IMP and the Lincoln Cathedral? Discuss and mind map ideas on the board. Examples: The IMP, an historic journalist, the vicar, an onlooker, an angel or a choir member.</p> <p>Explain Hot Seating: The character is questioned by the cast about his or her behaviour, background and motivation.</p>	<p>Starter: Recap the story of the IMP and the Lincoln Cathedral.</p> <p>Main Activity One: Name and describe each of the characters. Discuss each of the characters behaviour, their body language and actions from the recap of the story. Students to practice each of the characters.</p> <p>Main Activity Two: Split the group up into characters and journalists to ask questions.</p> <p>LA – To use structured questions (see resource sheet). OR. To plan answers to questions on the resource sheet.</p> <p>MA – To plan questions related to one character and to structure questions to find further information about the story. OR.</p>	<p>Key language: behaviour, characteristics, body language, emotions, feelings, characters, vicar, IMP, angel, choir, Cathedral.</p> <p>Can children...</p> <p>Debate their own views and views from an alternative perspective to their own effectively.</p> <p>To speak confidently and effectively when IMProvising.</p> <p>To be flexible when adopting a range of roles related to the story of the Lincoln IMP.</p>	<p>LO achieved</p>



	<p>MA: To speak confidently using IMProvised answers to questions in the role of a character related to the story of the IMP and the Lincoln Cathedral.</p> <p>HA: To speak confidently using IMProvised questions to debate in the role of a character related to the story of the IMP and the Lincoln Cathedral.</p> <p>Wider curriculum links: English and Media.</p>	<p>Debrief/ Assessment Opportunities: What did X say? What evidence did X provide when giving his/her answer? Was X convincing when he said...? How do you feel now? Would you trust him? Add some controversial views such as; Do you have any reason to feel empathy towards the IMP? Do you think the angel had any right to turn the IMP to stone?</p> <p>Guess Who? Both the teacher and students are to record information throughout the session. From the clues the characters have given throughout the session. Follow up with subtle clues and ask the students to guess who the character might be.</p>	<p>To plan answers related to one character.</p> <p>HA – To plan questions to develop in depth knowledge on characters based on several character roles. OR. To be able to IMProve answers related to several characters.</p> <p>Extension: This could be transcribed and presented in the form of a newspaper, a blog, radio or television news.</p>	<p>LO achieved with support LO not achieved</p>
Resource/ timings	<p>Hot Seating – The Role of the IMP and the journalist – Lesson Resources Props. Guess who questions.</p>			



KS4 Performing Arts (Spoken Language) - IMPressive Performance

	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	<p>Theme: Lincoln IMP Trail</p> <p>NC references: To speak confidently and effectively, including through; IMProvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add IMPact.</p> <p>To rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>IMPtent Objective(s): To be involved in the creating and performance of a piece of drama.</p> <p>Wider curriculum links: English, Media.</p>	<p>Suggestion: Support could be provided from Lincoln University or college students so they can be mentored. Volunteers may be available. This lesson plan may be adapted to continue over several sessions.</p> <p>Create a script, submission piece and recorded performance related to the Lincoln IMP (15 – 20 Minutes). These tasks could be given to selected groups or part of a whole class activity.</p> <p>Script Writing: The script must be detailed and creative. Input – What is a script? Look at examples of scripts. What are the key features of a script?</p> <p>Submission Piece: This must include how the performance links to the Lincoln IMP, the key message within the performance and why</p>	<p>Starter: Students are to recap the story of the Lincoln IMP and the Lincoln Cathedral.</p> <p>Main Activity One: Mind map ideas as a class, in small groups or individually about a creative performance related to the IMP. Spend time developing and editing these ideas.</p> <p>Main Activity Two: Script Writing</p> <p>Main Activity Three: Submission Piece</p> <p>Main Activity Four: Recorded Performance</p> <p>Extension: What careers are available in performing arts? What are the key job roles needed? How is a performance put together? What is needed to</p>	<p>Key language: script, submission piece, recorded performance, behaviour, characteristics, body language, emotions, feelings, characters, vicar, IMP, angel, choir, Cathedral.</p> <p>Can children...</p> <p>Create and perform a piece of drama.</p> <p>Show adaptability into different roles within a performance and understand the conventions of a role.</p> <p>Write a script.</p> <p>Write a submission piece.</p> <p>Edit and IMProve a recording based on a performance.</p>	



	<p>your school deserves to be nominated for the final performance. Input – mind map ideas together on how to write an effective submission piece, this could be completed in pairs.</p> <p>Recorded Performance: Students should be encouraged to show adaptability in different roles and understand the roles outside of the main characters such as; camera, sound, lights. This performance should be rehearsed, refined and shared thoughtfully in relation to the brief.</p>	<p>work effectively as a performing arts team? Editing and IMProving work.</p>	<p>LO achieved LO achieved with support LO not achieved</p>
Resource/ timings	<p>IMPressive Performance – Lesson Resources Props Editing and recording equipment. Script examples.</p>		



KS4 Performing Arts (Spoken Language) - Retelling the story of the Lincoln IMP

	Date: _____ Key Stage/Year Group (Pupil numbers): _____			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP</p> <p>NC references: To speak confidently and effectively, including through; IMProvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add IMPact.</p> <p>To rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>IMPtent Objective(s):</p> <p>To be involved in the creating and performance of a piece of drama.</p> <p>Wider curriculum links: English, Media.</p>	<p>Suggestion: Support could be provided from Lincoln University or college students so they can be mentored. Volunteers may be available. This lesson plan may be adapted to continue over several sessions.</p> <p>Create a script, submission piece and recorded performance related to the Lincoln IMP (15 – 20 Minutes). These tasks could be given to selected groups or part of a whole class activity.</p> <p>Script Writing: The script must be detailed and creative. Input – What is a script? Look at examples of scripts. What are the key features of a script?</p> <p>Submission Piece: This must include how the performance links to the Lincoln IMP, the key message within the performance and why</p>	<p>Starter: Students are to recap the story of the Lincoln IMP and the Lincoln Cathedral.</p> <p>Main Activity One: Mind map ideas as a class, in small groups or individually about a creative performance related to the IMP. Spend time developing and editing these ideas.</p> <p>Main Activity Two: Script Writing</p> <p>Main Activity Three: Submission Piece</p> <p>Main Activity Four: Recorded Performance</p> <p>Extension: What careers are available in performing arts? What are the key job roles needed? How is a performance put together? What is needed to</p>	<p>Key language:</p> <p>Script, submission piece, recorded performance, behaviour, characteristics, body language, emotions, feelings, characters, vicar, IMP, angel, choir, Cathedral.</p> <p>Can children:</p> <p>Create and perform a piece of drama.</p> <p>Show adaptability into different roles within a performance and understand the conventions of a role.</p> <p>Write a script.</p> <p>Write a submission piece.</p>



	<p>your school deserves to be nominated for the final performance. Input – mind map ideas together on how to write an effective submission piece, this could be completed in pairs.</p> <p>Recorded Performance: Students should be encouraged to show adaptability in different roles and understand the roles outside of the main characters such as; camera, sound, lights. This performance should be rehearsed, refined and shared thoughtfully in relation to the brief.</p>	<p>work effectively as a performing arts team? Editing and IMProving work.</p>	<p>Edit and IMProve a recording based on a performance.</p> <p>LO achieved LO achieved with support LO not achieved</p>
Resource/ timings	<p>IMPressive Performance – Lesson Resources</p> <p>Props Editing and recording equipment. Script examples.</p>		

SECTION 7

WELLBEING, SCIENCE AND PHYSICAL EDUCATION

WITHIN THIS SECTION, WELLBEING, SCIENCE AND PHYSICAL EDUCATION ARE PROMOTED THROUGH A RANGE OF DEVELOPED SESSIONS. SCIENCE HAS CHANGED OUR LIVES AND IS VITAL TO THE WORLD'S FUTURE PROSPERITY AND THE EBP HAVE CREATED OPPORTUNITIES TO BUILD ON ASPECTS OF THE KNOWLEDGE, METHODS, PROCESSES AND USES OF SCIENCE. THROUGH THE CAREFULLY CRAFTED LESSON PLANS, CHILDREN AND YOUNG PEOPLE WILL RECOGNISE THE POWER OF SCIENCE AND DEVELOP A SENSE OF EXCITEMENT ABOUT THE WORLD. IT IS WIDELY RECOGNISED IN THE MEDIA THAT WE NEED TO ENCOURAGE A FOCUS ON PERSONAL WELLBEING; THEREFORE, THIS SECTION IS IMPORTANT TO INSPIRE ALL PUPILS TO SUCCEED AND EXCEL IN COMPETITIVE SPORT AND OTHER PHYSICALLY DEMANDING ACTIVITIES. IT WILL PROVIDE OPPORTUNITIES FOR PUPILS TO BECOME PHYSICALLY CONFIDENT IN A WAY WHICH SUPPORTS THEIR HEALTH AND FITNESS. OPPORTUNITIES TO COMPETE IN SPORT AND OTHER ACTIVITIES TO BUILD CHARACTER AND HELP TO EMBED VALUES SUCH AS FAIRNESS AND RESPECT. MOST IMPORTANTLY, THE SESSIONS ALLOW COMPETENCE TO LEAD HEALTHY, ACTIVE LIVES.



KS1 & KS2 Physical Education / Games - Sequences

Session name/ number:	Date: _____				Key Stage/Year Group (Pupil numbers): _____
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact	
	Theme: Lincoln IMP NC references Intent Objective(s) KS1 To master basic movements including running and walking. To perform dances using simple movement patterns. KS2 <ul style="list-style-type: none"> • To use running and walking. • To develop flexibility, strength, technique, control and balance through performing arts. • To perform dances using a range of movement patterns. 	Teaching Input Warm up Look at images of the Lincoln IMP and note its stance- raised leg held. Rehearse balances on one foot. Mirroring. Start off in partners, both mirroring each other and ending up each time in the stance of the Lincoln IMP. Note which foot is used and alternate each time. Adapt movements for "Simon Says..." to "The Lincoln IMP Says..." and connect all movements to the Cathedral. Practise them first. Shut the west door- very large and heavy.	Group Activities (Differentiated) Resources can be just mats at a low level, benches and other medium height or full wall equipment as suitable for the class. A large space is needed. Ensure children are advised on safe ways to climb and dismount before playing the game. Do not race each other and keep calm just as in a usual PE lesson. Either in small teams, or as a class, play a game based on "the floor is lava" only now, the floor and the walls are lava. The children are the Lincoln IMP and on the angel's command- "Wicked IMPs, be turned to stone!", the children need to be off the floor and away from the walls. Anyone touching these need to stand like the Lincoln IMP	Outcomes/Assessment Of Learning Can children: Master/perform a variety of movements Develop flexibility, strength, technique, control and balance Perform dance sequences using patterns LO achieved LO achieved with support LO not achieved	



	<p>Wider curriculum links: History- links to Lincoln Cathedral</p>	 <p>Lay down like Sir Bartholomew Berghersh (died 1356) brother of Henry Burghersh, Bishop of Lincoln. He also held the title of King's Warrener, consequently his tomb (in the north choir aisle) is adorned with several carvings depicting rabbits.</p>  <p>Jump like a rabbit. Stand like the eagle lectern</p>	<p>until the next round/the next time the Angel's command is shouted.</p>  <p>Go over the actions from "The Lincoln IMP says..." game and begin to put in a sequence. Examples on the PowerPoint of sequences. Ideas can be as static or as mobile as possible, change height between pictures.</p> <p>Cool down</p> <p>Pair up the children and ask them stand in a whole class circle next to their partner. Children decide who is to be the IMP and who is to be the angel. The angels stand still in the circle and the IMPs travel clockwise around the circle in a manner prescribed (run, walk, hands and feet, hands and knees etc.) When 'start the race' is called, the IMPs must continue travelling clockwise back to their angel. The last IMP to get back to their angel is out, along with their angel. Then swap IMP and angels for the remaining players and repeat. The game can continue until only one winning pair remain.</p>	
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Climb the 338 steps in Lincoln Cathedral

Light a candle in one of the chapels - could be the morning chapel.

Play the mighty Father Willis Organ - you will need both feet and both hands!



Be a stonemason

Buy something from the cathedral shop.

Stand like the IMP.

Stretch in the poses previously mentioned and end up as Sir Bartholomew Berghersh.



	<p>Play North, South, East, West. Preferably aligning the points of the compass in real life. Begin to add in extra details-</p> <p>East Angel Choir St Hugh's shrine The Lincoln IMP</p> <p>North Cloister North Transept Dean's eye window</p> <p>North east North east transept Coffee shop Chapter house King Richard door</p> <p>Centre St Hugh's choir Crossing</p> <p>South South transept Bishop's Eye window</p>		
Resource/ timings	<p>PowerPoint Mats/low level equipment or wall bars if required</p>		



KS2 Science - Evolution and Inheritance

	Date:	Key Stage/Year Group (Pupil numbers):			
Session name/ number:	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation	IMPact	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Intent Objective(s) To report and present findings from enquiries, including conclusions, causal relationships	Pupil Premium Children: Visit to Lincoln Cathedral. Tell the story of the Lincoln IMP if not known. Explain that we will look at the evolution and inheritance of the Lincoln IMP firstly through dogs after looking for fossils in rocks. Look at a selection of dog photos (on PowerPoint resource). What if different breeds had offspring? Identify the features of both parents in the puppy. Start with a puppy and decide what the elements of the parents could be. Look carefully at the elements of the Lincoln IMP. Cloven feet, (raised leg, indicating athleticism), open mouth (wide mouth) and sharp teeth.	SEND Children: Look at fossils and rock samples- recap from Rocks topic from year 3. Make link to Lincoln Cathedral being made from stone (oolitic limestone, Purbeck marble) Look at images of different dogs and match up the parents with their offspring. E.g. a Labrador with a poodle will have a labradoodle. Start with a "Jug". Who could the parents be? A Jack Russell and a pug. Look at the Lincoln IMP. If the "child/puppy" is the Lincoln IMP, what could its parents look like? Decide on ideas and then begin to draw and label the features. Develop to deciding the offspring with another animal- fantasy or real.	Greater Depth Children: Forces Children:	Can children: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. LO achieved LO achieved with support LO not achieve

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	<p>and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Wider curriculum links: History</p>	<p>Revise work done on evolution and inheritance or add in animals that have adapted to their surroundings- e.g. giraffe,</p> <p>Is Lincoln Cathedral the natural environment of the IMP? Are his features likely to suit the conditions of the cathedral?</p> <p>What environments would suit the features of the Lincoln IMP?</p>	<p>Describe the conditions of the cathedral- stone makes it cold, as does the vast space, single glazing and no insulating materials (discussion of fire hazards). The floor is hard.</p> <p>Do these suit the Lincoln IMP?</p> <p>List environments that would suit the features, ensure justification.</p> <p>List how any IMP babies would need to adapt to live comfortably in the cathedral, the classroom/school, your house...</p> <p>Display the pictures of IMP babies (IMPlets?) and draw/label environments for a display and explanation.</p>	
Resource/ timings	<p>Rock/fossil samples</p> <p>PowerPoint</p> <p>Images of the Lincoln IMP</p> <p>Images of dogs and crossbreeds</p>			



KS2 Science - Rocks - Properties of Materials

	Date: _____ Key Stage/Year Group (Pupil numbers): _____			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Intent Objective(s) KS1 To ask simple questions and recognise that they can be answered in different ways. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. KS2 Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing	Visit to Lincoln Cathedral/stonemason's yard. Look at a timeline for when the cathedral was built. Originally, it was built from a nearby quarry from Middle Jurassic limestone. The main section of the cathedral is made from Inferior Oolite Lincolnshire Limestone "a marine sediment formed in a warm shallow sea and made up of sand-sized egg-shaped "ooliths" in a calcite matrix. The ooliths form around small grains, such as shell fragments which gather concentric layers of calcium carbonate (by precipitation) as they are rolled around the sea floor. Their colour varies from pale cream/buff, pink (like streaky bacon) and blue-grey. When you look closely at the limestone with a hand lens or loupe, you should be able to make out the tiny spheroid particles held tightly together. These are the ooliths themselves. The well-sorted, fine, even-grained fabric of the oolitic limestone provides the 'perfect' freestone (meaning it can be easily carved in all directions)	On a roll of border paper (at the end), start writing out a timeline. Timeline exploration (reduced cathedral dates). Adding details of the children- their age, approximate parents' age, grand parents' age, other details learned in history and the details about Lincoln Cathedral. Amount of dates dependant on children's previous knowledge/the need to revise and add dates. Look at a selection of rock samples (from the cathedral). What do you notice? Look with microscopes/magnifying glasses. Look at other samples of rock. Compare and contrast.	Can children: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identify scientific evidence that has been used to support or refute ideas or arguments. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.



	<p>accuracy and precision, taking repeat readings when appropriate.</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>To use test results to make predictions to set up further comparative and fair tests.</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Year 3 Rocks</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks based on their appearance and simple physical properties. • describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	<p>making it an ideal stone for decorative carvings as well as for building. As well as the Cathedral itself, you will see numerous other buildings in the vicinity built of similar stone, such as the Exchequer gate to the west of the cathedral and the Old Bishop's palace to the south.”</p> <p>https://www.geocaching.com/geocache/GC40WH0_the-stones-of-lincoln-cathedral?guid=a8e92642-7848-4f77-a478-211926f36326</p> <p>Using a google map, look at how far the Purbeck Marble was transported.</p> <p>Look under a microscope/magnifying glass at the rock samples from Lincoln Cathedral</p> <p>Why has this rock been used by the cathedral?</p> <p>*extra information from the stonemason's at Lincoln Cathedral*</p> <p>Investigating which material would be best to make an IMP out of and why. Suggestion of different materials that could be used in making the IMP.</p>	<p>Sort on features decided by the children Colour, texture...)</p> <p>Why is the Lincoln IMP made of stone? What other materials would be suitable? Why?</p> <p>Which materials wouldn't be suitable? Why?</p> <p>What are the properties of different materials? - quick revision.</p>	<p>LO achieved</p> <p>LO achieved with support</p> <p>LO not achieve</p>
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	<p>Y5 Properties and changes of materials To compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. To give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.</p> <p>Wider curriculum links: Link to everyday materials and their uses.</p>			
Resource/timings	<p>Magnifying glasses (microscope)</p> <p>Timelines of the cathedral, list of suitable dates that could be added- KS1-</p> <ul style="list-style-type: none">• Great Fire of London 1666• First aeroplane flight 1903• Elizabeth I 1533-1603• Queen Victoria 1819-1901• Christopher Columbus 1492 (sailed the ocean blue)• Neil Armstrong (moon walk) 1969• William Caxton (printing press introduced) 1476• Tim Berners-Lee born 1955			



- Pieter Bruegel the Elder Renaissance painter 1525-1569
- LS Lowry 1887-1976
- Rosa Parks arrested 1933
- Emily Davison died on the racecourse 1913
- Mary Seacole 1805-1881
- Florence Nightingale 1820-1910
- Edith Cavell WWI heroine 1865-1915

KS2

- Stone Age/Iron age Neolithic hunter-gatherers (Skara Brae) 3180BC-2500BC
- The Roman Empire 27BC-476AD
- Julius Caesar's invasion 55-54BC
- Roman settlers in Lincoln 50AD
- Anglo Saxons 410-1066

1072 Construction Bishop Remigius starts work on the Cathedral

1092 Construction Lincoln Cathedral is consecrated

1124 Event Lincoln Cathedral is ravaged by a great fire (According to historian Peter Kidson, the fire was more likely to have taken place in 1124 rather than 1141.)

1185 Damage An earthquake causes damage The Cathedral was partially destroyed by an earthquake, leaving only the West Front which can still be seen today. There were also smaller earthquakes in 1990 and 2008, but these only shook the Cathedral slightly.

1192 Construction the Morning Chapel build begins

1220 Construction the Chapter House build begins

1220 Construction the Dean's Eye window is installed

Between 1220 and 1235, the Dean's Eye window is installed and faces the north where it was believed that evil came from. It is said to tell of the last judgement.

1237 Damage the Central Tower collapses

This is thought to be due to most of the work on the building of the Cathedral being experimental. **1250** Construction the Galilee Porch is built



1256 Construction The building of the Angel Choir begins After the license was granted; the build began. It was eventually finished in 1280, ready for its dedication.

1280 Event The dedication of the Angel Choir

1295 Construction Cathedral Cloisters are built. The Cloisters were never necessary but nevertheless were built in 1295.

1300 Construction The parapets around the roof are added During the 14th century, the parapets were added but there are no records to indicate a definitive date for this.

1311 Construction the Central Tower is replaced with a tower and a spire, it made Lincoln Cathedral the tallest building in the world for 238 years, at 160m! It was completed in 1311.

1330 Construction The 'Apprentice Wall' is created. The screen wall of the Choristers' Vestry is also known as the 'Apprentice Wall' by some. It is believed that the apprentice stonemasons carved the panels on this wall but there is no concrete evidence for this.

1330 Construction the Slype is built. The Slype is the enclosed passageway that joins the main body of the Cathedral to the Cloisters and the Chapter House. The doorway to the north east transept did not fit within the passageway originally, so another arch was built.

1365 Construction the Misericords are installed

Also known as 'Mercy Seats', the Misericords were designed to aid the old and frail by making it appear as though they were standing when in fact they were sat down rested during a service. They are dated between 1365 and 1370.

1420 Construction The western towers are raised by 200 feet This was due to the addition of two belfries.

1422 Construction the Medieval Library is built

1548 Damage the Central Tower spire is blown down. A raging storm caused the Central Tower spire to collapse and destroy a large section of the north east transept roof in the process.

1644 Damage Cromwell's forces cause damage to Lincoln Cathedral. During the English Civil War, Cromwell and his men caused damage to the Cathedral during their siege on Lincoln.

1674 Construction. The Wren Library build begins. The building of the Wren Library, designed by Sir Christopher Wren, began in 1674 and finished around 1676.

1674 Construction. Part of the Cloisters is demolished to make room. The Cloisters were described as 'ruinous', and so were partially demolished in order to make space for the Wren library instead.



1761 Construction The roof of the Chapter House is redesigned as the roof was described as 'greatly decayed', it was reduced by James Essex to a design which resembled a helmet. However, the original design was reintroduced in 1800, this time with new timber frames.

1789 Construction Part of the Medieval Library is removed. Part of the Medieval Library extending over the Cloister was removed, perhaps due to the extra weight causing structural problems.

1807 Construction the West Tower spires are removed. It was believed that the towers were endangered by their own weight, which is why the spires were removed. In 1724, James Gibbs advised that the spires be removed due to these structural problems. This advice was not taken up until 1807, after the people of Lincoln rioted.

1880 Event. Two more bells are added to the Central Tower

An additional two bells were given by Mrs Seeley and Mr Nathaniel Clayton, which served the purpose of ringing every quarter of an hour.

1914 Construction the Ringers' Chapel is restored

1914 Event. The Soldiers' Chapel is allotted space in the Cathedral. All the memorials to soldiers placed within the Cathedral were moved to the Chapel, and this project was supported by a public subscription.

1923 Construction. The Seamen's Chapel is restored and rededicated. The Chapel was further refurbished in 1951 with various new items of furniture. A few years later, four long kneelers were designed and placed within the Chapel in 1963.

1935 Damage. The Angel Choir encounters structural problems. In May 1935, pieces of stone began to crumble and fall from the vault of the Angel Choir.

When examined further, the vault was found to be opening and moving outwards.

1949 Event. The Airmen's Chapel is refurbished. Memorial Books of No.1 and No.5 Groups Bomber Command were placed in the Chapel in 1949 also, which contained no fewer than 21,000 names.

2012 Construction Reconstruction work begins on the North West Turret

2014 Construction. The Blessed Virgin Mary statue is installed

SECTION 8

PSHE & PERSONAL DEVELOPMENT

PSHE AND PERSONAL DEVELOPMENT SESSIONS WITHIN THIS RESOURCE PACK WILL PROVIDE STUDENTS WITH THE KNOWLEDGE, SKILLS AND UNDERSTANDING TO PREPARE THEM TO PLAY A FULL AND ACTIVE PART IN SOCIETY. THIS SECTION IS A NECESSARY PART OF ALL PUPILS' EDUCATION AND WE ARE LINKING THIS THOROUGHLY TO THE LINCOLN IMP TRAIL AND OUR SESSIONS WITHIN THE RESOURCE PACK.

THE PSHE SESSIONS ARE LINKED CAREFULLY TO THE LOCAL AREA, WHICH HELPS TO ADDRESS RELEVANT ISSUES AND EQUIPS STUDENTS WITH AN UNDERSTANDING OF RISK AND WITH THE KNOWLEDGE AND SKILLS TO MAKE NECESSARY, SAFE AND INFORMED DECISIONS. THE SESSIONS WILL MAKE STUDENTS AWARE OF AND ENABLE THEM TO USE SKILLS AND KNOWLEDGE TO DISCUSS SOCIAL ISSUES, WEIGH EVIDENCE, DEBATE AND MAKE REASONED ARGUMENTS.





EYFS, KS1 & KS2 PSHE - Judging Others

	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Intent Objective(s) EYFS ELG 07 Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and other's behaviour and its consequences, and know that some behaviour is unacceptable. Children to work as part of a group or class and understand and follow the rules. KS1 and KS2 To develop healthy relationships.	First IMPressions – Use resources Look at some images of the Lincoln IMP. What are our first IMPressions? How do we feel when we look at the IMP? What if we looked at other people and how they look? Actions Looks can be deceptive- Stephen Hawking had early-onset slow-progressing form of motor neurone disease (MND; also known as amyotrophic lateral sclerosis "ALS" or Lou Gehrig's disease) that gradually paralysed him over the decades. Have you read a book where a character has surprised you?	Children can design their own images in the style of the cartoon carrot, doctors and other caring or lifesaving professionals who have features that have previously been unacceptable- piercings, tattoos, disfigurements... Make a list of what makes a good person and turn it in to a short drama. Make a list of television programmes and books where the actors are defined by society as beautiful, yet their actions define them differently.	Can children: Decide the actions which make up a healthy relationship Show respect for diversity and difference LO achieved LO achieved with support LO not achieved

EBP



	<p>To know how to keep themselves safe.</p> <p>To show respect for diversity and differences.</p> <p>Wider curriculum links: SMSC</p>	<p>What about Frodo- the hobbit?</p> <p>Judging a book by its cover – is it more IMPortant to focus on inside or outside of someone?</p>		
Resource/ timings	<p>Accompanying PowerPoint</p>			



KS1 & KS2 PSHE- Rules and Behaviour

	Date:	Key Stage/Year Group (Pupil numbers):		
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	Theme: Lincoln IMP NC references Intent Objective(s) ELG 07 Managing feelings and behaviour: <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and other's behaviour and its consequences, and know that some behaviour is unacceptable. Children to work as part of a group or class and understand and follow the rules. KS1 and KS2 To develop healthy relationships.	Read the story of the Lincoln IMP. Is there a specific rule that the IMP broke? How did they behave in general? Recap school/classroom/home rules. Why do we have rules? What happens if we break them? Which rules are designed for our safety? Where else do we find rules? What if the rules are broken? What would a world without rules be like? Discuss some actions that the IMP and its friend might do. What would be an acceptable consequence?	Possibility for a school council review of behaviour systems within school. Play a board game like snakes and ladders for no more than 5 minutes (either in small groups with observers or as a demonstration in front of the class) and state that there are no rules! Put together a list of problems and how they could be solved. List consequences for breaking rules. Fines (parking, speeding...), a verbal warning/strike, timeout, grounded, detention, police involvement, court, probation, time in prison.	Can children: Discuss behaviour and its consequences Know which actions/behaviours are unacceptable LO achieved LO achieved with support LO not achieved

EBP



	<p>To know how to keep themselves safe.</p> <p>To show respect for diversity and differences.</p> <p>Wider curriculum links: SMSC</p>		<p>Make a law book or a rule guide for IMPs stating the consequence and reasons behind each punishment.</p> <p>Make a reward book for IMPs.</p>	
Resource/ timings	<p>“Wet play” games/accompanying rules</p>			



KS3 PSHE - Employable IMP

	Date:	Key Stage/Year Group (Pupil numbers):		
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln Imp Trail</p> <p>NC references: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject.</p> <p>IMPtent Objective(s): LA: To recognise three key valuable employability skills for the IMP. MA: To explain how different job roles require a range of skills, interests and personality traits.</p>	<p>Suggestion: Mind map or conduct background research on possible careers. The students need an understanding of a range of careers before completing this session.</p> <p>Using a picture of the IMP, label all the IMP's character traits and important aspects of its personality. If there are any negative traits, how can these be changed into positive traits. E.g. Runs around being mischievous – athletic and always looking for new opportunities. Swap with a partner to see if there is anything they could add.</p> <p>Research – Once the students have discovered the personality traits of the IMP, can they find a suitable job?</p> <p>Using a specific job description (from the chosen job) marry up the</p>	<p>Starter: How can our skills help us make good career decisions?</p> <p>Main Activity One: Looking at personal skills; how can skills interests and personality traits help to choose a job for the IMP.</p> <p>Main Activity Two: To use a job description to match up a suitable role for the IMP.</p> <p>Main Activity Three: To demonstrate ways that the IMP could improve their employability skills.</p> <p>Plenary: To think about their individual career options.</p> <p>Extension: To take part in a 'what's my personality style' test – this may give an insight of the type of career path the student might want to take. Explain to the</p>	<p>Key language: jobs, careers, decisions, skills, characteristics, traits.</p> <p>Can children:</p> <p>Show an understanding of a range of personality traits.</p> <p>Understand how personality and skills are important in relation to specific jobs.</p> <p>Understand how to become more employable by completing a range of tasks.</p> <p>LO achieved LO achieved with support LO not achieved</p>

EBP



	<p>HA: To identify ways of building an accurate self-image that can guide successful career choices.</p> <p>Wider curriculum links: English, ICT.</p>	<p>characteristics. Highlight the characteristics that the IMP does have in one colour and ones that the IMP does not have in another colour.</p> <p>Think about and discuss in pairs what the IMP could do to achieve the missing criteria that the job description specifies for.</p>	<p>students that employers like to use these tests to check the employee's abilities.</p>	
Resource/ timings	Large sheets of paper.			



KS3 PSHE - Understanding body Image – Modelled by the IMP

	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	<p>Theme: Lincoln Imp Trail</p> <p>NC references: Understand how the media portrays young people; to recognise its possible impact on body image and health issues.</p> <p>Learn that identity is affected by a range of factors, including the media and a positive sense of self, learn the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.).</p> <p>English programme of Study: Key Stage 3</p> <p>Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	<p>Suggestion: Look at the IMP template or a range of pictures of the IMP. Discuss how the IMP looks in small groups or pairs. Explain what the personality of the IMP may be from its appearance – does it provide any clues? Discuss what this might mean in terms of a stereotype.</p> <p>Discuss this quote ‘some people might think that they have to have a specific body shape. They should have... a fit body type’. Q – Who you think might be speaking? What they might be talking about? Why might they be saying this?</p> <p>Explain this quote is related to an opinion about what someone thinks an IMP should look like. Encourage students to think about the quote above, why would someone have that view or opinion?</p>	<p>Starter: To think about what the stereotypical body characteristics are and whether this is right.</p> <p>Main Activity One: What is body image?</p> <p>Main Activity Two: To advertise a piece of clothing designed for the Lincoln IMP.</p> <p>Plenary: Discuss the importance of understanding body image by answering the questions.</p> <p>Extension: To consider the specific techniques advertisers use to persuade someone to buy their products? What makes them effective?</p>	<p>Can children:</p> <p>Key language: body image, body confidence, brand awareness, media, target audience.</p> <p>Can children...</p> <p>Describe what body image is.</p> <p>Create an advertisement for an item of clothing for an IMP.</p> <p>Discuss the methods of advertising that might affect a person’s feelings about their body image.</p> <p>Think about the effectiveness of advertisements and how it</p>	



	<p>IMPtent Objective(s):</p> <p>LA: To explain what body image means and recognise its effect on people.</p> <p>MA: To explain how the media and advertising can impact thoughts and options on body image.</p> <p>HA: To develop skills to discuss the media and advertising and its impact on body image in a positive way.</p> <p>Wider curriculum links: English, ICT.</p>	<p>Establish some class ground rules for discussing sensitive topics.</p> <p>Scenario (In groups of 3): Imagine you work for an advertising agency that is designing an advert to sell a specific piece of clothing to IMPs. You have access to photo technology and as much money as you need to make the best, most persuasive advert possible to encourage IMPs to buy your item of clothing. (Prompt students with pictures of clothing that has been sold, ask them what they notice about the images e.g. altered to look skinnier, altered to look muscular). Have they shown a picture of the IMP looking like this to persuade other IMPs to buy that piece of clothing?</p> <p>How could someone's body image be affected or influenced by the advertisements we made? Why might a person find it hard to open up about body image? What would you say to someone who was worried about their body image? How could you make someone feel more positive about themselves? How would you give advice or support to someone your age about their body image?</p> <p>How can you encourage someone to discuss the issues they have?</p>		<p>can also have damaging effects.</p> <p>LO achieved LO achieved with support LO not achieved</p>
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EBP



Resource/
timings

Questions on this lesson plan.
Ground.
Photoshop or editing tools – use of ICT.



KS4 PSHE - Happiness and Positivity

	Date:	Key Stage/Year Group (Pupil numbers):		
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP</p> <p>NC references: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject.</p> <p>IMPtent Objective(s): LA: To describe different ways we can help ourselves and others to improve our moods in a healthy way when we feel a little low. MA: To explain how certain activities can help to improve our moods and make us feel more</p>	<p>Suggestion: To research local charities and help-services within Lincoln. All students to create a poster, card or leaflet for them to keep for themselves.</p> <p>In pairs, students are to discuss the meaning of 'positivity'? Show the definition – the practice of or tendency to be positive or optimistic in attitude. See how close the students' definitions were, how did they vary and why the difference in definition?</p> <p>Write a scenario as though you are the IMP. Think of something positive that the IMP might have done.</p> <p>What positive thing has the IMP done today that might have changed the mood? Explain ideas in full.</p> <p>What is the difference between feeling 'a little low' and being</p>	<p>Starter: What is positivity?</p> <p>Main Activity One: Create a scenario where the IMP has done something today where it might have made them feel more positive.</p> <p>Main Activity Two: To answer the questions about positivity and mind-sets.</p> <p>Main Activity Three: To create a positivity mind map.</p> <p>Plenary: To discuss with other class members and support each other in a mindful way.</p>	<p>Key language: mindset, positive, positivity, increased mood, depressed, low, encouragement, optimistic.</p> <p>Can children:</p> <p>Show an understanding and define positivity.</p> <p>Produce a positivity mind map.</p> <p>Think and write a create scenario to show positivity.</p> <p>LO achieved LO achieved with support LO not achieved</p>

EBP



	<p>positive as well as why these tips work.</p> <p>HA: To analyse the short- and long-term benefits of the different healthy ways we can improve our own and other people's moods.</p> <p>Wider curriculum links: English, ICT.</p>	<p>depressed? Can we always help ourselves so simply by being positive and trying to encourage positivity?</p> <p>Mind map – Around a mind map, write at least five things that make you feel happy or positive – it could be an activity, person, trend etc.</p> <p>For each point, explain why you think it makes you feel more positive.</p> <p>Analyse how you could use this to help other people.</p>		
Resource/ timings	ICT			



KS4 PSHE - The IMP wants to work in STEM

	Date:	Key Stage/Year Group (Pupil numbers):		
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation		IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning
	<p>Theme: Lincoln IMP</p> <p>NC references: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject.</p> <p>IMPtent Objective(s): LA: To correctly identify and describe the benefits of the IMP pursuing a career in the STEM industries within Lincoln. MA: To explain the STEM industries are great for IMPs to work in and why they should consider more than the starting</p>	<p>Suggestion: Investigate the STEM career roles using books, career guides, career advisors, industry experts or the use of ICT.</p> <p>Provide the scenario; the IMP wants a job within the STEM industry; however, this is a male dominated sector and there aren't many IMPs employed within STEM industries in Lincoln. What advice would you like to give to the IMP who has the correct qualifications for a STEM career, however, is unsure of whether to apply for the job due to career inequalities?</p> <p>What is gender inequality?</p> <p>Why is equality and diversity important within employment settings?</p> <p>Research career opportunities in Lincoln/Lincolnshire with a STEM</p>	<p>Starter: What advice would you like to give to the IMP?</p> <p>Main Activity One: Research the benefits of a career in Lincoln within one of the STEM roles.</p> <p>Main Activity Two: To develop an understanding of the demand for a range of people within STEM.</p> <p>Main Activity Two: To create a poster to advertise to the minority within STEM jobs.</p>	<p>Key language: STEM, roles, gender, equality, salaries, options, minorities.</p> <p>Can children: Develop an understanding of STEM careers. Think about what draws specific groups of people towards a STEM career. Research the changes within this industry. To create an advertisement that is more appealing to minorities within the STEM industry.</p> <p>LO achieved LO achieved with support LO not achieved</p>

EBP



	<p>salaries when considering job options.</p> <p>HA: To explain why more people should take up engineering and how it can be a great career for everyone regardless of gender, style, etc. Analyse what makes a career a rewarding one.</p> <p>Wider curriculum links: English ICT</p>	<p>link. Why are these jobs typically more attractive to males?</p> <p>Why is this changing so dramatically and why is there now an emphasis on gender equality within job roles?</p> <p>Create a new advert – think about the issues we currently have with STEM careers, how can you adapt this to make it more appealing to minority groups within this sector? Create an advertising campaign to reach out to these people.</p>		
Resource/ timings	Use of ICT. Career guides and / or booklets.			

SECTION 9

EARLY YEARS FOUNDATION STAGE

THE SPECIALLY DEVELOPED EYFS SECTION OF THE EDUCATION PACK ALLOWS CHILDREN TO BE TAUGHT CROSS-CURRICULAR ACTIVITIES WITH LINKS TO THE LINCOLN IMP. THE AREAS OF LEARNING THAT THE EBP HAVE FOCUSED ON FOR THIS PACK ARE, COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT, PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT, LITERACY, MATHEMATICS, UNDERSTANDING THE WORLD AND EXPRESSIVE ARTS AND DESIGN.





EYFS Planning

	Date:	Key Stage/Year Group (Pupil numbers):			
	Pupil Premium Children:	SEND Children:	Greater Depth Children:	Forces Children:	
Session name/ number:	Intent Objectives (Programme and Breadth of Study)	Teaching and Learning IMImplementation			IMPact
	Including EGPS and S&L	Teaching Input	Group Activities (Differentiated)	Outcomes/Assessment Of Learning	
	Theme: Lincoln IMP EYFS ELG references 01 Listening and attention: <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. ELG 02 Understanding: <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. 	(Visit the Lincoln IMP in the Lincoln Cathedral) ((Local) Sculptor visit) Prework- children to ask their parents what they know about the Lincoln IMP and bring in any information. Comparative journeys in distance to the Lincoln Cathedral- e.g. from school to a local landmark twice. Tell the story of the Lincoln IMP- make an action every time the IMP is mentioned e.g., cross leg (if able) like the Lincoln IMP (or demonstrate that with arms), make horns, grin etc. Encourage children to ask related questions. Review/retell the story.	Playing quick fire language games to help children think of imaginative words and ideas, e.g. Use alliteration and adjectives to go through alphabet with animals (athletic ant, blustering bear...) to feed into the description of the Lincoln IMP. Children to colour, stick onto a Lincoln IMP template. Preferably in line with the rhyme that has just been created. Ensure different colours and textures are accessible. Look at each other's work and explore in the style of That's not my tractor... That's not my IMP... Put together as a book to rival the original!	Can children: Children listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Follow instructions involving several ideas or actions. Express themselves effectively, showing awareness of listeners' needs. Develop their own narratives and	



	<ul style="list-style-type: none"> They answer 'how' and 'why' questions about their experiences and in response to stories. <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events. <p>ELG 05 Health and self-care:</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. <p>ELG 06 Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> Children are confident about trying new activities, and say why they like some activities more than others. They are confident speaking in a familiar 	<p>Look at images of the IMP and compare it to the Gruffalo.</p> <p>Make up a rhyme in a similar style e.g. The Lincoln IMP, why didn't you know? He has sharp pointed teeth and a hairy head, And big wide mouth for all the things he said... (change as needed)</p> <p>Add colours into the description.</p> <p>Music – Using a plush/knitted Lincoln IMP (or another teddy with a Lincoln IMP mask on), make it fly (not by throwing). Demonstrate a rhythm/melody on an instrument that would match the IMPs movements. What different ways could it move? What is it feeling? What about in different parts of the story? When it is turned to stone, this is an excellent opportunity for silence!</p> <p>Look at photographs (from a visit) of Lincoln Cathedral. What other buildings do we know like this? Local church? Compare images.</p> <p>During a break/before the session, place laminated/printed</p>	<p>Children to explore different sounds. What would jumping sound like using a tambourine? Etc.</p> <p>Play a "spot the difference" game with an image from a local church/the Lincoln Cathedral.</p> <p>Draw the basic outlines. Make a silhouette?</p> <p>Collect up the numbered IMPs and rearrange in order. Compare to the actual trail.</p> <p>Using existing emojis and children making their own, when revisiting the description of the Lincoln IMP. How does this compare to The Gruffalo and the mouse?</p> <p>Draw some activities, in addition to pre-drawn stick people, that you think the IMP would do (remember the Lincoln IMP and its friends were mischievous), what could do together if you had an IMP friend. Think carefully! What would you say to your IMP friends? Write these down/tell us!</p>	<p>explanations by connecting ideas or events.</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make music and dance, and experiment with ways of changing them.</p> <p>Know about similarities and differences in relation to places.</p> <p>Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p>
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	<p>group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <ul style="list-style-type: none"> They say when they do or do not need help. <p>ELG 07 Managing feelings and behaviour:</p> <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and other's behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. <p>ELG 09 Reading:</p> <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. 	<p>Lincoln IMPs with numbers on them around the field/playground/outside area.</p> <p>Explain/remind children that there is going to be a Lincoln IMP Trail, so we are going to recreate that.</p> <p>Warming up for the trail – leading and taking part in warmups, including how they affect the body.</p> <p>Nutrition – what foods will be good for us and how they are used by the body? Look at pedometers to record steps and graph different activities.</p> <p>Wellbeing through exercise – effects of exercise on the brain, how to lead a healthy lifestyle, surveys of different types of activities different groups enjoy, promote and lead an exercise session for others in school (e.g. playtime games). Can we adapt one of the games we play that we know well into a Lincoln IMP game?</p> <p>First IMPpressions – how do we feel when we look at the IMP?</p>	<p>Thumbs up for yes and thumbs down for no. To the side for “not sure/don’t know”. Explore answers.</p> <p>Was the IMP right to throw stones/rocks? Should the angels throw stones back? Should the IMP have been turned to stone? Etc.</p> <p>Have an open afternoon for their parents/families where they can share the learning that they have been doing.</p>	<p>Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Talk about how they and others show feelings, talk about their own and other's behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>Work as part of a group or class and understand and follow the rules. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p>Talk about past and present events are confident about trying new activities, and say why they like some activities more than others.</p> <p>Are confident speaking in a familiar group, will talk about their ideas, and will</p>
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	<p>ELG 10 Writing:</p> <ul style="list-style-type: none">They write simple sentences which can be read by themselves and others. <p>ELG 11 Numbers:</p> <ul style="list-style-type: none">Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. <p>ELG 13 People and communities:</p> <ul style="list-style-type: none">Children talk about past and present events. <p>ELG 14 The world:</p> <ul style="list-style-type: none">Children know about similarities and differences in relation to places, objects, materials and living things.They talk about the features of their own immediate environment and how environments might vary from one another.	Judging a book by its cover – is it more important to focus on inside or outside of someone. Differences between IMP and humans – respecting each other's similarities and differences. Is the IMP male/female? In our trail the IMP is both, neither or what we want it to be. IMP sELFesteem – how can we support IMP and others to feel comfortable in their own skin and promote their confidence? Rules of law – rights of citizens and IMPs, how we are a democracy and who is governed. Consequences of rule breaking. How to affect positive change for society? How to be a good citizen.		choose the resources they need for their chosen activities. Say when they do or do not need help. LO achieved LO achieved with support LO not achieved
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	<p>ELG 16 Exploring and using media and materials:</p> <ul style="list-style-type: none">• Children sing songs, make music and dance, and experiment with ways of changing them.• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>ELG 17 Being imaginative:</p> <ul style="list-style-type: none">• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. <p>Intent Objective(s) Wider curriculum links:</p>			
Resource/ timings	IMP templates, colours, material to stick/create texture. Instruments. A plush/knitted Lincoln IMP/a masked teddy. Laminate/numbered IMPs).			

SECTION 10

COMPETITIONS &

PARTICIPATION

EVENTS



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Section 10 - Competitions and Participation Events

For the 2020 Lincoln IMP Trail, we have partnered up with local businesses to encourage children and young people to become IMPspired. We have a range of competitions suitable for Key Stage One, Two, Three, Four, Early Years Foundation Stage and Special Educational Needs which will be judged mostly in categories to provide equality and opportunities for each age range. We encourage creativity, imagination and a range of skills to enter our competitions. You don't have to enter all the competitions, choose the ones that suit your school, timeline or students' interests. Good luck and most IMPortantly of all, enjoy the carefully crafted learning activities within your educational settings.

Competition 1. IMPressive Performance - Visual storytelling

What is visual story telling?

At the EBP, we hope that everybody loves a good story. Whether this is a story that you are reading in print, hearing first-hand or retold by another, each unfolds in creative and engaging ways. What all of these have in common, is that they are created and presented in a way that is unique and meant to engage the audience.

However, in modern society, the traditional book is becoming outdated and visual storytelling has become a greater focus. This has become immersed in education, allowing an inclusive narrative, primarily through a range of sources and using visual media. This ensures that a story is told using still photography, sound effects, illustration or videos that can be enhanced with graphics, music, voice and other audio. The term 'visual storytelling' has been used to describe several genres of visual stories, from news and information, to entertainment such as movies, television, comic books and graphic novels.

By infusing personality, individuality and creativity into the story being told, the story takes on a new life. Everyone can have similar experiences; our own personal interpretations of them, however, are always unique and distinctive. Through ever-IMProving digital tools, we have numerous possibilities to bring these interpretations to life.



Why is visual storytelling IMPortant in education?

A visual story has been of interest to the academic community, as scholars and educators have sought to understand the IMPact and power of image and narrative. Many educational researchers now focus on how 'digital literacies', 'visual storytelling', 'films' or 'animations' have an IMPact on an individuals or whole groups knowledge attainment within the learning environment.

Within the stereotypical learning environment, storytelling occurs daily. The content delivered to and interpreted by the students is a story. How the teachers choose to deliver the content, their presentation style and tools used, can make all the difference in the learning that occurs in the classroom – so why not allow children to explore their learning through the use of visual storytelling, develop their skills and talents and help to prepare children and young people for a technologically advanced life and gain skills for future employment?

Visual storytelling might include:

- Stories from a specific point of view
- Images - still or moving
- Glimpses of a specific subject
- An appeal for transformation and attitudes and behaviour.

How can visual storytelling be inclusive for all children and young people?

The way that students interpret the instruction and show their understanding can be accomplished in so many unique ways. It can come in the form of assessments, the sharing of experiences that spontaneously arise during the lesson or through interpretation of a class discussion or sharing of projects. These are possibilities that can occur in any area of life, stemming from our interactions with one another and our efforts to express a thought, feeling or experience.

In the past, stories, essays, reflections and authentic creations were shared using paper and other supplies to create a visual representation. Today, these options still exist, but we are adapting to a changing and advancing technological world where we have the digital tools to enhance student engagement and creativity. These tools provide children and young people with a variety of choices on how to express their thoughts, feelings and opinions.



How would The EBP like you to contribute?

In order to promote visual storytelling, uniqueness, talent and skills, we are hosting a performance competition. The EBP would like your school to create a script, submission piece and a recorded performance linked to the legend of the Lincoln IMP. The carefully crafted performance must be between 15 and 20 minutes long and must infuse personality, individuality and creativity to ensure your school stands out from the rest.

Script Writing – the script must be detailed and creative. Look at examples of other scripts. Think about the key features. What genre will your production take? Will it be comedic, serious or address an IMPortant crisis?

Submission Piece – This is a short writing task that will include how your school's performance links to the Lincoln IMP, the key message portrayed throughout the performance and finally, why your school deserves to be the winner.

Recorded Performance – After you have written the script and planned your performance, present and record it.

You will just be competing against your key stage group in the Lincolnshire area. The winner will receive a medal, certificates for the school and a performance slot at the Theatre Royal with the opportunity to perform to friends and family. When you have a completed submission, send your entries to The EBP and you will receive a notification one week after the closing date if you have won.

Remember, you must submit:

- A submission piece – a written piece (no more than one side of A4)
- A recorded performance – (between fifteen and twenty minutes)

Please send entries to: emma.shakesby@the-ebp.co.uk or Emma Shakesby, The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.



Competition timeline:

- Competition Opening Date: Monday 4 May 2020 (Please do not send entries before this time)
- Competition Closing Date: Friday 29 May 2020
- Winner to be announced: 5 June 2020
- Prize to be received: Monday 29 June and Tuesday 30 June 2020.

Competition 2. The Lincoln IMP Trial step challenge!

Supported by City of Lincoln Council

As we all know, walking 10,000 steps a day is good for our health and following The Lincoln IMP Trail will be perfect for helping children and young people get their steps in!

To facilitate this, **City of Lincoln Council** and the **Institute of Directors** have generously supplied every school taking part in the Lincoln IMP Trail Education Programme with pedometers for children to use whilst out taking part in the trail. These will be available before the trail launches in the summer of 2020.

You will need to keep us up to date with the number of steps that your students have taken so please use the form in this pack. The setting with the biggest total wins the competition! You are welcome to submit step counts more than once if your children walk the trail on multiple occasions, the more the better!

Please send entries to: naomi.whiting@the-ebp.co.uk or Naomi Whiting, The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.



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Lincoln's ambitious future



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Competition timeline:

- Competition Opening Date: 6 July 2020
- Competition Closing Date: 11 September 2020
- Winner to be announced: 14 September 2020
- Prize to be received: 14 September 2020

Competition 3. Guidebook for Lincoln Cathedral

Have you ever visited the Lincoln Cathedral? It's your turn to pass on your expertise, guidance and knowledge to visitors through an informative Lincoln Cathedral Guidebook. We want you to 'show off' the writing skills learnt, using techniques such as; friendly and informative language, exciting facts about the cathedral, an eye-catching design, but most importantly, informative writing skills. This task provides a cross-curricular approach, linking to Art, Media, ICT and possibly Modern Foreign Languages. The Lincoln Cathedral Guidebooks will be judged by a representative from the EBP. The talented winners of this competition will receive a 'Star Tour Guide' medal and certificates for the winning school. And, if that wasn't enough, the Lincoln Cathedral will make the winning guidebooks available for sale during the Lincoln IMP Trail.

Please send entries to: naomi.whiting@the-ebp.co.uk or Naomi Whiting, The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.

Competition timeline:

- Competition Opening Date: Monday 9 March 2020 (Please do not send entries before this time)
- Competition Closing Date: Friday 27 March 2020
- Winner to be announced: 3 April 2020
- Prize to be received: Summer 2020

Please send entries to: naomi.whiting@the-ebp.co.uk or Naomi Whiting, The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.



Competition 4. Do the IMP Floss

We would love your setting to create an IMP themed dance routine to rival the floss of the Macarena! Once you have created your routine, you could enter our inter-school IMP dance challenge by either posting a video of your dance on social media (make sure you tag us in to the post @EBP_UK on Twitter) or sending a link to the video on a sharing platform on the email address below.

Your dance should be between 30 seconds and one minute long with no more than 5 moves. It should be catchy and repetitive in order to start a trend!

Please send entries to: naomi.whiting@the-ebp.co.uk or Naomi Whiting, The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.

Competition timeline:

- Competition Opening Date: Monday 9 March 2020 (Please do not send entries before this time)
- Competition Closing Date: Friday 27 March 2020
- Winner to be announced: 3 April 2020
- Prize to be received: Summer 2020

Competition 5. Create a Lincolnshire Tart

Who doesn't enjoy a dessert? It's time to pIMP the Bakewell Tart to begin a whole new Lincolnshire tradition. Here at The EBP we aim to encourage a creative flair and a passion for inspirational baking, as well as providing cross-curricular and educational links to Design Technology, Art and English. This competition task will develop design, text and writing skills, evaluation and critical reflection. The Lincolnshire Tarts will be judged by a Stokes Tea Room representative. The lucky winners will receive a 'Star Baker' medal and certificates for the winning school. And, if that wasn't enough, Stokes Tea Rooms will serve the winning Lincolnshire Tart for an exclusive purchase in the summer months of 2020.

Please send entries to: naomi.whiting@the-ebp.co.uk or Naomi Whiting, The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.



Competition timeline:

- Competition Opening Date: Monday 9 March 2020 (Please do not send entries before this time)
- Competition Closing Date: Friday 27 March 2020
- Winner to be announced: 3 April 2020
- Prize to be received: Summer 2020

Competition 6. Create a Lincoln IMP Brooch or Tie Pin

Culture and heritage are a large part of the person you become and at the EBP, we want you to be proud of your roots. As the trail promotes, the Lincoln IMP is the mascot for the city, a legend that has been passed on over many years. We want you to create a Lincoln IMP brooch or tie pin. Your pin must reference the Lincoln IMP and use no more than four colours. To link to English skills, we would like you to IMPspire us by creating a design story about the brooch or tie pin.

The Usher Gallery will have a representative to choose the winning brooch or tie pin, alongside the design story. The imaginative winner will receive a 'Star Jeweller' medal, certificates for their school and a special prize will be awarded for the Judges Overall Winner which includes the brooch or tie pin being displayed in the Usher Gallery for a limited time with winner invited to a presentation.

Please send entries to: jamie.thrussell@the-ebp.co.uk or Jamie Thrussell, The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.

Competition timeline:

- Competition Opening Date: Monday 9 March 2020 (Please do not send entries before this time)
- Competition Closing Date: Friday 27 March 2020
- Winner to be announced: 3rd April 2020
- Prize to be received: Summer 2020



The Lincoln IMP Trail Education Programme

IMP Trail Steps Challenge

Name of school or group	
Contact name	
Address	
Phone	
Email	
Number of children involved	
Date(s)	
Number of steps	
Signed	

Please send completed form to: naomi.whiting@the-ebp.co.uk
or Naomi Whiting The EBP, Welton House, Limekiln Way, Lincoln, LN2 4WH.



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CAN YOU CREATE AN IMP BROOCH AND/OR TIE PIN?

IMPRESS THE JUDGES WITH YOUR
IMPIGENIOUS DESIGN SKILLS

YOUR BROOCH OR TIE PIN MUST INCLUDE:

- REFERENCE TO THE IMP
- USE NO MORE THAN FOUR COLOURS
- A 'DESIGN STORY' SHOULD BE SUBMITTED

ENTRY PROCESS

1. PLEASE REMEMBER TO WRITE YOUR SCHOOL NAME AND KEY STAGE WITH YOUR DESIGN; THIS WILL BE PLACED NEXT TO YOUR ENTRY.
2. ENTRIES (TIE PIN AND BROOCH SEPARATELY) WILL BE JUDGED BY A PANEL, INCLUDING A REPRESENTATIVE FROM USHER GALLERY
3. CATEGORY WINNERS WILL BE ANNOUNCED WITHIN ONE WEEK OF CLOSING DATE. A SPECIAL PRIZE WILL BE AWARDED TO THE JUDGE'S CHOICE OVERALL WINNER

WE HAVE THE FOLLOWING CATEGORIES FOR ENTRIES IN THIS COMPETITION

EYFS, KS1, KS2, KS3 & KS4

WINNING ENTRIES WILL RECEIVE A MEDAL AND CERTIFICATES AND THE OVERALL WINNER WILL BE MADE BY AND DISPLAYED IN THE USHER GALLERY FOR A LIMITED TIME. THE WINNING TEAM WILL ALSO BE INVITED TO A PRESENTATION.



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CAN YOU CREATE A LINCOLNSHIRE TART TO RIVAL THE BAKEWELL TART?

IMPRESS THE JUDGES WITH YOUR DELICIOUS BAKING SKILLS!

YOUR TART MUST BE:

- SWEET (LIKE THE IMP!)
- SHALLOW SIDED WITH ONLY A CRUST UNDERNEATH
- DECORATED ON TOP

YOUR RECIPE MUST ALSO BE SUBMITTED

ENTRY PROCESS

1. PLEASE REMEMBER TO WRITE YOUR SCHOOL NAME AND KEY STAGE WITH YOUR TART; THIS WILL BE PLACED NEXT TO YOUR TART.
2. TARTS WILL BE JUDGED BY A PANEL, INCLUDING A REPRESENTATIVE FROM STOKES TEA AND COFFEE
3. CATEGORY WINNERS WILL BE ANNOUNCED WITHIN ONE WEEK OF CLOSING DATE. A SPECIAL PRIZE WILL BE AWARDED TO THE JUDGE'S CHOICE OVERALL TART

WE HAVE THE FOLLOWING CATEGORIES FOR ENTRIES IN THIS COMPETITION

EYFS, KS1, KS2, KS3 & KS4

WINNING ENTRIES WILL RECEIVE A MEDAL AND CERTIFICATES AND THE OVERALL WINNING ENTRY WILL BE MADE BY STOKES TEA AND COFFEE TO SERVE IN THE TEA ROOM FOR A LIMITED TIME. THE WINNING ENTRY WILL ALSO BE INVITED TO AFTERNOON TEA AT THE TEA ROOM.

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SECTION 11

EVALUATION



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Evaluation Form

The EBP would like to thank you for using 'The Lincoln IMP Education Pack'. On behalf of all staff at the EBP, we hope you enjoyed each of the differentiated activities which aim to engage learners to explore Lincoln's culture and history. In order to continually improve our educational programmes, we would appreciate your constructive feedback. Your comments are valued.

Name	
School name	
School contact	
Dates supported	
Details of Pupils Supported (Number and Year Group)	

1. How easy did you find the lessons to follow in the Education Pack?

- Excellent
- Good
- Satisfactory
- Poor, too detailed
- Poor, not enough detail
- Other, please state

2. Do you feel there was anything missing from the Education Pack? If so what, please provide details.

.....
.....
.....
.....



**3. What do you feel you have achieved from being part of The Lincoln IMP Trail?
Please tick all that apply.**

- Creative use of the curriculum
- More knowledge of the history of Lincoln and the Lincoln IMP
- Enjoyment through teaching
- Student engagement
- Being part of the City of Lincoln and Lincolnshire
- Other, please state below

4. How much time did you commit to The Lincoln IMP Trail?

- A lesson/afternoon a week
- A block of time, please state below

- Other, please state below

5. Would you consider being involved in a similar programme?

- Yes
- No
- Other comments please state

6. Other comments / suggestions

.....
.....
.....



SECTION 12

USEFUL LINKS



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Section 12 – Useful Links

As you are working through the IMP Trail Education Pack, there will be plenty of opportunities for your students to conduct their own research into the different versions of the story of the Imp. Please see some websites that we think you might find useful.

- The EBP: <https://the-ebp.co.uk/>
- The Lincoln IMP: https://en.wikipedia.org/wiki/Lincoln_Imp
- Visit Lincoln: The Legend of the Lincoln Imp:
<https://www.visitlincoln.com/lincoln-cathedral/the-lincoln-imp>
- Lincoln Cathedral: <https://lincolncathedral.com/>
- Lincoln Castle: <https://www.lincolncastle.com/>
- Chesterfield Parish Church of St. Mary and All Saints:
<https://crookedspire.org/>
- Lincoln City Football Club: <http://www.redimps.com/index.htm>
- Lincoln Red Imps, Gibraltar: <https://www.lincolnredimpsfc.co.uk/>
- Grimsby Minster Parish: <https://grimsbymminster.com/>
- James Ward Usher: https://en.wikipedia.org/wiki/James_Ward_Usher
- The Collection – Art and Archaeology in Lincolnshire:
<https://www.thecollectionmuseum.com/visiting-us/art-at-the-collection>
- New Theatre Royal Lincoln: <https://www.newtheatreroyallincoln.co.uk/>
- History of the Usher Gallery: <https://www.thecollectionmuseum.com/about-us/history-of-the-usher-gallery>



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EBP Inspired?

If you like have enjoyed your involvement in the Lincoln Imp Trail Education Programme and would like to learn more about the services that The EBP offer, please visit our website at www.the-ebp.co.uk to explore our programme.

Making sure children and young people are given the opportunity to develop important skills that will take them through education and into their future careers is the key focus of our work at The EBP.

By working alongside businesses as well as schools, we often hear about the challenges that young people face as they begin their working life, which is why we offer the opportunities to develop soft and transferrable skills through curriculum linked activities and challenges.

Our unique position as a broker between education and business means that we are in a position to work both to make sure that we bring the world of work into the classroom whilst supporting schools to meet the priorities for their children and young people.

We have developed our programmes to support your setting to meet the National Curriculum, Ofsted requirements, Gatsby Benchmarks and current educational priorities.

