






Foundation subjects

Although foundation subjects cover a multitude of learning experiences, addressing objectives from seemingly disparate curriculum areas, something they all share is their readiness for enhancement with ICT. As educators grow in their experience and confidence with computers, so does their ability to identify opportunities for technology to improve the learning experience.

Modern children are at home with technology and regard it as a natural and exciting part of school life. They are also readily engaged by visual stimuli, and this is where the interactive whiteboard can make a spellbinding contribution. Used simply, it opens up a world of images, photographs and films that can be shared with the whole class. However, the tools and software that accompany the whiteboard can enrich and broaden experiences across the curriculum, showing learners people, places, artefacts, works of art and concepts in an accessible and motivating way.

All of the tools, applications and techniques described in the lessons that follow are easily learned and applied. They are also transferable to other curriculum areas, where they can be used to focus attention, model processes, refine ideas, generate interest and generally breathe new life into teaching and learning.

Lesson title	Objectives	What children should know	Cross-curricular links
History			
Lesson 1: On a plate 	QCA Unit 12 'How did life change in our locality in Victorian times?' <ul style="list-style-type: none"> To select and record information relevant to a chosen topic. To identify and record characteristic features of Victorian life. To organise and communicate their knowledge. 	<ul style="list-style-type: none"> How to use artefacts and pictures to ask and answer questions about the past. They should have made a study of life in Victorian times and know about some of the important changes that took place. 	Speaking and listening Objective 60: To understand and use a variety of ways to criticise constructively and respond to criticism. Art and design PoS (2c) To design and make images and artefacts; (4c) To consider the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Lesson 2: All at sea  	QCA Unit 19 'What were the effects of Tudor exploration?' <ul style="list-style-type: none"> To find out about Drake's voyage around the world. To apply understanding of chronology. To infer reasons why the voyage took place. 	<ul style="list-style-type: none"> Considered the way that the past is represented. Looked at the lives of other people and societies. The reasons for, and the difference between, invasion and settlement. 	Geography PoS (2c) To use atlases and globes, and maps and plans at a range of scales; (3b) To learn about the location of places and environments they study and other significant places and environments.
Lesson 3: Recording artefacts 	QCA Unit 16 'How can we find out about the Indus Valley civilisation?' <ul style="list-style-type: none"> To use pictures of artefacts to find out about a particular aspect of life in Mohenjo-Daro. To answer a historical question in an organised and structured way. 	<ul style="list-style-type: none"> How to use artefacts to ask and answer historical questions. The convention of AD and BC dates. 	English NLS Term 1 T17: To write a non-chronological report.
Lesson 4: It's Greek to me 	QCA Unit 15 'How do we use ancient Greek ideas today?' <ul style="list-style-type: none"> To know that many English words have Greek origins. To identify some of the words, prefixes, suffixes and letter strings that indicate a word has Greek origins. 	<ul style="list-style-type: none"> When the ancient Greek civilisation flourished. That the Ancient Greeks spoke a different language and used a different alphabet from us. 	English NLS Term 3 W5: To invent words using known roots.