

# **MANCHESTER UNITED MUSEUM & TOUR**

## **EDUCATION SESSIONS KEY STAGE 2**



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**JOURNALISTIC WRITING:  
MUNICH AIR DISASTER.**



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## Journalistic Writing: The Munich Air Disaster FOLLOW-UP LESSONS

Year group: KS2	Time: 1 hour
Curriculum area: Literacy	Unit of work: Journalistic Writing (lesson 1)
<b>Learning Objective(s):</b> <ul style="list-style-type: none"><li>• Year 4: Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.</li><li>• Year 5: Identify different question types and evaluate their impact on the audience.</li><li>• Year 6: Use a range of oral techniques to present persuasive arguments and engaging narratives.</li></ul>	
<b>Shared Writing</b> <p>Post visit sessions. Link to the Munich Air Disaster exhibition. Find various examples of newspaper reports about the local area etc. Look at the layout, content, language and style. Discuss what makes an effective newspaper article. Create a checklist of features for journalistic writing.</p> <b>Word/Sentence Level Work</b> <p>Children will identify the types of describing words used in the newspaper articles – they are usually very dramatic. Ask them to write down some words which will make the descriptions exciting. Write on whiteboards and share with the class.</p> <b>Main Activity</b> <p>Children will imagine they are a newspaper reporter. They will think about the local news story they've just discussed. What questions would they like to ask the people involved? Children will work in small groups to write down a list of questions: what important information do they need, what would people who are reading the article like to know, how will they ensure they get detailed answers from people? Discuss with the children how to ask open-ended questions e.g. where a one-word answer is not possible. Each group should write around five questions.</p> <b>Plenary</b> <p>Ask one child (someone who obviously understands the issue and is a confident speaker) to sit in the 'hot seat'. They will answer the questions asked by the other children as fully as they can, elaborating on the information they've been given. The rest of the class should make notes on their answers, considering which questions received detailed answers. Which questions were the most effective and why? Discuss.</p>	
<b>NC/NLS references:</b> <p>NLS see above. NC Geography 6a, 6e. NC PSHE 1a, 2a.</p>	<b>Cross-curricular links:</b> <p>Geography – What's in the news? PSHE/Citizenship – community etc.</p>
<b>Assessment against the learning objective(s):</b>	<b>Notes to inform future planning:</b>



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## Journalistic Writing: The Munich Air Disaster FOLLOW-UP LESSONS

Year group: KS2	Time: 1 hour
Curriculum area: Literacy	Unit of work: Journalistic Writing (lesson 2)
<b>Learning Objective(s):</b> <ul style="list-style-type: none"><li>• Year 4: Develop and refine ideas in writing using planning and problem-solving strategies.</li><li>• Year 5: Make notes on and use evidence from across a text to explain events or ideas.</li><li>• Year 6: Use varied structures to shape and organise texts coherently.</li></ul>	
<b>Shared Writing</b> <p>Link to the Munich Air Disaster exhibition. Use children's notes and ideas from the discussion session previously.</p> <p>Together, begin writing a newspaper report for this issue. Take the children's ideas and expand/improve on them together. Teacher to demonstrate the appropriate way to include quotes from various sources. Children should note down on whiteboards their ideas for possible quotes to include.</p> <b>Word/Sentence Level Work</b> <p>Show children how to make bullet point notes of their ideas. Show that although the events took place in order, newspaper reports often highlight the main points at the beginning to grab the reader's attention. Children will make notes of the main points from the shared story on whiteboards and show to the teacher – teacher to check that the children understand what they are doing.</p> <b>Main Activity</b> <p>Review with children the key points from their trip to the museum – the Munich air disaster exhibition. In pairs or small groups, children should note down all the main points they can remember about the build-up to the accident, the accident itself and the aftermath. Older children should also note down ideas for some of the quotes they would like to use.</p> <b>Plenary</b> <p>After the note-making session, children will feed back their ideas to the rest of the class. They should add to their ideas if someone else has made improvements</p>	
<b>NC/NLS references:</b> <p>NLS see above. NC: Citizenship 2e. History 5c, 7.</p>	<b>Cross-curricular links:</b> <p>Citizenship – community. History – modern local history.</p>
<b>Assessment against the learning objective(s):</b>	<b>Notes to inform future planning:</b>



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## Journalistic Writing: The Munich Air Disaster FOLLOW-UP LESSONS

<b>Year group:</b> KS2	<b>Time:</b> 3 hours
<b>Curriculum area:</b> Literacy	<b>Unit of work:</b> Journalistic Writing (lessons 3-6)

### **Learning Objective(s):**

Year 4: Organise texts into paragraphs to distinguish between different information, events or processes.

Year 5: Adapt non-narrative forms and styles to write fiction or factual texts, including poems.

Year 6: Integrate words, images and sounds imaginatively for different purposes.

### **Shared Writing**

Link to the Munich Air Disaster exhibition. Read the quotes from the players, officials and press (from walls of exhibition). Discuss how the people involved must have felt at the time. Make brief notes to create a timeline of the main events.

Look at other examples of journalistic writing, pointing out the way quotes are included within paragraphs (where age appropriate).

### **Word/Sentence Level Work**

Ask children to imagine that they are a relative of a person on board – write down words and phrases to describe how they would be feeling at the time. Review what similes and metaphors are and the difference between them. As a class, write similes and metaphors to describe the person's thoughts and feelings.

### **Main Activity**

Children will use the notes and ideas from the shared session to create a newspaper report about the Munich air disaster.

Younger children may need more lengthy input to remind them of the features of journalistic writing. They should include quotes (the ones taken from the exhibition) and detailed descriptions of the events. They should also ensure they use some of the similes and metaphors discussed (or their own if they can think of any). Structure in two columns like a newspaper.

Ensure the events are described in the appropriate order, with coverage given to various aspects of the impact of the disaster e.g. the families, the victims and survivors, the club. Specify detail as age appropriate.

### **Plenary**

Children to read out some of their newspaper reports – discuss what has been done particularly well with them. As a class, make suggestions for improvements to the work. Self evaluate.

### **NC/NLS references:**

NLS see above.

NC History 5c, 7.

NC Citizenship 2e.

### **Cross-curricular links:**

History – What's in the news?

Citizenship – community etc.

### **Assessment against the learning objective(s):**

### **Notes to inform future planning:**

**Huddersfield 4/6    Dewsbury 5/9**  
**Batley 5/9    Morley 6/-    Leeds 6/6**  
**Selby 9/3    Hull 12/9**

**Sunday, 23rd February**

MANCHESTER Exchange depart 10.27 am

LIGHT REFRESHMENTS AVAILABLE

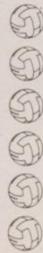
**Wolverhampton 10/3    Dudley Port 11/-**  
**Birmingham 11/6    Coventry 13/9**  
**Kenilworth 13/9    Leamington Spa 14/3**

**Sunday, 23rd February**

MANCHESTER London Road depart 9.25 am

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<p><b>Next Home Match</b> 1st DIVISION <b>United v</b> <b>NOTTS. FOREST</b> 22 Feb. Kick-off 3.0 pm</p>	<p><b>Shirts Red</b></p> <p>..... 2 ..... 4 ..... 8</p>	<p><b>Manchester United</b></p> <p>..... 3 ..... 6 ..... 10</p>	<p><b>Knickers White</b></p> <p>..... 11 ..... 11</p>	<p><b>Youth International Match</b> <b>ENGLAND v</b> <b>GERMANY</b> Wednesday, 12 March Kick-off 7.30 pm</p>
<p><b>Referee:</b> A. Bond, London Kick-off 7.30 pm</p>	<p><b>L</b> <b>FINNEY</b> 11 <b>O'DONNELL</b> 6 <b>JOHNSON</b> 3</p>	<p><b>Football Green Please!</b></p> <p><b>SHINER</b> 9 <b>SWAN</b> 8 <b>RYALLS</b> 7</p>	<p><b>Linesmen:</b> F. Wain, Bakewell Red Flag F. P. Clarke, Coventry Yellow Flag</p>	<p><b>Team changes will be indicated by loudspeaker</b></p>
<p><b>Shirts Blue and White Stripes</b></p> <p>..... 1 ..... 2 ..... 4 ..... 6 ..... 8</p>	<p><b>Manchester United</b></p> <p>..... 1 ..... 2 ..... 4 ..... 6 ..... 8</p>	<p><b>Knickers Black</b></p> <p>..... 1 ..... 2 ..... 4 ..... 6 ..... 8</p>	<p><b>Team changes will be indicated by loudspeaker</b></p>	<p><b>Referee:</b> A. Bond, London Kick-off 7.30 pm</p>
<p><b>RYALLS</b> 7 <b>SHEFFIELD WEDNESDAY</b></p>	<p><b>FINNEY</b> 11 <b>O'DONNELL</b> 6 <b>JOHNSON</b> 3</p>	<p><b>SHINER</b> 9 <b>SWAN</b> 8 <b>RYALLS</b> 7</p>	<p><b>Linesmen:</b> F. Wain, Bakewell Red Flag F. P. Clarke, Coventry Yellow Flag</p>	<p><b>Team changes will be indicated by loudspeaker</b></p>
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