



Documentary

Library Documentary

Introduction

Documentary filmmaking can be an empowering experience for children if they feel they are genuinely the filmmakers. Encourage the children you are working with to choose a topic that really interests them and help them identify the sorts of things they might want to find about. When they have decided on their topic, help them focus their ideas into one question that their film will answer.

Aims

To help children understand the way in which documentary film is structured and tells stories.

To help children develop their speaking and listening skills and teach them how to conduct interviews.

To encourage children to use documentary to express ideas that are important to them.

Extra activity idea

- a. Before children make their own films they should watch some documentaries to see how they are structured and identify what techniques the filmmakers use to get their message across.

Downloadable activities:

- b. **Make a documentary**
- c. **Practise your investigative skills**
Tips for questioning and interviewing





Documentary

Curriculum links

Primary Framework

Literacy

Strand 1 Speaking

Most children learn to:

Speak competently and creatively for different purposes and audiences, reflecting on impact and response (b,c)

Yr 4 Offer reasons and evidence for their views, considering alternative opinions (b)

Respond appropriately to the contributions of others in the light of differing viewpoints (b,c)

Use and reflect on some ground rules for sustaining talk and interactions (a,c)

Yr 5 Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language (b)

Yr 6 Use the techniques of dialogic talk to explore ideas, topics or issues (b,c)

Strand 2 Listening and responding

Yr 2 Listen to talk by an adult, remember some specific points and identify what they have learned (c)

Yr 3 Identify the presentational features used to communicate the main points in a broadcast (a)

Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus (a)





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National Curriculum

KS1 PSHE and Citizenship

- 1a** to recognise what they like and dislike, what is fair and unfair, and what is right and wrong (a,b)
- 1b** to share their opinions on things that matter to them and explain their views (b,c)
- 2a** to take part in discussions with one other person and the whole class (c)
- 2b** to take part in a simple debate about topical issues (b,c)
- 5c** take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as “where our food and raw materials for industry come from”] (b,c)

KS2 PSHE and Citizenship

- 1a** to talk and write about their opinions, and explain their views, on issues that affect themselves and society (b,c)
- 2a** to research, discuss and debate topical issues, problems and events (b,c)
- 2k** to explore how the media present information (a)
- 5e** meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers] (b,c)
- 5g** consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment] (b,c)

Cineliteracy

Stage 3 Outcomes

Explain how meaning is created through editing of image and sound (b)

