

Entry Point: Dilemma/Question/Spark

Use google earth/digimaps to guess places in our local area and UK (switch to street view to see if right)

Impact (Assessment Criteria/NC Objectives)

Post Task – Interpret map to write a letter back to Edward Tulane using geographical language.

NC: Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

-Describe and understand key aspects of physical/human geog.

Begin to identify features on aerial photos

-Name & locate countries and cities of UK, geographical regions & identify some H & P characteristics, key topographical features and land-use patterns.

- Use maps, atlases and digital computer mapping to locate countries and describe features studied.

-use 8 points compass.

Progression of skills

- Review KS1 objectives baseline: Name and locate the four countries and capital cities of the UK and its surrounding seas.

- Name and locate a wider range of places in their locality, the UK and wider world.

- Name and locate some places in the wider Bromborough area.

- Use a range of sources including digital maps, atlases and satellite images to research geographical information.

- Use letter/number coordinates to locate point on map.(Atlas)

- Identify features on aerial photos of Bromborough.

- Observe, record and name geographical features in their local environment.

- Use 4 points of compass to follow / give directions.

- Use maps and symbols to identify and locate places within school.

- Communicate geographical information through a range of methods.

Raeburn Citizenship Links

Respect - Respecting our local area (focus on litter and respecting our surroundings)

respect property and ensuring children look after their new classroom

Kindness - Encouraging Kindness by thinking about how lucky we are to live in such a nice place, recognising kindness from different people and feeling gratitude for the things we have

Curiosity - Children ask qs about local area and fill out KWL grid at beginning of Science topic

Responsibility - Ownership of classroom rules

Resilience - Introduce concept of learning pit and remove fear of making mistakes

Positivity - Using Tulane's story to feel grateful for family / home / nice things

Tier 2

Tier 3

symbols, human, physical, urban, rural, county, country, continent, key, surface, force, push, pull, source, reflect, shadow

OS, peninsula, transport, landmarks, population, trade, friction, ray, opaque, translucent, transparent

Year 3 - Autumn 1
Key curriculum driver: Geography
"A Special Place"

Texts across the curriculum

Leon & The Place Between, The Magic Box poem

Intent (Knowledge/NC Links)

- 1.What do you know about Bromborough and the surrounding area?
2. What do we know about the UK? (cities)
- 3.Can we use compass directions to help us find and describe places?
4. How do we use an atlas to find places in the UK?
5. What are the human and physical features of our area?
6. Can you draw a sketch map for our classroom?
7. Can you read an OS map in order to describe a place?



Wider Curriculum Objectives.

Art - Sketching (line, tone, texture and shading)

Science- Light (Aut 1)

-recognise that they need light in order to see things and that dark is the absence of light

-notice that light is reflected from surfaces

-recognise that light from the sun can be dangerous and that there are ways to protect their eyes

-recognise that shadows are formed when the light from a source is blocked by an opaque object

-find patterns in the way that the size of shadows change

Computing- Connecting computers (see separate scheme)

PE - Basketball/ Gymnastics

PSHE: SCARF: Relationships (Rules and their purpose

Cooperation, Friendship (including respectful relationships), Coping with loss.

RE - Making sense of life's experiences

)
Music - Musical minds - (AUTUMN TERM - contrasts, intro to musical terms)

MFL - Spanish- Meet and Greet (see Raeburn planning)

Implementation (including cross-curricular links and enrichment activities)

POTENTIAL LOCAL LINKS AND ENRICHMENT

Mapwork looking at local area on Google maps and Digimaps

GOLDEN THREADS (N/A)

LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS

1. Intro to topic looking at our local area. Show digital map and record geographical information we know. Self assess vocab we know at start of topic.
2. Use an atlas and a digital map to locate major cities in UK
3. Introduce 8 points of a compass. Follow and use directions to locate and describe different places.
4. Teach atlas skills to find specific locations. How to use atlas index and co-ordinates and recognise places on a map.
5. Intro term landmark what types? Human physical - identify features in given photographs.
- 6 Use google maps to revise idea of aerial / plan view. Create collaborative map of playground/classroom (depending on understanding and prior experience of maps). Discuss scale and orientation using compass directions. Create suitable key for map.
7. Use standard OS map symbols to understand a place.

Entry Point: Dilemma/Question/Spark
Trip to the Dewa Museum in Chester, walk around Chester Walls
Impact (Assessment Criteria/NC Objectives) Post Task – Roman Empire Questionnaire
To develop a chronological knowledge of World and British History To note connections, contrasts and trends over time To develop the appropriate use of historical terms. To devise historically valid questions about change, cause, similarity and difference, and significance To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources. Make observations about places and features that change over time. Name and locate a wider range of places in their locality, the UK

Raeburn Citizenship Links	
Respect- Showing respect on school trip when visiting museum and interacting with museum staff. Kindness - Recognise how invasion can be a violent act and empathise with those invaded. Curiosity - to formulate questions and carry out research on Romans theme. Resilience- how the Celts resisted Roman invasion, led by Boudicca. How the Romans showed resilience travelling to, invading and settling in Britain. Responsibility - representing school when on trip, setting right example with behaviour. Positivity - Recognising the positive improvements the Romans made to UK.	
Tier 2	Tier 3
Impact, Trade, Invade, Resources, supply, textiles.trade, invasion, resources, control, achievement, impact, slavery, guardian, rebel, loyalty, sources, revolt, equality.	Empire, Kingdom, republic, settlement, concurrent, campaign, innovation, multicultural, polytheism, monotheistic, altar
Year 3 Autumn 2 Key curriculum driver: History: The Roman Empire didn't really have that much impact on Britain, did it?	

Texts across the curriculum
Escape from Pompeii.
Intent (Knowledge/NC Links)
The Roman Empire didn't really have that much impact on Britain, did it? 1) What is an 'empire'? 2) Who were the Romans and when did they exist? 3) When did Britain become a part of the Roman Empire? 4) What impact did Roman achievements have on Britain? 5) How did the Roman Empire impact society in Britain? 6) How did beliefs within the Roman Empire impact Britain? 7) Were the native people happy with the Roman Empire?

<u>Wider Curriculum Objectives</u>	Implementation (including cross-curricular links and enrichment activities)	
<p>Science- Forces -compare how things move on different surfaces (friction) -notice that some forces need contact between 2 objects</p> <p>Computing –stop frame animation. (see separate scheme)</p> <p>PE- Dance (Romans) / Hockey/Games</p> <p>RE- Words and Beyond</p> <p>MFL - Spanish- Meet and Greet (see Raeburn planning)</p> <p>PSHE - SCARF: Valuing Differences. Recognising and respecting diversity, being respectful and tolerant, My community.</p> <p>DT - Textiles - 2-D shape to 3-D product (TEXTILES) (see projects on a page planning)</p> <p>Art- Print making and mosaics (Romans)</p>	<p>POTENTIAL LOCAL LINKS AND ENRICHMENT Trip to Roman museum in Chester and march with Roman centurion.</p> <p>GOLDEN THREADS Beliefs - How the Roman religious beliefs impacted Britain Innovation - The innovations and achievements of the Romans and the lasting impact this had on Britain. Social Structure - recognition of what an empire is, implications of invading a country, treatment of different groups of people (women) , who was in charge during that time?</p>	<p>LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS As Raeburn historians, we're</p> <ol style="list-style-type: none"> LO: Identify key features of an empire LO: Place Roman and Romano British history into a chronological context LO: To identify the main events of Roman Britain LO: To understand the achievements of the Romans and the impact that they had on Britain LO: To identify the multicultural element of the Roman Empire in Britain LO: To understand the religious beliefs of the Romans and their impact on Britain LO: To understand that primary sources need careful analysis and that they can contradict each other Post-Task assessment <p><u>As Raeburn Geographers, we're</u> Name and locate Roman counties and cities of the UK (locating Roman cities) Use maps and atlases to recognise Roman cities and Roman empire. Where did the Romans come from? Where did they invade? How did they travel across Europe?</p>

Entry Point: Dilemma/Question/Spark
History Guy visit - Day's workshop

Impact (Assessment Criteria/NC Objectives)

All children will be able to identify the struggles of Britain after Roman occupation.
All children will be able to place AS and V Britain into a wider chronological context
All children will be able to compare and contrast the characteristics of 2 types of people from history
All children will be able to identify the fractious relationship between Anglo-Saxons and Vikings in Britain
All children will be able to identify the main features of the relationship between the AS and V
All children will be able to compare and contrast achievements of different groups and assess their national and international impact
All Children will be able to explain the continuity and change in British society during this time period
All children will be able to identify the types of food available to AS and V and understand V exploration
identify the continuity and change to houses in Britain over a period of time
All children will be able to identify the types of food available to AS and V and understand V exploration
All children will be able to identify the change in religious beliefs throughout Anglo-Saxon England
All children will be able to understand how our knowledge of the past is constructed from a range of sources
All children will learn about how the Vikings impacted the Wirral
All children will be able to Provide a reasoned response to an historical statement

Raeburn Citizenship Links

Respect- Viking and Anglo Saxon religion and beliefs
Kindness - Recognising how Hiccup cares for dragons
Curiosity-Fill out KWL grid to promote questioning
Responsibility- Caring for a pet using Hiccup's care for Toothless
Resilience- Viking invasions and travel
Positivity- Look at how Hiccup changes the Vikings' views on dragons and gets others to see them in a more positive light

Tier 2	Tier 3
Occupation, Invade, Defend, Impact, Achievement, Innovation, Society Structure, Belief, Vicious, Impact, relationship, Invasion, religion, artefacts, society, settlement, kingdom, tribe, culture, beliefs, chronology, conquest, migration, archaeology, artefacts, raids	Legacy, Settlement, Hierarchy Paganism, Shire, Fragile, Empire, Scandinavia, AD Vikings, Norse, longboat, mythology, runes, Pagan, thorp, thwaite, toft, keld, ness, by, kirk, imported, jarls, Karls, thralls, peasantry, parliament

Year 3 Spring
Key curriculum driver: History: Anglo-Saxons and Vikings:
Were the Anglo-Saxons and Vikings the same people and nothing but 'Vicious Invaders'?

"Amazing Journeys"

Texts across the curriculum

The Amazing Journey of Edward Tulane
How To Train Your Dragon, Viking Boy

Intent (Knowledge/NC Links)

Pupils will be taught about: Britain's settlement by Anglo-Saxons and Scots
Who took control of Britain after the Romans left around 410AD?
Where do Anglo-Saxon and Viking Britain periods of rule fit into a coherent chronological framework?
What did Anglo-Saxon and Scot settlement look like?
Which groups invaded Britain after the Roman occupation and why?
What was the relationship like between the Anglo-Saxons and Vikings?
What did they achieve?
What were their social structures like?
How did housing from Roman Britain through to Viking Britain change?
What types of food were available to AS and V and V exploration?
What was Anglo-Saxon religion like and how did it change?
How can we use artefacts to help us learn about the past?
How did the Vikings impact our local area?
Where did the Vikings come from and why did they invade Britain? Where did they settle? (MAPWORK) relate to Wirral.

Wider Curriculum Objectives

Science- MAGNETS (Spring 1)
notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
-observe how magnets attract or repel each other and attract some materials and not others
-compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
-describe magnets as having 2 poles
-predict whether 2 magnets will attract or repel each other, depending on which poles are facing
Sound (Spring 2)
-identify how sounds are made, associating some of them with something vibrating
-recognise that vibrations from sounds travel through a medium to the ear
-find patterns between the pitch of a sound and features of the object that produced it
-find patterns between the volume of a sound and the strength of the vibrations that produced it
recognise sounds get fainter as the distance from the sound source increases
MUSIC - Musical Minds - Pulse and rhythm
PE- Yoga / Invasion Games
RE-Continuity, changes and diversity and The Big Picture
PSHE- SCARF (Scheme)
MFL - Spanish- My Body! (see Raeburn planning)
Computing - Desktop Publishing and sequencing Sounds (see separate scheme)
DT - Shell structures (Projects on a Page)
Art- Painting (colour mixing/light and tone. Shape, texture, patterns, lines. textures.

POTENTIAL LOCAL LINKS AND ENRICHMENT
History Guy visit- Anglo Saxon and Viking workshop day for entry point.
Look at impact of Vikings on the local area (WIRRAL)
GOLDEN THREADS
We will learn about the Beliefs of the AS and V people (Beliefs)
We will learn how the beliefs of the different groups impacted on their relationship (Beliefs)
We will learn that religion changes in certain time periods (Beliefs)
We will learn what the innovations were of the Anglo-Saxons and Vikings (Innovations)
We will learn about tools and devices from the time period (Innovations)
We will learn about how housing from Roman Britain through to Viking Britain changed.
We will learn about the types of food were available to AS and V and V exploration?
We will learn that the AS and V had different hierarchies (Social Structure)

LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS

Write to Hengist and Horsa asking them to come and help defend Britain against the attackers. (give reasons as to why they needed help)
Find out who caused problems for who and in which order?
Compare the AS and Vikings.
Pretend to be Alfred the Great and be interviewed about the Great Heathen Army and his resistance to them to find out about the relationship between AS and Vikings.
Look at the national and local achievements of the Vikings and Anglo-Saxons.
Identify the structure of the societies and compare to today.
Compare Viking and Roman houses.
Compare food eaten by Romans and Vikings. Where did the V get food from (explorers)?
Secret Agent Monk Force- tasked with bringing Christianity to the Anglo-Saxons!
Choose the most useful/ interesting innovation of the time.
Label a map of Wirral with Viking place names.
Post task- were the Anglo-Saxons and Vikings the same?

To Name and locate a wider range of places in our locality, the UK and the wider world.

Entry Point: Dilemma/Question/Spark

Trip to West Kirby/Hilbre Island to 'get to know' and 'get a feel' for the area

Impact (Assessment Criteria/NC Objectives)

Post Task –create a poster or presentation showing what they have learned about Hilbre Island and West Kirby

Identify similarities and differences between given periods in history
Use a range of sources to find out about a period for research to answer questions
Describe and understand key aspects of types of settlement and land use
Name and locate key topographical features ie. coasts and rivers and land-use patterns; and understand how some of these aspects have changed over time
Begin to identify features on aerial photos
Analyse evidence and begin to draw conclusions. E.g comparisons between 2 locations using photos/temp/pictures
Begin to understand the concept of change over time, representing this, along with evidence, on a timeline
Identify at least 2 ways we gather information (maps, photographs)

Raeburn Citizenship Links

Respect- treating our local area with respect, how we can protect our area
Kindness- being kind to our planet
Curiosity- finding out about our local area and exploring our past
Responsibility- looking after our local area and looking at ways to reduce erosion
Resilience- looking at the resilience of the island from years of erosion and ways of defence to keep the island going
Positivity- Developing pride for Wirral and recognising the beauty that surrounds our area

Tier 2

settlement, prehistoric, coast, river, tides, aerial, island, century, human and physical features

Tier 3

Norse, Viking, Victorian, Hilbre, Little Eye, Middle Eye, land use, residential, business

Year 3 Summer 1

**Key curriculum driver: History & Geography:
“Wonderful Wirral: Hilbre Island and West Kirby”**

Texts across the curriculum

The Secret of Black Rock by Joe Todd-Stanton
Friends of Hilbre, www.deeestuary.co.uk Wirral County Park – 0151 648 4371 www.wirral.gov.uk Tidal times Google maps Island of the Blue Dolphin Class Text

Intent (Knowledge/NC Links)

A local history (and geography) study

Where is Hilbre and West Kirby on the Wirral?
What is this location like?
What are the human and physical features of Hilbre and West Kirby?
How has West Kirby changed and stayed the same over time?
What different people have been to Hilbre Island and why?



Wider Curriculum Objectives

Science - Plants. - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Computing- branching databases (see separate scheme)
PE - Swimming - swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations,
Athletics- use running, jumping, throwing and catching in isolation and in combination
RE- A Good Life (Ethics and Relationships)
MFL - Spanish-ITime to eat. (see raeburn planing)
MUSIC - Musical Minds (Instrument)
PSHE- SCARF: Being my Best (Keeping myself healthy and well, Celebrating and developing my skills, Developing empathy)

Implementation (including cross-curricular links and enrichment activities)

POTENTIAL LOCAL LINKS AND ENRICHMENT

Fact: West Kirby itself has a history which predates the Roman invasion circa 2000 AD.
West Kirby has a long history. Its place name, kirkyby – ‘church settlement’, is Norse in origin, dating from the early tenth century when the village formed part of the important ‘Viking’ enclave of North Wirral.
Walk to Hilbre island, recognise features and see how the island has eroded

GOLDEN THREADS

Beliefs - Understand why we should work to protect Hilbre
Innovation - Look at how area has changed and towns and villages grow over time
Social Structure - Recognise differences between affluent area and different Wirral areas

LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS

As Geographers we are

LO: Learning to find a location on a map and explore its physical features

Pick out key features of Hilbre and surrounding West Kirby

LO: Learning to identify human and physical features

Look at photos and Recognise human and physical features of Hilbre and West Kirby.

LO: Investigating how West Kirby has changed over time

Explore old photographs from the area and compare with new ones- make notes of differences and recognise things still the same

LO: Research the history of Hilbre Island

(https://www.hilbreisland.info/about-4) and find out about the pre-historic, Stone Age, Roman, Saxon, Viking and Victorian history! Order settlers chronologically on a timeline

TRIP

Follow in the footsteps of people in the Stone Age, Romans, monks, pilgrims and smugglers and walk to Hilbre Island

Entry Point: Dilemma/Question/Spark

What's special about the Sumatran tiger?
Trip to Chester Zoo- Conservation area

Impact (Assessment Criteria/NC Objectives)
Post Task - Sumatra and the tiger assessment

Locate the world's countries using maps
Begin to ask and answer more searching geographical questions when investigating places, people and environments.
Express opinions on geographical issues studied including environmental ones.
Recognise how people can affect environments both positively and negatively.

Raeburn Citizenship Links

Respect- Respecting all living things and caring for them to ensure their survival
Kindness-Empathising with lives and feelings of an animal
Curiosity-Asking questions to find out more about tigers and their habitats
Responsibility - Understanding our role in the conservation of different species, and children's ongoing job to protect our world.
Resilience- how has the tiger adapted and coped with threats to its habitat?
Positivity - what we can do to help the Sumatran tiger?

Tier 2

Tier 3

continent, species, compare contrast, environment, solitary, nocturnal, ambush, agricultural, poaching, tropical, extinct, endangered, rainforest

Deforestation, conservation, nutrition, diet, poachers subspecies, habitat

KS2 Summer 2
Key curriculum driver: Geography
"The Tigers of Sumatra"

Texts across the curriculum

Fiction - Walking With My Iguana poem
The Wild Robot (continued)

Intent (Knowledge/NC Links)

Where is Sumatra?
What is the habitat of the tiger like? (physical features)
What can we learn about tigers? (English non-chron report)
Should tigers be kept in zoos? (English balanced argument)
Why is the Sumatran tiger endangered? (deforestation / hunting)
Why are tigers hunted and caught?
What can we do to help the Sumatran tiger?



Wider Curriculum Objectives

Art - replicate some of the techniques used by notable artists. Look at and talk about the work of artists (Rousseau) Collage
Science - Animals Including humans -
Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement
Computing- Events and actions in programs (see separate scheme)
PE- play competitive games, modified where appropriate (rounders and tennis), and apply basic principles suitable for attacking and defending
RE- Influence, community, culture and power (Community and Global Issues)
D&T- Healthy and Varied diet - Subway Sandwiches (Projects on an Page)
PSHE - SCARF: Growing and Changing (Relationships, Changing bodies and puberty. Keeping safe. Safe and unsafe secrets)
MFL- Spanish. Time to Eat (see Raeburn planning)

Implementation (including cross-curricular links and enrichment activities)

POTENTIAL LOCAL LINKS AND ENRICHMENT

Chester Zoo - family of Sumatran tigers Triplet tigers born this Year
Potential trip to learn about tigers there?

GOLDEN THREADS (N/A)

LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS

LO: To locate Sumatra and surrounding countries
Children use a range of maps / printed / electronic to identify and label Sumatra
LO: To recognise physical features of a location
Children add a key to a map and write a description of the habitat of the Sumatran tiger.
LO: To create a factfile about the Sumatran tiger
Children research information about the tiger and create their own non-fiction piece of writing (within English planning)
LO: To understand why tigers are endangered (deforestation)
Children identify the different reasons why the tiger is under threat
LO: To recognise what can be done to save the tiger
Children research issues and express their own views to make a persuasive poster