

Lead subjects:

Geography
History

Geography Key Vocabulary:

County – a territorial division of a country

Ordnance Survey – an organisation that prepares large-scale detailed maps

Measurement – the size, length, or amount of something, as established by measuring

Locality – an area or neighbourhood

Neighbourhood – a district or community within a town or city

Compass – an instrument containing a magnetised point which show the direction of magnetic north

Geography Key Skills: Locational and Place Knowledge:

- Name and locate counties and cities of the United Kingdom

Mapping:

- Use a wide range of maps and digital/computer mapping to locate and describe features studied.
- Use the eight points of a compass and recognise standard OS symbols to build knowledge

Fieldwork:

- Observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans and graph and digital technologies.

English:

The Tin Forest by Helen Ward
– innovation of this modern fable

Biographies – selecting a local person to write about



There's No Place Like Home



Visits/Visitors/Experiences:

- Lathom Park Trust (13th September)
- Westhead Church with talks from Rev. John Sephton and Jean Dutton (18th September)

History Key Vocabulary:

Chronological – a record of events following the order in which they occurred

Expansion – the action of becoming larger or more extensive

Significance – the quality of being worthy of attention

Residential – designed for people to live in

Enquiry – an act of asking for information

Settlement – a place where people establish a community

History Key Skills:

Chronology:

- Make links between and across periods.

Events, People and Changes:

- Understand expansion and changes in the local area.

Communication:

- Construct informed responses involving thoughtful selection and organisation of relevant historical information and vocabulary.

Enquiry and Interpretation:

- Devise historically valid questions about change.
- Understand methods of historical enquiry
- Use sources as a base for research.
- Identify different ways the past can be represented.

- Where do I live?
- Where is our local area and what is in it?
- Which are natural features and what has been built by people?
- What did our local area look like in the past at different times?

Science: Light

- To recognise we need light to see things
- How are shadows formed? - recognise that shadows are formed when the light from a light source is blocked by a solid object – *making a shadow puppet show of 'The Tin Forest'*
- How can we make shadows bigger? – working scientifically to investigate changing the position of the object from the light source (looking for patterns).
- How does light travel? - notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous.

Art: John Constable

- Landscape artist study.
- Improving design techniques by drawing their own landscapes of Westhead.
- Record observations about artwork and their own sketches to review and revisit ideas for a final piece
- Who was John Constable?
- Can we replicate some of his work?
- Can we create our own versions from our own landscape?

Computing: IT

- Digital photographs, video and animation
- Select use and combine a variety of software on a digital device to design and create content that accomplish given goals – use iMovie to give a 'tour' of Eager Beavers.
 - What makes a good image? – discuss and evaluate the quality of captured images.
 - What do I need to include in my tour? – understand that planning is a vital part of the design process
 - How can I create a video? – using basic tools in a software package to change images according to purpose
 - Import music, stills or video into video editing software for a specific project.
 - How can I improve? – evaluation is a vital part of the design process.

Spanish:

- What's in our classroom?
- What's in my pencil case?
- What do you learn at school?
- Listen to spoken language and show understanding by listening and responding.
- Read and show understanding of words.
- Broaden their vocabulary and ability to understand new words.

Maths

- Number and Place Value
- Mental addition and subtraction
- Written addition and subtraction
- Geometry: properties of shapes
- Mental multiplication and division
- Measurement

RE: What rules do we follow?

- **What are rules?** – consider the value and purpose of rules.
- The Ten Commandments – why did God give people rules?
- **How do we show that we love one another?** – “To love one another as I have loved you”.
- Rules as a code for living – people who have chosen to follow God's rules – C.S. Lewis
- **How do rules affect relationships?** – there is always a need for forgiveness in some form. Why?
- Sikhism – the four commandments. Is the four enough?