



Medium Term Unit Planning

Topic Name: - We are Britain

Learning outcome:

Learn about the countries and capitals of the UK. Learn fundamental information, key geographical vocabulary and important skills such as using maps, atlases and globes. Learn through a series of creative activities such as puppet show presentations, take an imaginary trip to three seaside destinations and learn about British castles following our trip to Warwick Castle. We celebrate the diversity of all the children.

Hook

Mozz and Pritch the raindrop! Follow the story to take the children through the river journey to kick off 'Rivers and Canals' as our first subtopic.

Topic Showcase (e.g. display, museum, performance, presentation)

Trip to Warwick Castle with a display based on this and work completed at school.

Oracy:

Using the story of the raindrop to explain the water cycle. The chance to create a puppet show and act this out in Forest School.

Key Vocabulary:

carnivores, herbivores, omnivores, objects, destination, materials, texture, recently, years, decades, pollution, summit, sculpting, symbols, architecture, drawbridge, battlements, arrow and gun loops.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

The Adventures of King Arthur
The Knight and the Dragon
The Princess and the Pea
The Bear and the Piano



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Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

We will focus on pollution in the sea that surrounds the United Kingdom. We look at how this affects us, as humans, and at how it affects the sea creatures/habitats.

Experiences/Visits/Visitors

Trip to Warwick Castle

Main Subjects covered:

History

Geography

Design and Technology

Art and Design

Science

History Threshold concepts

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

Geography Threshold Concepts

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Design and Technology Threshold Concepts



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Take inspiration from design throughout history

This concept involves appreciating the design process that has influenced the products we use in everyday life.

Master practical skills

This concept involves developing the skills needed to make high quality products.

Art and Design Threshold Concepts

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Science Threshold Concepts

Understand animals and humans

This concept involves becoming familiar with different types of animals, humans and the life processes they share.

Notes:

The Mozz and Pritch the raindrop story covered in Literacy feeds into the following topic lessons to begin with. We are Britain is a big topic that will likely cover two half terms in school. Within this topic, we will introduce the subtopics as we go, kicking it off with 'Rivers and Canals'.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
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Rivers and Canals

Carry out an investigation to find out how rivers begin and develop. Journey down a river, create rivers and canals and discover the differences. Track animals and create your own animal evidence. Discover the significance of rivers and canals.



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<p>1. I can show the water cycle and follow the journey of a river.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Follow the journey of the raindrop through the story of Mozz and Pritch. Discuss the key terms of rivers as we go. The children then use classroom equipment and junk to recreate the river cycle. They need to make sure that their model includes all the features discussed in the story.</p>
<p>2. I can use a range of materials to create a boat that can float.</p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Recap the story of Mozz and Pritch. See which key words the children can remember. Go through the boards looking at a variety of canal boats. Discuss the human/physical differences between rivers and canals. Look at craft examples of canal boats. Children then create their own boats using the materials available.</p>

Seaside's in the Past

Find out about seaside towns in each of the four countries of the UK and study the history of the seaside holiday. Learn about the coming of the railways and the start of the seaside holiday. Study the life in rock pools and coastal environments. Finish with group puppet show presentations about one of the seaside towns you have studied.



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<p>1. I can understand what people used to do for entertainment at the seaside in the past.</p>	<p>Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.</p> <p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Set up the classroom to look like a train. Give children their tickets, which will come in handy when the train moves off. Stamp the first destination, Ramsgate. Throughout the train journey, the children will learn about what children did in the past for entertainment in Ramsgate – Puppet shows! When the children arrive at their destination, they will need to make a spoon/fork puppet and create a script in a small group.</p>
<p>2. I can understand what people used to do for entertainment at the seaside in the past.</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Describe historical events.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and</p>	<p><i>For Forest School this week, take the puppets down and record their puppet shows. QR codes could be created to view them from their topic books.</i></p> <p>Set up the classroom to look like a train again. Make sure the children have tickets ready for boarding. The children board the train and get their tickets stamped for their second destination, Blackpool. On the journey, go through the boards with information about the destination. Focus on the Blackpool illuminations. When the children get there, explain that there is a</p>



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	<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>	<p>centuries to describe the passing of time.</p> <p>Respond to ideas and starting points.</p> <p>Explore different methods and materials as ideas develop.</p>	<p>competition being held asking new illuminations. Use bright paints and black sugar paper to create new illuminations.</p>
<p>3. I can understand what people used to do for entertainment at the seaside in the past.</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Collage Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>Set up the train, again. Stamp the tickets, again. This time, on the train journey, explain that we will be heading to our third destination, Tenby. Here we learn about the rock pools. Show the children videos/pictures of what you can find in rock pools and see if any children have been rock pooling before. Then show a few examples of craft rock pools and tell the children that when they get there, they will be creating their own rockpools to show off everything they have learnt on the train journey.</p>
<p>4. I can understand what people used to do for entertainment at the seaside in the past.</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Guess what... Set up the classroom like a train! This time, we are on our way to... Stonehaven! On the way, learn about the history of fishing at this destination and look at issues with plastic pollution. The children</p>



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	<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Collage Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>will then be creating plastic pollution posters explaining the issues.</p>
<p>Mountains and Hills</p> <p>Take an aerial trip around Great Britain in a hot air balloon and discover the main mountains and major hill summits in each country. Investigate the class's favourite snacks to pack for a hill walk or mountain climb. Design and create summit sculptures and make a brochure using art and writing skills. Leave the classroom for a 'climb', singing songs until you reach a 'summit' marked by sculptures. Sit on picnic rugs and enjoy eating your favourite snacks.</p>			
<p>1. I can identify and describe a variety of human and physical features.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p>Fly up high, above Bewdley. Take a look at what you can see on Google Earth. You may be able to see certain icons/symbols appearing. What are symbols when you look at a map? Children then create their own symbols for a map of Bewdley, and add a key to match their symbols.</p>



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	<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop.</p>	
<p>2. I can recognise physical features, hill and mountain summits.</p> <p>I can design a hill or mountain-top marker.</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Sculpture Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Show the children a video of what it would look like to climb Mount Snowdon. Show them a picture of the summit marker when they reach the top. This lesson, they will be sculpting/creating a summit marker to go at the top of a mountain/hill. Show other examples for inspiration.</p>
<p>3. I can understand the geographical location of places and their physical and human features.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Communicate geographically</p>	<p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Devise a simple map; and use and construct basic symbols in</p>	<p>Following the lesson based on the aerial pictures of Bewdley, and the mapwork completed for Mount Snowdon. Encourage the children to find other symbols within the atlas. Find a new symbol, label it, page numbers, grid reference for</p>



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	This concept involves understanding geographical representations, vocabulary and techniques.	a key. Use simple grid references (A1, B1).	that symbol and whether it is a physical or human feature.
<h2>Castles</h2> <p>Discover the castles around the British Isles! Find out about the most splendid castles and their locations around the UK. Capture the range of architecture using different art and craft techniques and conclude by meeting the Duke of Normandy and helping to plan his next castle!</p>			
1. I can use a range of materials creatively to design and make products.	Develop ideas This concept involves understanding how ideas develop through an artistic process.	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	Over the next coming weeks, the children will be going on a trip to Warwick Castle. Take a look at some castle designs and discuss the features (drawbridge, battlements, arrow and gun loops etc.) Tell the children that they will be creating a castle of their own over the next week. They must include these features. Provide the children with a planning sheet which includes a picture, a list of equipment and a list of materials.
2. I can use a range of materials creatively to design and make products.	Develop ideas This concept involves understanding how ideas develop through an artistic process.	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	Look back through the examples of castle built in the past. Look at some examples of craft castles that have been made from a range of materials. Provide the children with the opportunity to look back at their plans. Then the children can begin making their castle.



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	<p>Master practical skills This concept involves developing the skills needed to make high quality products.</p> <p>Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.</p>	<p>Materials Cut materials safely using tools provided.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p>	
<p>School Trip to Warwick Castle. Use the trip as a chance to experience everything we have/will learn about within this sub-topic.</p>			