



# Medium Term Unit Planning

<b>Topic Name:</b> Bewdley	
<b>Learning outcome:</b> The children will use Bewdley as the basis from which to use different types of fieldwork sampling to observe, measure and record the human and physical features of a local area, identifying continuity and change in the history or the locality of BPS. They will collect and analyse statistics on their trip around Bewdley town centre, drawing conclusions about the location. They will research and describe how locations are changing, explaining some of the reasons for change and look into geographical diversity across the world.	
<b>Hook:</b> All about Bewdley QR code hunt around the school.	<b>Topic Showcase (e.g. display, museum, performance, presentation):</b> The children will create a 3D map of Bewdley to present to the Year 1 children, who are also learning about their local area.
<b>Oracy:</b> The children will be presenting their 3D maps of Bewdley to a group of Year 1 children and 'teaching' them all about Bewdley.	<b>Key Vocabulary:</b> Fieldwork, sampling, observe, measure, record, analyse, conclusions, human feature, physical feature, locality, continuity, change, geographical diversity.
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> <ul style="list-style-type: none"> <li>The Worcestershire Historic Towns Survey, The story of Bewdley and Wribbenhall</li> </ul>	
<b>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</b> Supporting the younger children in school to carry out their observations of Bewdley.	



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## **Experiences/Visits/Visitors:**

Children to go on a trip around Bewdley with the Year 1 children as their 'buddies'. They will support Year 1 with their observations (e.g., recording the number of shops) and then they will conduct their own field work.

## **Main subjects covered:**

History

Geography

## **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.

## **Geography threshold concepts:**

### **Investigate places**

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

### **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and I can understand how the world's natural resources are used and transported.

## **Notes:**

This scheme of work will be structured all around the children's local area, Bewdley. The children will become analysts, carrying out fieldwork sampling and analysing statistics to draw their own conclusions about the locality of their school.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. To research the history of the locality of the school.</p>	<p><b>Build an overview of world history</b>            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>Identify continuity and change in the history of the locality of the school.</p>	<p>Through key questioning, assess what the children already know about their local area. Show the children a medieval, post medieval and modern map of Bewdley, discussing key aspects of each. Talk about the key changes of the town, for example, more housing, more commercial buildings/businesses etc. Children to go on a QR code hunt around the school, researching the history of the town. Each new fact corresponds with a puzzle piece, ultimately creating a historic photo of Load Street, Bewdley.</p>



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<p>2. To research the history of the locality of the school.</p>	<p><b>Build an overview of world history</b>          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>Identify continuity and change in the history of the locality of the school.</p>	<p>Children to create an agamograph using photos of old and modern Bewdley, adding facts from the previous lesson's research.</p>
<p>3. To identify the characteristic features of the local area and how these have evolved.</p>	<p><b>Build an overview of world history</b>          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>Identify continuity and change in the history of the locality of the school.</p>	<p>Children introduced to the idea of creating a 3D map of Bewdley to present to the year 1 children, who are also learning about their local area. Children to complete a quick recap quiz of physical and human features (covered in previous topics). Children to work in groups and begin by sketching out a bird's eye view of modern day Bewdley, including the characteristic features of</p>



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			the town, identifying and colour coding whether they are physical or human.
4. To identify the characteristic features of the local area and how these have evolved.	<p><b>Build an overview of world history</b>          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>	Identify continuity and change in the history of the locality of the school.	Children to research at least 8 of the characteristic features on their map of Bewdley to research the history of, making notes as they go.
5. To identify the characteristic features of my local area and how these have evolved.	<p><b>Build an overview of world history</b>          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>	Identify continuity and change in the history of the locality of the school.	Children to start compiling their research to create individual fact cards about the history of Bewdley's characteristic features.
5. To identify the characteristic features of the	<p><b>Build an overview of world history</b></p>	Identify continuity and change in the history of the locality of the school.	Children to start creating 3D version for their maps of modern Bewdley, including



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<p>local area and how these have evolved.</p>	<p>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>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p>the 8 features they created fact cards about. Share with year 1 classes.</p>
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