

Theme	Who am I?
Primary focus	History
Values	Self-belief/Responsibility

Term	Autumn
Duration	9 weeks
Nursery & Reception	All about me
Year 1	Marvellous Me
Year 2	Heroes and Villains
Year 3	Egyptians
Year 4	Dudley Castle and Medieval times
Year 5	The Ancient Greeks
Year 6	The Black Country/ Victorians

'WHO AM I?'

The Big Question

My local area - What industrial and Commercial landmarks and events have shaped our local area?

What are the pupils learning?

- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Know key dates, characters and events of time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- observe, measure and record human and physical features by selecting from a range of methods including accurate sketch maps and plans, surveys, questionnaires and a range of data collection techniques
- Use the index/ contents page of an atlas.
- Independently develop a range of ideas which show curiosity, imagination and originality
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.
- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
- Independently select and effectively use relevant processes in order to create successful and finished work.
- Communicate using line graphs, pie charts and scatter graphs.

What is the overall learning outcome?

Children to create a video advert promoting the black country.

What skills are you teaching? (across 10 weeks of learning)

Wk1	<p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p>	Wk6	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past</p>
Wk2	<p>Use 4 and 6-figure grid references, a range of OS symbols. select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs draw maps with an accurate plan view, use symbols (inc. a range of OS symbols) and a key.</p>	Wk7	<p>Features of biography Features of an auto-biography Analyse biographies</p>
Wk3	<p>Compare beliefs and behaviour with another time studied Confidently use the library and internet for research Recognise primary and secondary sources</p>	Wk8	<p>Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques</p>
Wk4	<p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Know key dates, characters and events of time studied Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions</p>	Wk9	<p>Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document). Multimedia work shows restrained use of effects that help to convey meaning rather than impress. Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document). Abide by school rules for e-safety.</p>
Wk5	<p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p>	Wk10	<p>Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.</p>

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What tasks enable you to achieve this? (across 10 weeks of learning)

Wk1	<p>KWL Grid</p> <p>Front cover</p> <p>Who am I? – Where do I come from in the Black country? What makes the black country? Map work.</p> <p>Provide key vocabulary and word lists</p> <p>Use open questioning, giving pupils time to respond</p> <p>Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media (draw, model, collage), ICT, verbal...</p>	Wk6	<p>Leisure</p> <p>Comparison booklet looking at leisure/games –then and now</p> <p>Use props to encourage pupils to talk more, e.g. telephone, audio recorders, digital camera, digital video camera, iPad</p> <p>Use role play, hot seating, drama activities</p>
Wk2	<p>Timeline – Black Country/Victorian – Events in the black county from the coal mines to merry hill</p> <p>Look at local landmarks and plot them on a map.</p> <p>Use open questioning, giving pupils time to respond</p> <p>Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media (draw, model, collage), ICT, verbal...</p>	Wk7	<p>Autobiography on a famous person from the black country</p> <p>Pair the pupil up with a positive peer role model</p> <p>Give extra time to allow work to be completed or smaller, more 'manageable' tasks.</p>
Wk3	<p>Education – What would lessons look like in Victorian times – make a school timetable – prepare an English and Maths lesson</p> <p>Dairy entry – Day in the life of a Victorian child in a black country school</p> <p>Use open questioning, giving pupils time to respond</p>	Wk8	<p>Art/DT Re-create a local landmark</p> <p>Black country by night picture</p> <p>Pair the pupil up with a positive peer role model</p> <p>Give extra time to allow work to be completed or smaller, more 'manageable' tasks.</p>

Wk4	<p>Industry – research jobs in the black country</p> <p>Look at jobs that children would do</p> <p>Use open questioning, giving pupils time to respond</p> <p>Day in the life of a Victorian child at work</p> <p>Newspaper report on mining disaster</p>	Wk9	<p>Prepare and present a promotional advert for the Black Country</p> <p>Pair the pupil up with a positive peer role model</p> <p>Give extra time to allow work to be completed or smaller, more 'manageable' tasks.</p>
Wk5	<p>Transport – Map of canal system</p> <p>Life on a canal boat</p> <p>Canal boats – Art/Pottery</p> <p>Pair the pupil up with a positive peer role model</p> <p>Give extra time to allow work to be completed or smaller, more 'manageable' tasks.</p>	Wk10	<p>Prepare and present a promotional advert for the Black Country</p> <p>Pair the pupil up with a positive peer role model</p> <p>Give extra time to allow work to be completed or smaller, more 'manageable' tasks.</p>