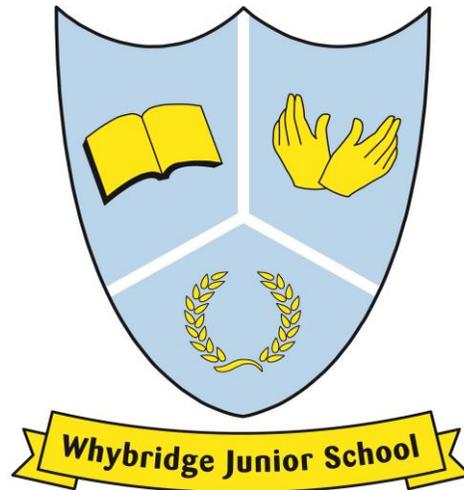
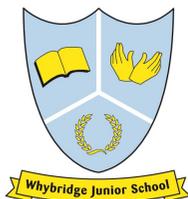


# Whybridge Junior School



## Humanities

# New Curriculum: Planning Document



# LONG TERM PLANNING

## WHYBRIDGE JUNIOR SCHOOL

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEARGROUP:** 3-6

	TERM 1	TERM 2	TERM 3
Year 3	<p style="text-align: center;"><b><u>Ancient Egypt</u></b></p> <p><b>KS2 History:</b> The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society.</p>	<p style="text-align: center;"><b><u>Volcanos, Earthquake and Tsunamis</u></b></p> <p><b>KS2 Geography:</b> pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p style="text-align: center;"><b><u>Stone Age to iron age and European countries</u></b></p> <p><b>KS2 History:</b> Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age.</p> <p><b>KS2 Geography:</b> understand Geography similarities and differences through the study of human and physical geography of a region or area in a European country;</p>
Year 4	<p style="text-align: center;"><b><u>London and River study (London)</u></b></p> <p><b>KS2 Geography:</b> name and locate counties and cities of the United Kingdom, Geography regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>KS2 Geography:</b> Settlements, land use, economic activity including natural resources especially energy and water supplies.</p>	<p style="text-align: center;"><b><u>The Romans</u></b></p> <p><b>KS2 History:</b> The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>- Julius Caesar</li> <li>- Hadrian’s Wall</li> <li>- Boudica</li> </ul> <p>Romanisation of Britain</p>	<p style="text-align: center;"><b><u>Anglo-Saxons</u></b></p> <p><b>KS2 History:</b> Britain’s settlements by Anglo-Saxons and Scots</p> <p>- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</p>

<p><b>Year 5</b></p>	<p style="text-align: center;"><b><u>World War Two</u></b></p> <p><b>KS2 History:</b> A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain.</p>	<p style="text-align: center;"><b><u>Brazil and The Amazon Rainforest</u></b></p> <p><b>KS2 Geography:</b> locate the world's countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.</p> <p><b>KS2 Geography:</b> locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.</p>	<p style="text-align: center;"><b><u>The Vikings</u></b></p> <p><b>KS2 History.</b> The Viking and Anglo-Saxon struggle for the kingdom of England</p> <ul style="list-style-type: none"> <li>- Viking raids</li> <li>- Edward the confessor</li> </ul>
<p><b>Year 6</b></p>	<p style="text-align: center;"><b><u>Ancient Greeks</u></b></p> <p><b>KS2 History:</b> A study of Greek life and achievements and their influence on the western world</p>	<p style="text-align: center;"><b><u>Mayans and then SATs</u></b></p> <p><b>KS2 History. A non-European society that provides contrast with British history</b></p> <ul style="list-style-type: none"> <li>- Mayan civilization around 900AD</li> </ul>	<p style="text-align: center;"><b><u>Mapping skills and fieldwork</u></b></p> <p><b>KS2 Geography:</b> use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>KS2 Geography:</b> Understand the water cycle</p>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEARGROUP:** Year 3 Term 1

AUTUMN 1 and 2	Week	Date & no of lessons	Topic and Learning Challenge	KS2 History: The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society.
	1	Two	<p style="text-align: center;"><b>The achievement of the earliest civilisations</b></p> <p style="text-align: center;"><i>How can we re-discover the wonder of Ancient Egypt?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> Where is Egypt and why do so many people enjoy going on holiday there?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> </ul> <p><b>Literacy Link:</b> LC1 – Opportunities for research about Egypt – its geographical location and its history.</p>
	2	Two	<p style="text-align: center;"><b>The achievement of the earliest civilisations</b></p> <p style="text-align: center;"><i>How can we re-discover the wonder of Ancient Egypt?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC2:</b> What is an archaeologist and how have they helped us find out about the past?</p> <p>Children to research on their own-what have archaeologists found from Egyptian remains?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> </ul>

				<ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> </ul> <p><b>Challenge:</b> Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>
	3	Two	<p><b>The achievement of the earliest civilisations</b></p> <p><i>How can we re-discover the wonder of Ancient Egypt?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC3: How can you recreate the wonder of the Pyramids?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b> <b>DT</b></p> <ul style="list-style-type: none"> <li>• Can they use a range of tools and equipment expertly?</li> <li>• Can they come up with a range of ideas after they have collected information?</li> <li>• Can they produce a detailed step-by-step plan?</li> <li>• Do they keep checking that their design is the best it can be?</li> <li>• Do they check whether anything could be improved?</li> <li>• Do they think what the user would want when choosing textiles?</li> <li>• How have they made their product attractive and strong?</li> <li>• Can they use a range of joining techniques?</li> <li>• Are their measurements accurate enough to ensure that everything is precise?</li> <li>• How have they ensured that their product is strong and fit for purpose?</li> <li>• Are they motivated enough to refine and improve their product?</li> <li>• Do they persevere through different stages of the making process?</li> </ul>

				<b>Creative Art Link:</b> During LC4, children will design and make their own Pyramids which will contain at least one hidden compartment.
	4	Two	<p><b>The achievement of the earliest civilisations</b></p> <p><i>How can we re-discover the wonder of Ancient Egypt?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC4: Who were the Pharaohs, and why were they very important?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history?</li> </ul> <p><b>Literacy Link:</b> LC6 – Opportunities for distinctive research on the Pharaohs, about individual pharaohs and how they were regarded.</p>
	5	Two	<p><b>The achievement of the earliest civilisations</b></p> <p><i>How can we re-discover the wonder of Ancient Egypt?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC5: What would you ask an Ancient Egyptian?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have</li> </ul>

				<p>stayed the same?</p> <ul style="list-style-type: none"> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul> <p><b>Literacy Link:</b> LC7 - Children to think of the questions they would wish to ask an Ancient Egyptian, if they met one</p>
	6	Two	<i>How can we re-discover the wonder of Ancient Egypt?</i>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC6:</b> How can we all go Strictly Come Egyptian dancing?  <b>LC7:</b> Reflection: Were the Egyptians more advanced than we are?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul> <p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Do they plan and perform dances confidently?</li> <li>• Can they compose motifs and plan dances creatively and</li> </ul>

				<p>collaboratively in groups?</p> <ul style="list-style-type: none"> <li>• Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?</li> <li>• Can they perform different styles of dance clearly and fluently?</li> <li>• Do they organise their own warm-up and cool-down exercises?</li> <li>• Do they show an understanding of safe exercising?</li> <li>• Can they recognise and comment on dances, showing an understanding of style?</li> <li>• Can they suggest ways to improve their own and other people's work?</li> </ul> <p><b>Expressive Art Link:</b> During LC8 children have to find out about Egyptian dances and then perform them as a group.</p>
	7	Two	<p><i>How can we re-discover the wonder of Ancient Egypt?</i></p>	<p><b>Lesson Challenge:</b>  <b>LC8:</b> What have we learnt from the Ancient Egyptians-a long piece of reflective writing.</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history?</li> </ul> <p><b>Literacy Link:</b> During LC5 children will discuss what they would leave in a time capsule if they wanted someone to make sense of our way of life in 2000 years' time.</p>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 3 Spring term 1

	<b>Week</b>	<b>Date &amp; no of lessons</b>	<b>Topic and Learning Challenge</b>	<b>KS2 Geography:</b> pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
<b>Spring 1</b>	<b>1</b>	Two	<p><b>Volcanoes, Earthquakes and Tsunamis</b></p> <p><i>What makes the Earth angry?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> What causes a volcano to erupt and which are the famous volcanoes in the world?  <b>LC2:</b> How do volcanoes impact on the lives of people and why do people choose to live near them?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indices?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how volcanoes have an impact on people's life?</li> <li>• Can they locate and name some of the world's most famous volcanoes?</li> </ul>
	<b>2</b>	One plus ART	<p><b>Volcanoes, Earthquakes and Tsunamis</b></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> How can we recreate an erupting volcano?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p>

			<p><i>What makes the Earth angry?</i></p>	<ul style="list-style-type: none"> <li>Can they describe how volcanoes are created?</li> </ul> <p><b>Creative Art Link:</b> During LC3 children will be provided with an opportunity to design and make a volcano and then they will need to think of a way of making it erupt.</p>
3	Two	<p><b>Volcanoes, Earthquakes and Tsunamis</b></p> <p><i>What makes the Earth angry?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC4:</b> What causes an earthquake (and a tsunami) and how are they measured?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Can they describe how earthquakes are created?</li> <li>Can they confidently describe physical features in a locality?</li> <li>Do they use correct Geography words to describe a place and the things that happen there?</li> </ul> <p><b>Literacy Link:</b> During LC4 the children will be asked to research earthquakes and tsunamis and write up about them in a Learning Challenge journal.</p>	
4	Two	<p><b>Volcanoes, Earthquakes and Tsunamis</b></p> <p><i>What makes the Earth angry?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b> Who experiences extreme weather in our country?  <b>LC6:</b> Which countries have experienced earthquakes and tsunamis in your lifetime?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Do they use correct Geography words to describe a place and the things that happen there?</li> <li>Can they name and locate some well-known European countries?</li> <li>Are they aware of different weather in different parts of the world,</li> </ul>	

				<p>especially Europe?</p> <p><b>Challenge:</b> Can they explain why a locality has certain physical features?</p>
	5	Two	<p><b>Volcanoes, Earthquakes and Tsunamis</b></p> <p><i>What makes the Earth angry?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b></p> <p><b>LC7:</b> How can we capture a stormy weather pattern using music, drama and dance?</p> <p><b>LC8:</b> Reflection -Each group to put together a weather presentation of extreme weather using music, drama and video clips.</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they create repeated patterns with different instruments?</li> <li>• Can they create accompaniments for tunes?</li> <li>• Can they combine different sounds to create a specific mood or feeling?</li> </ul> <p><b>Expressive Art Link:</b> During LC7 there will be opportunities for children to create some music which will be used as part of their reflection presentations. Possibly Peter Grimes.</p>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 3 Spring term 2 and Summer Term 1

	Week	Date & no of lessons	Topic and Learning Challenge	KS2 History: Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age.
<b>SPRING 2 and summer 1</b>	1	Two	<b>Stone Age to the Iron Age</b>  <i>Who first lived in Britain?</i>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> What jobs do archaeologists do and why are they so valuable in helping us find out about history?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their ‘information finding’ skills in writing to help them write about History information?</li> </ul> <p><b>Challenge:</b> Can they use specific search engines on the Internet to help them find information more rapidly?</p>
	2	Two	<b>Stone Age to the Iron Age</b>  <i>Who first lived in Britain?</i>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC2:</b> How did the Early Britons make shelters?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they recognise that Britain has been invaded by several</li> </ul>

			<p>different groups over time?</p> <ul style="list-style-type: none"> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Can they describe events from the past using dates when things happened?</li> </ul> <p><b>Creative Art Link:</b> In LC2 children will design and make their own model shelters based on what they have found out from researching the shelters of the early Britons.</p>
3	Two	<p><b>Stone Age to the Iron Age</b></p> <p><i>Who first lived in Britain?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> Would the Early Britons have visited a supermarket for their food?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their 'information finding' skills in writing to help them write about History information?</li> </ul> <p>Radio interview-comparing sourcing food in 2017 and the Iron age.</p>
4	Two	<p><b>Stone Age to the Iron Age</b></p> <p><i>Who first lived in Britain?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC4:</b> What can you find out about the Stone, Bronze and Iron Ages?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they describe events from the past using dates when things happened?</li> </ul>

			<ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> </ul> <p><b>Challenge:</b> Do they have an appreciation that wars start for specific reasons and can last for a very long time?</p> <p><b>Literacy Link:</b> In LC4 the children will divide into 3 groups with each group researching one of the ages mentioned. They will then create a presentation to each other.</p>
	5	Two/four	<p><b>Stone Age to the Iron Age</b></p> <p><i>Who first lived in Britain?</i></p> <p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC5: What do we know about the life styles of the early Britons through the art they produced?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> </ul> <p><b>Creative Art Link:</b> LC5 provides opportunities for children to experiment with their own art having first researched the art of the</p>

				<p>Ancient Britons.</p> <p>Set up gallery of stone age/iron age art. Give each group a choice of what to produce e.g. jewellery, weapons and homes. Invite year groups to view. <b>Teachers have to be prepared for lessons.</b></p>
	6	Two	<p><b>Stone Age to the Iron Age</b></p> <p><i>Who first lived in Britain?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC6:</b> What do we know about the way they moved heavy items around?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their 'information finding' skills in writing to help them write about History information?</li> <li>• Link to Stonehenge. (piece of art-charcoal/chalk)</li> </ul> <p><b>Challenge:</b> Can they begin to use more than one source of information to bring together a conclusion about a History event?</p>
	7	Two	<p><b>Stone Age to the Iron Age</b></p> <p><i>Who first lived in Britain?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC8:</b> Reflection: Working in groups the children should put together an ICT presentation of the life of Early Britons taking account of their weapons, food, ways of communicating and eating.</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a</li> </ul>

				<p>period in history?</p> <ul style="list-style-type: none"> <li>• Can they research a specific event from the past?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> </ul> <p><b>Challenge:</b> Can they set out on a timeline, within a given period, what special events took place?</p>
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	Week	Date & no of lessons	Topic and Learning Challenge	KS2 Geography: understand Geography similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country.
SPRING 2	1	Two	<p><b>European Country</b></p> <p><i>Why do so many people choose to go to the Mediterranean for their holidays?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b></p> <p><b>LC1:</b> What are the advantages/ disadvantages of living in a Mediterranean country?</p> <p><b>LC2:</b> Why do Mediterranean countries have a warmer climate than we do?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Do they use correct Geography words to describe a place and the things that happen there?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> </ul> <p><b>Literacy Link:</b> LC1 provides opportunities for explanation text and</p>

			opportunities for different ways of presenting information.
2	Two	<p><b>European Country</b></p> <p><i>Why do so many people choose to go to the Mediterranean for their holidays?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> Which fruits and vegetables are produced in the Mediterranean?  <b>LC4:</b> How can we organise a Mediterranean food festival?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> <li>• Can they confidently describe physical features in a locality?</li> </ul> <p><b>Creative Art Link:</b> There are opportunities in LC4 and the reflection for children to design and make a Mediterranean food dish.</p> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Can they choose the right ingredients for a product?</li> <li>• Can they describe how their combined ingredients come together?</li> </ul>
3	Two	<p><b>European Country</b></p> <p><i>Why do so many people choose to go to the Mediterranean for their holidays?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b> How would you go about attracting someone to visit a Mediterranean country?  <b>LC6:</b> Why doesn't everyone speak English and use the same money?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>• Can they confidently describe human features in a locality?</li> </ul>

			<p><b>Literacy Link:</b> In LC5 children will have to make use of their persuasive skills to entice people to their chosen city.</p> <p><b>MFL Link:</b> In LC6 children will have to find out what languages are spoken in specific Mediterranean locations. Are there any similarities to the languages spoken?</p>
	4	Two	<p><b>European Country</b></p> <p><i>Why do so many people choose to go to the Mediterranean for their holidays?</i></p> <p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b></p> <p><b>LC7:</b> Who are the famous artists of the Mediterranean and what can we learn from them?</p> <p><b>LC8:</b> Which European cities can we associate with different types of music?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> <li>• Can they use musical words to describe what they like and dislike?</li> <li>• Can they recognise the work of at least one famous composer?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they make notes in their sketch books about techniques used by artists?</li> </ul> <p><b>Creative Art Link:</b> LC7 provides opportunities for children to paint in the style of a well-known Mediterranean artist.</p> <p><b>Expressive Art Link:</b> LC8 provides opportunities for children to consider the famous musicians of Europe and to listen to their works. This can range from Liverpool’s Beatles to the Viennese waltzes.</p>

	<b>5</b>	Two	<p><b>European Country</b></p> <p><i>Why do so many people choose to go to the Mediterranean for their holidays?</i></p>	<p style="text-align: right;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC9:</b> Reflection- Children in groups choose a European city and put together a special presentation as part of a European day in school (holiday programme style).</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they name and locate the capital cities of neighbouring European countries?</li> <li>• Can they name some well-known European countries?</li> <li>• Can they confidently describe human features in a locality?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> <li>• Do they use correct Geography words to describe a place and the things that happen there?</li> </ul>
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**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 3 Summer 2

SUMMER 2	Week	Date & no of lessons	Topic and Learning Challenge	KS2 History: Local History - A study of Local History taking account of a period of history that shaped the locality.
	1	Two	<b>Local History Study</b>  <i>How did the Roman period help to shape the Rainham we know today?</i>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> What made people come and live in Rainham in the first place?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Challenge:</b> Can they use specific search engines on the Internet to help them find information more rapidly?</p> <p>Teachers have true/false statements and the children can vote before they research the correct answer.</p>
	2	Two	<b>Local History Study</b>  <i>How did the Roman period help to shape the Rainham we</i>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC2:</b> What evidence have archaeologists found from this period of time?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a</li> </ul>

		<i>know today?</i>	<p>period in history?</p> <ul style="list-style-type: none"> <li>• Can they research a specific event from the past?</li> <li>• Can they use their 'information finding' skills in writing to help them write about History information?</li> <li>• Can they through research identify similarities and differences between given periods in history?</li> </ul> <p><b>Challenge:</b> Can they begin to use more than one source of information to bring together a conclusion about a History event?</p> <p>Research, design and make their own Roman pot.</p>
<b>3</b>	Two	<p><b>Local History Study</b></p> <p><i>How did the Roman period help to shape the Rainham we know today?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> What are the differences between how we live today compared to the people from the Roman period? (link back to crime and punishment)</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use various sources to piece together information about a period in history?</li> </ul> <p><b>Challenge:</b> Can they use specific search engines on the Internet to help them find information more rapidly?</p> <p>Design a Roman village in preparation for Mountfitchet Castle.</p>

	4	Two	<p><b>Local History Study</b></p> <p><i>How did the Roman period help to shape the Rainham we know today?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC4:</b> write a recount of Mountfitchet Castle-what did you learn/enjoy/see.</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> <li>• Can they use their ‘information finding’ skills in writing to help them write about History information?</li> <li>• Can they through research identify similarities and differences between given periods in history?</li> </ul>
	5	Two	<p><b>Local History Study</b></p> <p><i>How did the Roman period help to shape the Rainham we know today?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b> How can we capture Rainham’s history in art and music?</p> <p><b>Creative Art Link:</b> In LC5 half the children will use old photographs and create their own images of Atherton based on LS Lowry’s style. The other half can look at Atherton today and paint the buildings in the same street as the Lowry group.</p> <p><b>Expressive Art Links:</b> Children will perform the music that children would have sung in Roman times.</p>
	6	Two	<p><b>Local History Study</b></p> <p><i>How did the Roman period help</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b></p> <p><b>LC6:</b> Reflection: Children to carry out an IT presentation of the advantages and disadvantages of living in Roman Rainham.</p>

			<p><i>to shape the Rainham we know today?</i></p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul> <p><b>Challenge:</b> Can they set out on a timeline, within a given period, what special events took place? OR Can they begin to use more than one source of information to bring together a conclusion about a History event? OR Can they use specific search engines on the Internet to help them find information more rapidly?</p>
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**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEARGROUP:** Year 4 Autumn Term 1 and 2

AUTUMN TERM 1 AND 2	Week	Date & no of lessons	Topic and Learning Challenge	KS2 History: The Roman Empire and its impact on Britain - Julius Caesar - Hadrian's Wall - Boudica - Romanisation of Britain
	1	Two	<p><b>The Roman Empire and its impact on Britain</b></p> <p><i>Why were the Romans so powerful and what did we learn from them?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> So what's it like to be invaded and which countries have been invaded recently?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> <li>• Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</li> </ul> <p><b>Literacy Link:</b> LC1 provides ample opportunities for children to express themselves after being 'invaded' by another class. Arrange for year 6 children to 'invade' the class-speak about how it made them feel.</p>
	2	Two	<p><b>The Roman Empire and its impact on Britain</b></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC2:</b> Who were the Romans and would they have enjoyed coming to Britain?  <b>LC3:</b> Would you prefer to be a Gladiator or a Premiership footballer?</p>

			<p><i>Why were the Romans so powerful and what did we learn from them?</i></p>	<p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Can they give more than one reason to support an History argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul> <p><b>Literacy Link:</b> LC2 provides research opportunities based on finding out about the Romans. LC3 offers further research opportunities through finding out about the lives of Gladiators. Research Gladiators-make a 'pros and cons' comparison with being a football player.</p>
	3	Two	<p><b>The Roman Empire and its impact on Britain</b></p> <p><i>Why were the Romans so powerful and what did we learn from them?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC4: What did the Romans do for us? LC5: How could you be as fit as a Roman?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> </ul>

			<ul style="list-style-type: none"> <li>Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> <p><b>Challenge:</b> Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</p> <p><b>Expressive Art Link:</b> During LC5 children will experience marching carrying the equivalent of the Roman's armour.</p> <p>5 different Roman style circuit training-marching/digging/yoga/weight lifting and <b><i>running through sand.</i></b> (prep)</p>
	4	Two	<p><b>The Roman Empire and its impact on Britain</b></p> <p><i>Why were the Romans so powerful and what did we learn from them?</i></p> <p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC6:</b> Why did the Romans need to build forts?  <b>LC7:</b> Who was Boudica and why did she become so famous?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Can they explain how events from the past have helped shape our lives?</li> <li>Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</li> <li>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> <p><b>Challenge:</b> Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>

				<b>Creative Arts Link:</b> LC7 will provide children with a chance to research and then design and make a Roman weapon that would have been used to help them capture cities, etc.
	5	Two	<p><b>The Roman Empire and its impact on Britain</b></p> <p><i>Why were the Romans so powerful and what did we learn from them?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC8:</b> Who were the famous Romans and what do we know about them?  <b>LC9:</b> Plan a Roman feast. (wealthy and poor)</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> </ul> <p><b>Literacy Link:</b> LC8 will give children a chance to prepare and hold a feast-one wealthy and one poor. Children will invite the other class to their feast.</p>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEARGROUP:** Year 4 Spring Term 1 and 2

		Date & no of lessons	Topic and Learning Challenge	KS2 Geography: name and locate counties and cities of the United Kingdom, Geography regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. KS2 Geography: Settlements, land use, economic activity including natural resources especially energy and water supplies.
SPRING TERM 1 AND 2	1	Two	<b>UK City Study</b>  <i>Why is London such a cool place to live?</i>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC1: Why do you think London is the capital city of the United Kingdom?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul> <p><b>Challenge:</b> Can they name the counties that make up the home counties of London?</p>

				<b>Numeracy Link:</b> LC1 provides opportunities for children to carry out surveys about why people like or dislike the city.
	2	Two	<p><b>UK City Study</b></p> <p><i>Why is London such a cool place to live?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC2:</b> Why do so many people live in London?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>
	3	Two	<p><b>UK City Study</b></p> <p><i>Why is London such a cool place to live?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> Can you trace the growth in London's population over the past 100 years?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul> <p><b>Challenge:</b> Can they explain how a locality has changed over time with</p>

			<p>reference to physical features?</p> <p><b>Numeracy Link:</b> LC3 provides opportunities for children to look at the figures associated with London's growing population.</p>
4	Two	<p><b>UK City Study</b></p> <p><i>Why is London such a cool place to live?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC4:</b> Can you chose 5 popular monuments or buildings in London and write a promotion leaflet on them?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they describe the main features of a well-known city?</li> </ul> <p><b>Literacy Link:</b> Huge opportunities in LC4 for children to put together a persuasive style piece of writing linked to the brochures. In addition, a summary style piece of writing is Required for LC7.</p>
5	Two	<p><b>UK City Study</b></p> <p><i>Why is London such a cool place to live?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b> Can you reconstruct a bridge that opens to allow a ship to pass? <b>LC6:</b> From photographs you have taken can you paint one of your favourite places in London?</p> <p><b>Creative Art Link:</b> LC5 provides opportunities for children to design and make a bridge that has a level attached so that it can open.</p> <p><b>Creative Art Link:</b> LC6 provides opportunities for children to create their own water colours or washes linked to their paintings.</p>

	<b>6</b>	Two	<p><b>UK City Study</b></p> <p><i>Why is London such a cool place to live?</i></p> <p><b>River Study and City locations</b></p> <p><i>Why is the Thames so important to London?</i></p>	<p style="text-align: right;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC7:</b> What would be the main advantages and disadvantages of living in London?</p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> Why is London situated where it is?</p> <p style="text-align: right;"><b>Coverage:</b></p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> </ul> <p><b>Literacy Link:</b> LC1 and LC2 provide opportunities for children to carry out their own research.</p> <p><b>History Link:</b> Opportunities for research into London over the past 100 year or so. This would involve looking at old maps, etc.</p>
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SPRING TERM 1 AND 2	7	Two	<p><b>River Study and City locations</b></p> <p><i>Why is the Thames so important to London?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC2:</b> Which other famous European cities are situated on a river?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> </ul> <p><b>Literacy Link:</b> LC1 and LC2 provide opportunities for children to carry out their own research.</p> <p><b>History Link:</b> Opportunities for research into London over the past 100 year or so. This would involve looking at old maps, etc.</p>
	8	Two	<p><b>River Study and City locations</b></p> <p><i>Why is the Thames so important to London?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> Why are rivers important for the lives of the people who live there now and lived there some time ago?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>

				<b>Challenge:</b> Can they explain how people are trying to manage their environment?
	9	Two	<b>River Study and City locations</b>  <i>Why is the Thames so important to London?</i>	<b>Coverage:</b>  <b>Lesson Challenge:</b> <b>LC4:</b> How have people adapted rivers and water for their own use?  <b>Geography Knowledge, Skills &amp; Understanding:</b> <b>Challenge:</b> <ul style="list-style-type: none"> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> </ul>
	10	Two	<b>River Study and City locations</b>  <i>Why is the Thames so important to London?</i>	<b>Coverage:</b>  <b>Lesson Challenge:</b> <b>LC5:</b> How has the Thames created jobs for many people who live in London?  <b>Geography Knowledge, Skills &amp; Understanding:</b> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>
	11	Two	<b>River Study and City</b>	<b>Coverage:</b>  <b>Lesson Challenge:</b>

			<p><b>locations</b></p> <p><i>Why is the Thames so important to London?</i></p>	<p><b>LC6:</b> Using your photographs can you create a painting of one of the bridges on the Thames?</p> <p><b>Creative Art Link:</b> LC6 provides opportunities for children to look at the work of famous artists and to use water colour or washes to create landscape paintings to include the river Thames.</p>
	12	Two	<p><b>River Study and City locations</b></p> <p><i>Why is the Thames so important to London?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC8:</b> Reflection: what have you learnt about London?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 4 summer Term 1 and 2

SUMMER TERM 1 AND 2	Week	Date & no of lessons	Topic and Learning Challenge	KS2 History: Britain's settlements by Anglo-Saxons and Scots - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion
		1	Two	<p><b>Britain's settlements by Anglo-Saxons and Scots</b></p> <p><i>Were the Anglo-Saxons really smashing?</i></p>

			specific features, such as medicine; weaponry; transport, etc (Big classroom display)
2	Two	<p><b>Britain's settlements by Anglo-Saxons and Scots</b></p> <p><i>Were the Anglo-Saxons really smashing?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> What evidence do we have today that the Anglo-Saxons were ever here in the first place?  <b>LC4:</b> Which Anglo-Saxon Christian symbols remain with us today?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Can they explain the role that Britain has had in spreading Christian values across the world?</li> </ul> <p>ICT-research Anglo-Saxons-key information and present to class.</p>
3	Two	<p><b>Britain's settlements by Anglo-Saxons and Scots</b></p> <p><i>Were the Anglo-Saxons really smashing?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b> Can you create your own Anglo-Saxon art focusing on tessellations?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain what they are making?</li> <li>• Which tools are they using?</li> <li>• Can they describe how something works?</li> <li>• Can they talk about their own work and things that other people have done?</li> <li>• Can they talk with others about how they want to construct their product?</li> <li>• Can they select appropriate resources and tools for their building</li> </ul>

			<p>projects?</p> <ul style="list-style-type: none"> <li>Can they make simple plans before making objects, e.g., drawings, arranging pieces of construction before building?</li> </ul> <p><b>Creative Art Link:</b> During LC5, children will design and make their own jewellery based on the patterns commonly used by Anglo-Saxons.</p>
4	Two	<p><b>Britain's settlements by Anglo-Saxons and Scots</b></p> <p><i>Were the Anglo-Saxons really smashing?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC6:</b> Who were the famous Anglo-Saxons, and why was Alfred so 'great'?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>Can they describe historical events from the different period/s they are studying/have studied?</li> <li>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> </ul> <p><b>Literacy Link:</b> LC6 – Opportunities for distinctive research on famous Anglo-Saxons as well as Alfred the Great-fact file on the Anglo-Saxon they pick.</p> <p><b>Challenge:</b> Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>
5	Two/four	<p><b>Britain's settlements by Anglo-Saxons and</b></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC7:</b> Can you work as a group to create a model Anglo-Saxon settlement?</p>

		<p><b>Scots</b></p> <p><i>Were the Anglo-Saxons really smashing?</i></p>	<p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain what they are making?</li> <li>• Which tools are they using?</li> <li>• Can they describe how something works?</li> <li>• Can they talk about their own work and things that other people have done?</li> <li>• Can they talk with others about how they want to construct their product?</li> <li>• Can they select appropriate resources and tools for their building projects?</li> <li>• Can they make simple plans before making objects, e.g., drawings, arranging pieces of construction before building?</li> </ul> <p><b>Creative Art Link:</b> During LC7 children work as a group to design and make an Anglo-Saxon settlement having carried out research in the first instance.</p> <p><b>IT Link:</b> During the reflection children will simulate a film of life in an Anglo-Saxon settlement.</p>
6	Two	<p><b>Britain's settlements by Anglo-Saxons and Scots</b></p> <p><i>Were the Anglo-Saxons really smashing?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC8:</b> Reflection: Using your model settlement, can you produce a filmed documentary about Anglo-Saxon life?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Can they explain the role that Britain has had in spreading Christian values across the world?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Do they have a good understanding as to how crime and punishment has changes over the years?</li> </ul>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 5 Autumn Term 1 and 2

AUTUMN TERM 2	Week		Date & no of lessons	Topic and Learning Challenge	KS2 History: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain.
		1		Two	<p><b>A study of an aspect or theme in British history, beyond 1066</b></p> <p><i>How could Hitler have convinced a nation like Germany to have followed him?</i></p>

				<p>LC1 – about Hitler’s rise to power; LC2 – The suffering of the Jews in WW2</p> <p><b>Challenge:</b> Do they know the names of the major leaders in Europe and America during World War 2?</p> <p><b>What was it like growing up as a child in WW2?</b> Children to think about how it started/countries/who did Germany invade first? Year? Why did England get involved?</p> <p>Possible website for children <a href="http://www.iwm.org.uk/history/second-world-war?gclid=CLmp-ZLB_MsCFTUW0wodDi4MRg">http://www.iwm.org.uk/history/second-world-war?gclid=CLmp-ZLB_MsCFTUW0wodDi4MRg</a></p>
	2		Two	<p><b>A study of an aspect or theme in British history, beyond 1066</b></p> <p><i>How could Hitler have convinced a nation like Germany to have followed him?</i></p> <p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC3: What can we learn about this period from the Anne Frank diaries? LC4: What happened in Munich in 1938 and why did Britain feel betrayed by Hitler?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Do they have a good understanding as to how crime and</li> </ul>

					<p>punishment has changes over the years?</p> <p><b>Literacy Links:</b> great opportunities here for children to carry out their own research. LC3 – Anne Frank’s Diaries LC4 – The Munich treaty</p> <p><b>Challenge:</b> Can they create timelines which outline the development of specific features, such as events in World War 2, etc.</p> <p>Produce a fact file on Anne Frank-all own research.</p>
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	3		Two	<p><b>A study of an aspect or theme in British history, beyond 1066</b></p> <p><i>How could Hitler have convinced a nation like Germany to have followed him?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC5: Why was the Battle of Britain significant in World War 2? LC6: Who was Winston Churchill and what part did he play in the war?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Do they have a good understanding as to how crime and punishment has changes over the years?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> </ul>
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					<p><b>Literacy Links:</b> great opportunities here for children to carry out their own research. LC5 – The Battle of Britain LC6 – Winston Churchill</p> <p><b>Challenge:</b> Can they research the life of one person who has had an influence on the way the war ended?</p> <p>Evacuation-letter home to mum. Where were they evacuated to? Was life different? House different? Streets? What was school like? Do you like the countryside?</p>
	4		Two	<p><b>A study of an aspect or theme in British history, beyond 1066</b></p> <p><i>How could Hitler have convinced a nation like Germany to have followed him?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> <b>LC7:</b> How have different European artists captured the horror of the war?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b> <b>ART</b></p> <ul style="list-style-type: none"> <li>• Do they successfully use shading to create mood and feeling?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> <li>• Can they express their emotions accurately through their painting and sketches?</li> <li>• Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>• Do they use their sketch books to compare and discuss ideas with others?</li> </ul>

					<p><b>Creative Art Link:</b> In LC7 children should be find out about European artists that have captured images of the war and create their own piece of art based on the techniques used by these artists.</p>
	5		Two	<p><b>A study of an aspect or theme in British history, beyond 1066</b></p> <p><i>How could Hitler have convinced a nation like Germany to have followed him?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC8:</b> Reflection: Using photographic images sourced from the Internet put together your story as though you lived during this period.</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Do they have a good understanding as to how crime and punishment has changes over the years?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul> <p><b>Reflection:</b> Children to put together a photo story of their life as though they had lived during this period. They should add appropriate music and a commentary. Children find images.</p>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 5 Spring Term 1 and 2

	Week	Date & no of lessons	Topic and Learning Challenge	KS2 Geography: locate the world's countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.
<b>SPRING TERM 1 and 2</b>	1	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why is Brazil in the news again?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> What do you already know about Brazil?  <b>LC2:</b> What fruits and other natural resources is Brazil famous for?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> </ul> <p><b>Challenge:</b> Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p>
	2	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why is Brazil</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> Which famous cities in Brazil attract tourists and why?  <b>LC4:</b> What can you find out about one of Brazil's neighbouring countries?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical</li> </ul>

			<p><i>in the news again?</i></p> <ul style="list-style-type: none"> <li>location; with reference to human and economical features?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul> <p><b>Literacy Link:</b> In LC4 children will choose different countries and do a presentation to the others in their class. For LC3 the children will create a brochure on a Brazilian city.</p> <p><b>Challenge:</b> Can they work out an accurate itinerary detailing a journey to another part of the world?</p>
	3	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why is Brazil in the news again?</i></p> <p style="text-align: right;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b> Can you design and create a collage of Brazilian symbols?  <b>LC6:</b> Why is Brazil famous for its dancing?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <p><b>ART</b></p> <ul style="list-style-type: none"> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> <li>• Can they combine visual and tactile qualities?</li> <li>• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> <li>• Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>• Do they use their sketch books to compare and discuss ideas with others?</li> </ul> <p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Do they plan and perform dances confidently?</li> <li>• Can they compose motifs and plan dances creatively and</li> </ul>

				<p>collaboratively in groups?</p> <ul style="list-style-type: none"> <li>• Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?</li> <li>• Can they perform different styles of dance clearly and fluently?</li> <li>• Do they organise their own warm-up and cool-down exercises?</li> <li>• Can they recognise and comment on dances, showing an understanding of style?</li> <li>• Can they suggest ways to improve their own and other people's work?</li> <li>• Do they use their understanding of composition to create dance phrases for themselves and others in their group?</li> <li>• Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles?</li> <li>• Can they show expression in their dances and sensitivity to music?</li> </ul> <p><b>Creative Art Link:</b> In LC5 children will research the many symbols associated with Brazil and use the symbols to create a montage of Brazil.</p> <p><b>Expressive Art Link:</b> In LC6 The children will find out about samba dancing and then perform some Brazilian style dancing.</p>
	4	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why is Brazil in the news again?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC7:</b> What can you find out about the street children of Brazil?  <b>LC8:</b> What can you find out about a famous Brazilian?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they collect information about a place and use it in a report?</li> <li>• Can they find possible answers to their own geographical questions?</li> </ul>

				<b>Challenge:</b> Can they report on ways in which humans have both improved and damaged the environment?
	5	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why is Brazil in the news again?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC9: Reflection: The children to host a Brazil day for their parents.</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> </ul>

SPRING TERM 1 and 2	Week	Date & no of lessons	Topic and Learning Challenge	KS2 Geography: locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.
		1	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why should the rainforests be important to us all?</i></p>

				<p><b>Creative Art Link:</b> LC1 sees children working together to design and create their own rainforests. This will involve dividing tasks up between them and making decisions about what they will have within the rainforest.</p> <p><b>Challenge:</b> Can they begin to recognise the climate of a given country according to its location on the map?</p> <p>This item: The Vanishing Rainforest by Richard Platt  <a href="#">The Great Kapok Tree: A Tale of the Amazon Rain Forest</a> by Lynne Cherry  <a href="#">The Shaman's Apprentice: A Tale of the Amazon Rain Forest (Reading Rainbow Book)</a></p>
	2	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why should the rainforests be important to us all?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> Why are rainforests often in the news and what can we do to help?  <b>LC4:</b> What can you find out about an endangered animal that lives in the rainforest?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> </ul> <p><b>Literacy Link:</b> LC3 will provide opportunities for children to use their persuasion skills when making cases for saving the rainforests. LC4 provides opportunities for children to carry out their own research and to present their findings in a range of interesting ways which may involve ICT.</p>

	3	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why should the rainforests be important to us all?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC5: How important is the Amazon to the South American rainforests?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain why water is such a valuable commodity?</li> <li>• Can they find possible answers to their own geographical questions?</li> </ul> <p><b>Numeracy Link:</b> LC5 provides opportunities for children to use their measurement skills.</p> <p><b>Challenge:</b> Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p>
	4	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why should the rainforests be important to us all?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC6: Can you create a print using the large leaves of rainforest plants as your inspiration?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b> <b>ART</b></p> <ul style="list-style-type: none"> <li>• Can they print using a number of colours?</li> <li>• Can they create an accurate print design that meets a given criteria?</li> <li>• Can they print onto different materials?</li> <li>• Can they create all the colours they need for printing?</li> <li>• Can they express their emotions accurately through their painting and</li> </ul>

			<p>sketches?</p> <ul style="list-style-type: none"> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>Do they use their sketch books to compare and discuss ideas with others?</li> </ul> <p><b>Creative Link:</b> LC6 sees children using large leaves to create their own design and prints.</p>
5	Two	<p><b>Place Knowledge-a region in South America</b></p> <p><i>Why should the rainforests be important to us all?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC7: How would you survive in the rainforest?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b> DT</p> <ul style="list-style-type: none"> <li>Can they use a range of tools and equipment expertly?</li> <li>Can they come up with a range of ideas after they have collected information?</li> <li>Can they produce a detailed step-by-step plan?</li> <li>Do they keep checking that their design is the best it can be?</li> <li>Do they check whether anything could be improved?</li> <li>Do they think what the user would want when choosing textiles?</li> <li>How have they made their product attractive and strong?</li> <li>Can they use a range of joining techniques?</li> <li>Are their measurements accurate enough to ensure that everything is precise?</li> <li>How have they ensured that their product is strong and fit for purpose?</li> <li>Are they motivated enough to refine and improve their product?</li> <li>Do they persevere through different stages of the making process?</li> </ul> <p><b>Creative Link:</b> LC7 – Design and build shelters</p>
6	Two	<p><b>Place Knowledge-a region in</b></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC8: Reflection: Present a documentary on a day in the rainforest.</p>

			<p><b>South America</b></p> <p><i>Why should the rainforests be important to us all?</i></p>	<p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they name and locate many of the world’s major rivers on maps?</li> <li>• Can they name and locate many of the world’s most famous mountain regions on maps?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain why water is such a valuable commodity?</li> </ul>
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**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 5 Summer Term 1 and 2

SUMMER TERM 1 AND 2	Week	Date & no of lessons	Topic and Learning Challenge	KS2 History. The Viking and Anglo-Saxon struggle for the kingdom of England - Viking raids - Edward the confessor
	1	Two	<p><b>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><i>Were the Vikings always</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b> Who were the Anglo-Saxons and did they like the Vikings?  <b>LC2:</b> Which region of Britain would you have come under during the Heptarchy?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe a key event from Britain’s past using a range of evidence from different sources?</li> </ul> <p><b>Challenge:</b> Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p> <p>Produce a timeline from Romans/Anglo-Saxons and Vikings-big classroom display. (key dates needed for lesson)</p> <p><a href="https://www.google.co.uk/search?q=roman+anglo+saxon+timelin&amp;safe=strict&amp;biw=1024&amp;bih=673&amp;source=lnms&amp;tbn=isch&amp;sa=X">https://www.google.co.uk/search?q=roman+anglo+saxon+timelin&amp;safe=strict&amp;biw=1024&amp;bih=673&amp;source=lnms&amp;tbn=isch&amp;sa=X</a></p>

			<a href="https://www.youtube.com/watch?v=0ahUKEwjlvPTIxPzLAhXB2hoKHxjCRQQ_AUIBigB#imgrc=iJzqO4ZHEUn0qM%3A">https://www.youtube.com/watch?v=0ahUKEwjlvPTIxPzLAhXB2hoKHxjCRQQ_AUIBigB#imgrc=iJzqO4ZHEUn0qM%3A</a>
2	Two	<p><b>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><i>Were the Vikings always victorious and vicious?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b> Why did the Vikings come to Britain and how did they make the journey?  <b>LC4:</b> What did the Brits learn from the Vikings?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> </ul> <p><b>Challenge:</b> Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</p> <p>PowerPoint-ICT lesson.</p>
3	Two	<p><b>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b>What was life like for an 11-year-old (boy/ girl) Viking?  <b>LC6:</b>How did the Vikings live when they came to Britain?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> </ul>

		<p><i>Were the Vikings always victorious and vicious?</i></p>	<ul style="list-style-type: none"> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul> <p><b>Challenge:</b> Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? OR Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>Green screen drama lesson-one group act out what life is like today (2016-17) and the other group act out life in Viking times-research before.</p>
4	Two	<p><b>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><i>Were the Vikings always victorious and vicious?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC8:What did the Vikings eat and could you recreate a Viking meal?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b> DT</p> <ul style="list-style-type: none"> <li>• Can they explain how their product should be stored with reasons?</li> <li>• Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> </ul>

			<p><b>Creative Art Link:</b> During LC8 children should research in the first instance and then design and make a Viking style meal. They should aim to eat this meal on Friday of the week of this Lc</p>
5	Two	<p><b>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><i>Were the Vikings always victorious and vicious?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC7:</b>How can you create a Viking long boat from a range of materials?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b>  <b>DT</b></p> <ul style="list-style-type: none"> <li>• Can they use a range of information to inform their design?</li> <li>• Can they use market research to inform plans?</li> <li>• Can they follow and refine their plan if necessary?</li> <li>• Do they consider culture and society in their designs?</li> <li>• How well do they test and evaluate their final product?</li> <li>• Is it fit for purpose?</li> <li>• Would different resources have improved their product?</li> <li>• Would they need more or different information to make it even better?</li> <li>• Can they use tools and materials precisely?</li> <li>• Do they change the way they are working if needed?</li> <li>• Did they consider the use of the product when selecting materials?</li> <li>• Does their product meet all design criteria?</li> <li>• Can they justify why they selected specific materials?</li> <li>• How have they ensured that their work is precise and accurate?</li> </ul> <p><b>Creative Art Link:</b> During LC7 children should design and make a Viking long boat. This follows a period of research in the first instance.</p> <p>Teachers to decide how the boat will be made and resources by September.</p>

6	Two  Vicky to research getting specialists in to lead session.	<p><b>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><i>Were the Vikings always victorious and vicious?</i></p>	<p style="text-align: right;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC9:</b>Reflection: Children to prepare a Viking day when they show others the crafts and skills that the Vikings had.</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain’s past using a range of evidence from different sources?</li> </ul> <p><b>Challenge:</b> Can they pose and answer their own historical questions?</p>
7	Two	<p><b>The achievement of the earliest civilisations</b></p>	<p style="text-align: right;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>Final week-cross curricular write-</b> What have we learnt from the Vikings-long piece of writing – Reflection choose their own subject to write about. E.g. food/transport/homes etc.</p>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 6 Autumn Term 1 and 2

AUTUMN TERM 1 and 2	Week	Date & no of lessons	Topic and Learning Challenge	KS2 Geography: understand Geography similarities and differences through the study of human and physical geography of a region or area in a European country; KS2 History: A study of Greek life and achievements and their influence on the western world
	1	Two	<b>Ancient Greece</b>  <i>Why has Greece always been in the news?</i>	Coverage:  Lesson Challenge: LC1: Where is Greece and why do so many people enjoy going on holiday there?  Geography Knowledge, Skills & Understanding: <ul style="list-style-type: none"> <li>• Do they use correct Geographical words to describe a place and the things that happen there?</li> <li>• Can they use maps and atlases appropriately by using contents and indices?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> </ul> <b>Challenge: Can they explain why a locality has certain physical features?</b> <b>What would life be like if you had lived in Ancient Greece? -</b> Children to think about weather and location in this lesson. -would life be different? Would school times be different?
	2	Two	<b>Ancient Greece</b>  <i>Why has Greece</i>	Coverage:  Lesson Challenge: LC2: How do Greece's physical features, including its climate differ from ours? LC3: How does Greece's climate impact on its people?

			<p><i>always been in the news?</i></p> <p>Geography Knowledge, Skills &amp; Understanding:</p> <ul style="list-style-type: none"> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> <li>• Do they use correct Geography words to describe a place and the things that happen there?</li> <li>• Can they confidently describe physical features in a locality?</li> </ul> <p><b>Challenge: Can they explain how people's lives vary due to weather?</b></p> <p><b>What would life be like if you had lived in Ancient Greece? -</b> Children to report back on their findings from lesson before-imagine they are writing a letter back home to their friends-listing all of the comparisons/difference.</p>
	3	Three/four	<p><b>Ancient Greece</b></p> <p><i>Why has Greece always been in the news?</i></p> <p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC4:</b> Who were the Ancient Greeks and what did we learn from them?  <b>LC5:</b> How would a tourist to Greece today be reminded of the power of the Ancient Greeks?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Children look into Myths/Legends-why are they important? Children to research their own myth/legend and present the meaning to the class'</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how</li> </ul>

				<p>long ago events would have happened?</p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> </ul> <p><b>Challenge:</b> Can they set out on a timeline, within a given period, what special events took place?</p> <p><b>What would life be like if you had lived in Ancient Greece?</b> -- Imagine children are in a history lesson in their new school? What would they be learning about? How does the ancient history now affect their schooling?</p> <p>Children to research and present their own myths/legend-why is it important? What is the meaning?</p>
	4	Three/four	<p><b>Ancient Greece</b></p> <p><i>Why has Greece always been in the news?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC6:</b> ...and the Oscar goes to? (Which Greek God would you choose to receive a special award?)  <b>LC7:</b> Would you have enjoyed being an Olympian?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Challenge:</b> Can they use specific search engines on the Internet to help them find information more rapidly?</p>

				<p><b>Literacy Link:</b> LC8 provides opportunities for children to debate issues and to understand more about democracy.</p> <p><b>What would life be like if you had lived in Ancient Greece?</b> -- Children to carry out further research- to finish the following statement...<i>and the Oscar goes to? (Which Greek God would you choose to receive a special award?)</i></p> <p>-children to the important link between Greece and the Olympics. They can do so by answering the following question 'Would you have enjoyed being an Olympian?'</p>
	5	Two	<p><b>Ancient Greece</b></p> <p><i>Why has Greece always been in the news?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC7:</b> What is democracy and what part did the Greeks have in creating it?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their 'information finding' skills in writing to help them write about History information?</li> </ul> <p><b>Challenge:</b> Can they begin to use more than one source of information to bring together a conclusion about a History event?</p> <p><b>What would life be like if you had lived in Ancient Greece?</b> -- Children to research how democracy came about in Greece-Is it the same/similar to England?  Split class into three-democracy/no democracy and lawless-each</p>

				group have an envelope with type of society and an explanation- they then decide how they will debate.
	6	Two	<p><b>Ancient Greece</b></p> <p><i>Why has Greece always been in the news?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC9:</b> How would you go about reproducing a clay pot in the style of the Greeks?  <b>LC10:</b> Reflection- Children to put on a special Greek evening for their friends to include features of ancient and modern Greece.</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> <li>• Do they use correct Geography words to describe a place and the things that happen there?</li> <li>• Can they use various sources to piece together information about a period in history?</li> </ul> <p><b>Creative Art Link:</b> During LC9 the children should research how the Greeks made clay pots and use techniques such as coiling to make their own and decorate them accordingly.</p> <p><b>What would life be like if you had lived in Ancient Greece? -</b>  Children to research clay pots-style? Colour etc-plan this in ART-make and evaluate as part of ART.</p> <p>-Children plan a 'Greek night' for their friend who are coming to visit from England-what food would you serve? Drinks? Music/game would you play? What important information do you think they would need to know about Greece before coming?</p>
	7	Two	<p><b>Ancient Greece</b></p> <p><i>Why has Greece</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>Final week-cross curricular write-</b> What have we learnt from the Ancient Greece writing – Reflection-children answer the following question using their research to back them up;</p>

			<i>always been in the news?</i>	<b>What would life be like if you had lived in Ancient Greece? –</b> Would you like to live and go to school in Ancient Greece? Persuasive writing Pamphlet PowerPoint
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**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 6 Spring Term 1 (spring 2=SATS)

Spring Term 1	Week	Date & no of lessons	Topic and Learning Challenge	KS2 History. A non-European society that provides contrast with British history - Mayan civilization around 900AD
	1	Two	<p><b>A non-European society which provides contrasts to British history</b></p> <p><i>Who were the Mayans and what have learnt from them?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC1: Who were the Mayans and where did they live?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> </ul>
	2	Two	<p><b>A non-European society which provides contrasts to</b></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> LC2: What evidence do we have that the Mayans were an advanced civilization? LC3: What have the Mayan civilization in common with space travel?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p>

			<p><b>British history</b></p> <p><i>Who were the Mayans and what have learnt from them?</i></p>	<ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul> <p><b>Challenge:</b> Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>
	3	Two	<p><b>A non-European society which provides contrasts to British history</b></p> <p><i>Who were the Mayans and what have learnt from them?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC4:</b>What can we learn from the way they built their pyramids?  <b>LC5:</b>What do we know of the rituals carried out by the Mayan civilization?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Can they use a range of information to inform their design?</li> <li>• Can they use market research to inform plans?</li> <li>• Can they work within constraints?</li> </ul>

				<ul style="list-style-type: none"> <li>• Can they follow and refine their plan if necessary?</li> <li>• Can they justify their plan to someone else?</li> <li>• Do they consider culture and society in their designs?</li> <li>• Can they use tools and materials precisely?</li> <li>• Do they change the way they are working if needed?</li> <li>• How well do they test and evaluate their final product?</li> <li>• Is it fit for purpose?</li> <li>• What would improve it?</li> <li>• Would different resources have improved their product?</li> <li>• Would they need more or different information to make it even better?</li> </ul> <p><b><u>Stiff and flexible sheet materials</u></b></p> <ul style="list-style-type: none"> <li>• Can they justify why they selected specific materials?</li> <li>• Can they work within a budget?</li> <li>• How have they ensured that their work is precise and accurate?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul> <p><b><u>Mouldable materials</u></b></p> <ul style="list-style-type: none"> <li>• Did they consider the use of the product when selecting materials?</li> <li>• Does their product meet all design criteria?</li> </ul> <p><b>Creative Art Link:</b> LC4 provides opportunities for children to design and make pyramids in the style of the Mayans.</p>
	4	Two	<p><b>A non-European society which provides contrasts to British history</b></p> <p><i>Who were the Mayans</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC6:</b>Why was the Sun an important feature in Mayan life?  <b>LC7:</b>What caused the Mayan Civilization to disappear?</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past</li> </ul>

			<p><i>and what have learnt from them?</i></p>	<p>societies and periods they have studied?</p> <ul style="list-style-type: none"> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can they identify and explain their understanding of propaganda?</li> </ul> <p><b>Challenge:</b> Can they suggest why there may be different interpretations of events? OR Can they suggest why certain events, people and changes might be seen as more significant than others?</p>
	5	Two	<p><b>A non-European society which provides contrasts to British history</b></p> <p><i>Who were the Mayans and what have learnt from them?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC8:</b>Reflection: Create a television documentary to explain to everyone about life of the Mayans, focusing on traditions, culture, sport and their knowledge.</p> <p><b>History Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can they identify and explain their understanding of propaganda?</li> </ul>



**MEDIUM TERM PLANNING: Focus Learning Challenge Approach**

**WHYBRIDGE JUNIOR SCHOOL**

**SUBJECT:** Humanities **SUBJECT LEADER:** Jennet Yilmaz **YEAR GROUP:** Year 6 Term 3

SUMMER TERM 1 AND 2	Week	Date & no of lessons	Topic and Learning Challenge	<p><b>KS2 Geography:</b> use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>KS2 Geography:</b> Understand the water cycle</p>
	1	Two	<p><b>Mapping skills and fieldwork</b></p> <p><i>I'm a Year 6 pupil, can you get me out of here?</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b></p> <p><b>LC1:</b>What would a bird's eye view of your school look like?</p> <p><b>LC2:</b> Can you put together a map of the immediate area around your school?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• Can they recognise key symbols used on ordnance survey maps?</li> <li>• Can they map land use with their own criteria?</li> </ul>
	2	Two	<p><b>Mapping skills and fieldwork</b></p> <p><i>I'm a Year 6</i></p>	<p style="text-align: center;"><b>Coverage:</b></p> <p><b>Lesson Challenge:</b></p> <p><b>LC3:</b>Can you explain why Rainham exists and what would have brought people to live there in the first place and why do people live here today?</p>

		<p><i>pupil, can you get me out of here?</i></p>	<p><b>LC4:</b>Can you use an OS map, including compass point directions to help someone plan a route between two local points?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they give extended description of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they accurately use a 4-figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul> <p><b>Literacy Link:</b> Research opportunities, especially in LC3 should see children linking to some of their history skills.</p> <p><b>Challenge:</b> Can they explain how human activity has caused an environment to change? OR Can they analyse population data on two settlements and report on findings and questions raised?</p>
3	Two	<p><b>Mapping skills and fieldwork</b> <i>I'm a Year 6 pupil, can you get me out of here?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b> <b>LC5:</b>If you got lost within 50 miles of your home, how would you go about finding your way home? <b>LC6:</b>From the photographs you have taken of the immediate area, can you create a painting?</p>

			<p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• Can they map land use with their own criteria?</li> <li>• Can they accurately use a 4-figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> </ul> <p><b>ART</b></p> <ul style="list-style-type: none"> <li>• Can they explain what their own style is?</li> <li>• Can they use a wide range of techniques in their work?</li> <li>• Can they explain why they have chosen specific painting techniques?</li> </ul> <p><b>Creative Art Link:</b> LC6 should provide an opportunity for children to use their watercolour or acrylic paint skills to paint a local scene that they have photographed.</p>
	4	Two	<p><b>Mapping skills and fieldwork</b></p> <p><i>I'm a Year 6 pupil, can you get me out of here?</i></p> <p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC7:</b>How would you go about planning a trip to a European city to include cost and time?  <b>Ref:</b>As a class could you create an 'Urban' or 'Rural' School pointing out the features in your locality.</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> </ul>

			<ul style="list-style-type: none"> <li>• Can they use maps, aerial photos, plans and web resources to Can they give extended description of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they accurately use a 4-figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> <li>• Describe what a locality might be like?</li> <li>• Can they map land use with their own criteria?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> <li>• Can they recognise key symbols used on ordnance survey maps?</li> </ul> <p><b>Challenge:</b> Can they plan a journey to another part of the world, which takes account of time zones?</p>
5	Two	<p><b>The importance of raw materials such as water</b></p> <p><i>Will you ever see the water you drink again?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC1:</b>Why is water a major necessity in any village, town or city?  <b>LC2:</b>How does rainwater form in the first place?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they give extended description of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they give an extended description of the human features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> <li>• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> </ul> <p><b>Challenge:</b> Can they name and locate the main canals that link different</p>

				continents?
	6	Two	<p><b>The importance of raw materials such as water</b></p> <p><i>Will you ever see the water you drink again?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC3:</b>Why do some places go for a long time without rain and others have too much rain?  <b>LC4:</b>How is water used to help provide energy to many places?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they recognise key symbols used on ordnance survey maps?</li> <li>• Can they name the largest desert in the world?</li> <li>• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• Can they give extended description of the physical and human features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human and physical features?</li> </ul> <p><b>Challenge:</b> Can they explain how human activity has caused an environment to change?</p>
	7	Two	<p><b>The importance of raw materials such as water</b></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b>  <b>LC5:</b> Can you create a moving toy that requires water to power it?  <b>LC6:</b>What happens to the water in our home once it disappears down the sink?</p> <p><b>Geography Knowledge, Skills &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they choose the best way to collect information needed and</li> </ul>

			<p><i>Will you ever see the water you drink again?</i></p>	<p>decide the most appropriate units of measure?</p> <ul style="list-style-type: none"> <li>• Can they make careful measurements and use the data?</li> </ul> <p><b>DT</b></p> <p><u>Electrical and mechanical components</u></p> <ul style="list-style-type: none"> <li>• Can they use different kinds of circuit in their product?</li> <li>• Can they think of ways in which adding a circuit would improve their product?</li> </ul> <p><u>Stiff and flexible sheet materials</u></p> <ul style="list-style-type: none"> <li>• Can they justify why they selected specific materials?</li> <li>• Can they work within a budget?</li> <li>• How have they ensured that their work is precise and accurate?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul> <p><u>Mouldable materials</u></p> <ul style="list-style-type: none"> <li>• Did they consider the use of the product when selecting materials?</li> <li>• Does their product meet all design criteria?</li> </ul> <p><b>Creative Art Link:</b> LC5 will require children to research, plan, design and make a quality product. The outcome should be quite sophisticated and well made.</p> <p><b>Numeracy Link:</b> In LC5 there will be many opportunities for children to use accurate measurement skills.</p>
	8	Two	<p><b>The importance of raw materials such as water</b></p> <p><i>Will you ever see the water you drink again?</i></p>	<p><b>Coverage:</b></p> <p><b>Lesson Challenge:</b></p> <p><b>LC7:</b> Which music is associated with water and can you create your own?</p> <p><b>Ref:</b> Can you put together a presentation that outlines the water cycle?</p> <p><b>Essential Knowledge, Skills &amp; Understanding:</b></p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they analyse features within different pieces of music?</li> <li>• Can they compare and contrast the impact that different composers</li> </ul>

				<p>from different times will have had on the people of the time?</p> <ul style="list-style-type: none"><li>• Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</li><li>• Do they recognise that different forms of notation serve different purposes?</li><li>• Can they use different forms of notation?</li><li>• Can they combine groups of beats?</li></ul> <p><b>Expressive Art Link:</b> Chance in LC7 for children to appraise music before creating their own which should be quite dramatic in capturing different aspects from tiny raindrops to extreme weather storms.</p>
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