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| Y12L  2019-2020 | Autumn 1 – 8 week | Autumn 2 – 7 weeks | Spring 1 – 6 weeks | Spring 2 – 5 weeks | Summer 1 – 6 weeks  **SAT’s** | Summer 2 – 7 weeks |
| English | The River  By Marc Martin | The Night Gardener  By The Fan Brothers | Grandads Island  By Benji Davies | Bog Baby  Jean Willis and Qwen Milward |  | Jack and the Beanstalk  By Colin Stimpson |
| Geography or History | **Geography** | History | Geography | **History** |  | **Geography** |
| Topic/Theme and Title | **What would Dora the Explorer/ Ben Ten find exciting about our town/city?**  Knowledge   * Can they identify the United Kingdom and its countries? * Can they find where they live on a map of the UK? * Can they label a diagram using some geographical words? * Can they find out about Seacombe/Liverpool by using different sources of evidence * Can they find out about Seacombe/Liverpool by asking relevant questions to someone else? * Can they say what they like/ don’t like about Seacombe/Liverpool * Can they describe features of their own locality? * Can they explain what makes their locality special? * Can they describe some human features of their own locality, such as the jobs people do? * Do they think that people ever spoil the area- how? * Can they explain what facilities a town or village might need? * Can they devise a map of the school and surrounding area and make a simple key? * Use compass to describe location of features on a map * Use aerial photographs and plans to recognise landmarks | **How have Rosa Parks and Nelson Mandela helped to make the world a better place?**  Knowledge   * Can they use words and phrases like: before I was born, when I was younger? * Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? * Can they use the words ‘past’ and ‘present’ accurately? * Can they sequence a set of events in chronological order and give reasons for their order? * Can they answer questions by using a specific source, such as an information book? * Can they research the life of a famous person outside Britain from the past using different resources to help them? * Can they find out something about the past by talking to an older person? * Can they explain why Britain has a special history by naming some famous events and some famous people? (William Shakespeare) * Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? (Florence Nightingale) | **Where would you prefer to live: England or Australia? (or another Non-European country)**  Knowledge   * Can they identify the United Kingdom and its countries? * Can they name the continents of the world and find them in an atlas? * Can they name the world’s oceans and find them in an atlas? * Can they find out about Australia by using different sources of evidence * Can they find out about Australia by asking relevant questions to someone else? * Can they say what they like/ don’t like about Australia. * Can they describe a place outside Europe using geographical words (Australia)? * Can they explain how the jobs people do may be different in different parts of the world? * Do they think that people ever spoil the area- how? * Can they explain what makes a locality special? * Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? * Use aerial photographs and plans to recognise landmarks | **What were the people who lived here like a 100 years ago?**  Knowledge   * Can they use words and phrases like: before I was born, when I was younger? * Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? * Can they use the words ‘past’ and ‘present’ accurately? * Can they use a range of appropriate words and phrases to describe the past? * Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? (Emily Davison) * Can they explain why Britain has a special history by naming some famous events and some famous people? (Emily Davison) * Can they recount some interesting facts from an historical event? (WW1) * Can they give examples of things that are different in their life from that of their grandparents when they were young? * Can they research the life of a famous person outside Britain from the past using different resources to help them? (Marie Curie) * Can they find out something about the past by talking to an older person? * Can they answer questions by using a specific source, such as an information book? * Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? * Can they explain what is meant by a parliament? |  | **Why do we love to be beside the seaside?**  Knowledge   * Can they identify the United Kingdom and its countries? * Can they name the main cities of England, Wales, Scotland and Ireland? * Can they label a diagram using some geographical words? * Can they find out about the seaside by using different sources of evidence? * Can they find out about the seaside by asking some good questions to someone else? * Can they say what they like and don’t like about a seaside locality? * Can they describe some physical features of seaside locality? * Can they explain what makes the seaside special? * Can they describe some of the features associated with an island? * Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? * Do they think that people ever spoil the seaside - how? * Use compass to describe location of features on a map * Use aerial photographs and plans to recognise landmarks |
| Geography links to History Topics |  | * Can they name the continents of the world and find them in an atlas? * Can they describe a place outside Europe using geographical words? * Can they find out about South Africa/Alabama by using different sources of evidence * Can they find out about South Africa/Alabama by asking relevant questions to someone else? * Can they say what they like/ don’t like about South Africa/Alabama. |  | * Can they describe some human features of Seacombe/Liverpool, such as the jobs people did 100 years ago? * Did people spoil the area 100 years ago? * Can they explain what facilities a town or village had 100 years ago? * Can they describe some human features of their locality, such as the jobs people did in the past? |  |  |
| History links to Geography topics | * Can they explain how their local area was different in the past? * Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? * Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? |  | * Can they explain how the jobs people do may have been different in the past? |  |  | * How has the seaside changed over time? * Can they give examples of things that are different in their life from that of their grandparents when they were young? |
| Writing Opportunities in History and Geography | * Description of local area * Instructions on how to get to certain places on a map | * Diary entry as Rosa Parks/Nelson Mandela * Recount of Rosa Parks/Nelson Mandela | * Fact File on England and Australia | * Non-Chronological Report on WW1 * In Flanders Fields WW1 poem – can they write their own WW1 poem? |  | * Postcard from the Seaside. * Letter to Headteacher requesting permission to go to the Seaside |
| Link texts  Fiction  Non-Fiction | Hey Grandude!  The journey Home  Beegu  What A Waste: Rubbish, Recycling, and Protecting our Planet | Greta and the Giants  The Boy at the Back of the Class  The Explorer  Fantastically Great Women Who Changed The World | Jack and the FlumFlum Tree  The Koala who could  Sloth’s don’t run  Australia: Travel for kids: The fun way to discover Australia | Grandpa’s Great Escape (WW2)  The Queen’s Knickers  The story of World War One |  | Somebody swallowed Stanley  At the beach (includes maps)  Tiddler  What the ladybird heard at the seaside  Seaside Holidays Then and Now |
| Chris Quigley Resources: Geography Milestone 1  History  Milestone 1 | The United Kingdom – England pg40  The United Kingdom – Scotland pg42  The United Kingdom – Wales pg44  The United Kingdom – Northern Ireland pg46  England: London pg48  England: Newcastle upon Tyne pg50  Scotland: Edinburgh pg52  Wales: Cardiff pg54  Northern Ireland: Belfast pg56 | Florence Nightingale pg46  Rosa Parks pg52  Martin Luther King pg 56  William Shakespeare pg38 | Continents and Oceans pg58  The Arctic Ocean pg60  The Atlantic Ocean pg61  The Pacific Ocean pg62  The Indian Ocean pg63  The Southern Ocean pg64  Australia: pg 72  Australia: Aboriginal People pg74  Australia: animals pg76  Australia: Great Barrier Reef pg78  Australia: Sydney pg80  Australia: Daintree Rainforest pg82  Jethro Tull pg 40  The Industrial Revolution pg80 | Marie Curie pg48  Emily Davison pg50  The First World War pg86  The American Revolution pg78 |  | Grace Darling pg42  (Link to lighthouse at the seaside) |
| Trip / visitor | Walk of local area- devise map of school and surrounding area and devise a key  City explorer and river explorer cruise Mersey Ferry –  <https://www.merseyferries.co.uk/cruises/river-explorer-cruise/pages/default.aspx> | Gardening experience with parent helper (Gardener)  School based visitor  Other people who help us fireman/ nurse police etc hot seat | Liverpool World Museum visit  Find out about locality using diff sources of evidence  Likes/ dislikes of own locality and another locality  Sketch map Liverpool  Compass directions to locate features on map  Label diagram using geographical words  Use aerial photos and plan perspectives to recognise landmarks etc | WW1 workshop to come into school with Past Productions (drama/art and music ½ day)  Old maps- look for key features and compare with now |  | Trip to a Victorian seaside resort and the beach (Llandudno)  Label diagram using geographical words  Use aerial photos and plan perspectives to recognise landmarks etc  Or link to Grace Darling with a visit to RNLI in Hoylake |