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| Y12L2019-2020 | 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 RiverBy Marc Martin | The Night GardenerBy The Fan Brothers | Grandads IslandBy Benji Davies | Bog BabyJean Willis and Qwen Milward |   | Jack and the BeanstalkBy 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
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| 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?
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| 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?
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| 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
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| Link textsFictionNon-Fiction | Hey Grandude!The journey HomeBeeguWhat A Waste: Rubbish, Recycling, and Protecting our Planet | Greta and the GiantsThe Boy at the Back of the ClassThe ExplorerFantastically Great Women Who Changed The World | Jack and the FlumFlum TreeThe Koala who couldSloth’s don’t runAustralia: Travel for kids: The fun way to discover Australia | Grandpa’s Great Escape (WW2)The Queen’s KnickersThe story of World War One |  | Somebody swallowed StanleyAt the beach (includes maps)TiddlerWhat the ladybird heard at the seasideSeaside Holidays Then and Now |
| Chris Quigley Resources: Geography Milestone 1History Milestone 1 | The United Kingdom – England pg40The United Kingdom – Scotland pg42The United Kingdom – Wales pg44The United Kingdom – Northern Ireland pg46England: London pg48England: Newcastle upon Tyne pg50Scotland: Edinburgh pg52Wales: Cardiff pg54Northern Ireland: Belfast pg56 | Florence Nightingale pg46Rosa Parks pg52Martin Luther King pg 56William Shakespeare pg38 | Continents and Oceans pg58The Arctic Ocean pg60The Atlantic Ocean pg61The Pacific Ocean pg62The Indian Ocean pg63The Southern Ocean pg64Australia: pg 72Australia: Aboriginal People pg74Australia: animals pg76Australia: Great Barrier Reef pg78Australia: Sydney pg80Australia: Daintree Rainforest pg82Jethro Tull pg 40The Industrial Revolution pg80 | Marie Curie pg48Emily Davison pg50The First World War pg86The 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 keyCity 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 visitorOther people who help us fireman/ nurse police etc hot seat | Liverpool World Museum visit Find out about locality using diff sources of evidenceLikes/ dislikes of own locality and another localitySketch map Liverpool Compass directions to locate features on mapLabel diagram using geographical wordsUse 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 wordsUse aerial photos and plan perspectives to recognise landmarks etcOr link to Grace Darling with a visit to RNLI in Hoylake |