

Francis Askew Topic Planning 2016/17

Each year group has a history and a geography based topic per term. These can either be linked across one term or split into half-termly topics – e.g. ‘Ancient Egypt’ and ‘In the Desert’ could be linked to form one termly topic, whereas Crime and Punishment and Extreme Earth may form two half-termly topics. You may wish to come up with more exciting names e.g. ‘World War 2’ and ‘The United Kingdom’ could become ‘Blitzed Brits’, ‘Homes in the Past’ and ‘Where do I live?’ could become ‘Who would live in a house like this?’ etc. They can be done in any order across the year. We are also planning on having a HULL WEEK each term to celebrate our city.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 (NB Y5/6 2017/18)	Year 6 (NB Y5/6 2016/17)
Autumn	A LONG, LONG TIME AGO...	Homes in the Past	The Great Fire of London	The Railway Revolution	Anglo-Saxons, Picts and Scots	Vikings vs. Anglo-Saxons	World War 2 and the Holocaust
	Past	Where do I live?	Life in the City	Earning a living	Village Settlers	Exploring Scandinavia	The United Kingdom
Spring	MY WORLD AND ME...	Famous Queens	Communication Then and Now	Prehistoric Britain	Ancient Egypt	The Mayans	The Wild West
	Present	Around the World	Map Makers	Countries of the World	In the Desert	South America	North America
Summer	IMAGINE...	Castles	Intrepid Explorers	Invaders and Settlers: Romans	The Indus Valley	Ancient Greeks	Crime and Punishment
	Future/Fantasy	We are Britain (HT)	Let's go to the Arctic	Our European Neighbours	Investigating India	Investigating Rivers	Extreme Earth

Teachers (eventually with the help of the students) will come up with a minimum of three questions per half term to answer. These will form projects and will always have a basic skill link (reading, writing, maths or oracy).

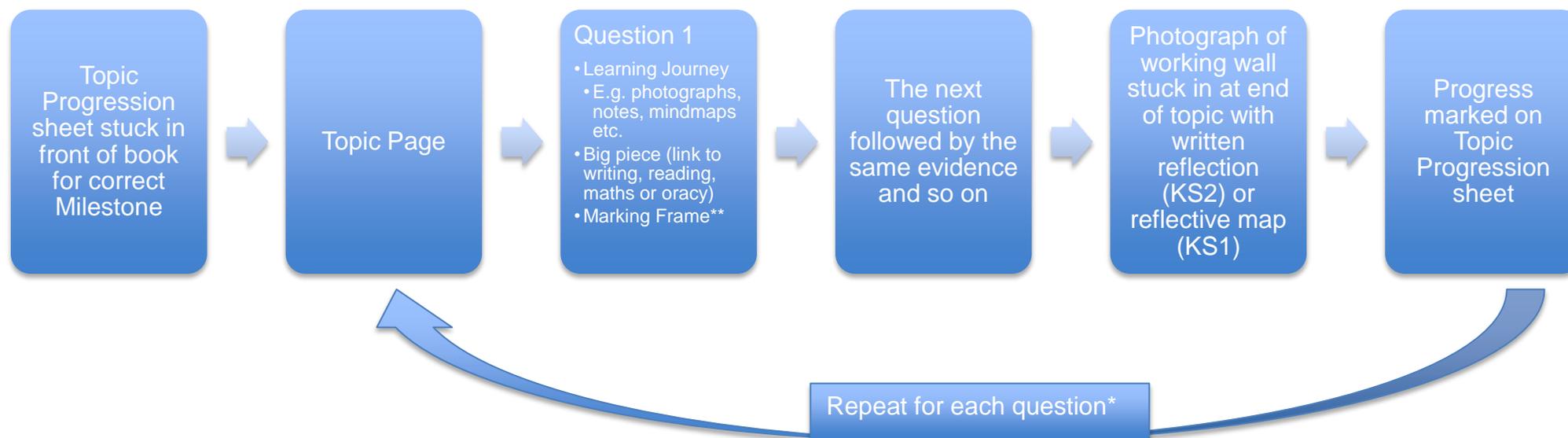
EXAMPLE 1: Ancient Egypt & The Desert (Year 4)

Ancient Egypt (history)	What would you expect to find in a pharaohs tomb?	Reading basic skill link e.g. combining things from various sources
	How did the Egyptians mummify the dead?	Writing basic skill link e.g. writing instructions
	Why did the Egyptians build pyramids?	Writing basic skill link
The Desert (geography)	What would it be like to live in the desert?	Maths basic skill link e.g. graphs
	How are animals adapted to life in the desert?	Reading basic skill link with potential for oracy e.g. presenting knowledge found from reading.
	Where would you rather live: England or Egypt?	Writing basic skills link

EXAMPLE 2: Was it ever dull in Hull?

Q.	Foundation Subject LO	Basic Skill LO	Input	Activity	Challenge
How did the Blitz affect Hull?	HISTORY LO: To investigate and interpret the past. M3: Understand that no single source of evidence gives the full answer to questions about the past.	WRITING LO: To use paragraphs. MI: Write cohesively at length.	What can you remember about the Blitz? What do you already know? Two tables – written recounts Two tables – statistics Two tables – photos What have we found out? Can any group tell me exactly how the Blitz affected Hull? (WILF: no, we need a combination of different sources) (Extension – why are recounts good/bad?) Arrange children so that there is an 'expert' for each source type in each group to share their knowledge. In their groups, children to combine evidence as a mind map. Allow children to further research Hull in the Blitz and to add this to the mind map.	Pose the question How did the Blitz affect Hull? Children to answer this in writing. Allow time for planning first. [DIFFERENTIATION BY WRITING ABILITY] BASIC writers: writing frame ADVANCING writers: prompts for structure, causal connectives DEEP writers: children to think independently how they could structure this etc.	Can they present this information in a different way for a different audience?
How has Hull's population changed over time?	GEOGRAPHY LO: To investigate patterns. M3: Describe how locations around the world are changing and explain some of the reasons for change.	MATHS LO: To use statistics. MI: Interpret and construct pie charts and line graphs and use these to solve problems.	Look at a map showing the expansion of Hull over the years. What do we know? Why does the map look the way it does? Etc. Show children the table for the population growth over time. Discuss. How could we present this information in a different way?	Children to plot the population numbers as a line graph. To answer questions based on the line graph. [DIFFERENTIATION BY MATHS ABILITY] BASIC mathematicians: partially completed line graph – focus on interpretation rather than construction ADVANCING mathematicians: axes given DEEP mathematicians: squared paper – blank	Challenge Give children access to the population site to further investigate population sizes of specific groups in Hull and compare this with their own locality of the Newington Ward.

Expectations for Topic Books



*half-termly topic = 3 questions minimum, termly topic = 6 questions minimum

**see separate documents for Marking Frame and Learning Objective templates

Other expectations:

- Topic working wall demonstrating the progress through the topic and skills developed
- One trip or visitor a term (theme days are extra to this). Evidence should be in topic books e.g. photographs, recounts (if not in English books) etc.
- Class read (not necessarily linked to topic) from which writing is planned for English lessons