



TOPIC TITLE: Barnstaple Past and Present



ENTRY POINT

Walking tour of Barnstaple with guide.

HOME LEARNING

Homework tasks will be set.

PARENT ENGAGEMENT

Parents (and grandparents) will be encouraged to join in by sharing with their children their own personal experience of the history of Barnstaple.



Our Lady's Catholic Primary School

TERM: Autumn

CLASS: Kingfisher

YEAR GROUP(S): 5

<http://www.barnstaplehistory.com/barnstaple-then-now/>



HISTORY	GEOGRAPHY	SCIENCE	PSHE	PE
<p>Be able to find out about aspects of the past from a range of sources</p> <p>Be able to describe and identify reasons for and results of historical events, situation and changes in the periods they have studied.</p> <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework.</p>		<p>Be able to conduct scientific investigations</p> <ul style="list-style-type: none">• Posing scientific questions• Choosing an appropriate way to investigate a scientific issue• Using their scientific knowledge and understanding to predict the outcome• Relating the outcome to their original prediction• Making systematic and accurate measurements from their observations• Drawing conclusions based on the evidence• Explaining and justifying their predictions, investigations, findings and conclusions• Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions• Repeating investigations, observations and measurements to check their accuracy and validity• Identifying patterns in the results• Using scientific language to explain any differences found in the results of investigations• Suggesting ways in which their investigations and working methods could be improved• Relating their own investigations to wider scientific ideas	<p>New Beginnings:</p> <ul style="list-style-type: none">• Rights & responsibilities• School rules• Magistrates courts• Settling disputes amicably	



DESIGN AND TECHNOLOGY	ART AND DESIGN	TECHNOLOGY	INTERNATIONAL, NATIONAL, LOCAL COMMUNITY LINKS	TRIPS
<p>Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>Be able to gather and use information to suggest solutions to problems</p> <p>Be able to devise and use step-by-step plans</p> <p>Be able to select the most appropriate available tools and materials for a task</p> <p>Be able to work with a variety of tools and materials with some accuracy</p> <p>Be able to test and evaluate their own work and improve on it</p>	<p>Be able to use a wide variety of new materials, forms and techniques to express their emotions, observations and experiences</p> <p>Be able to communicate through visual and tactile forms</p>	<p>Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>Be able to devise and use step-by-step plans.</p> <p>Be able to work with a variety of tools and materials with some accuracy.</p> <p>Be able to test and evaluate their own work and improve on it</p>	<p>Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups</p> <p>Be able to identify ways in which people work together for mutual benefit</p>	<p>@Bristol Planetarium</p>



LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)			
ENGLISH	MATHS	E-SAFETY	COMPUTING
<p>Information text – phases of the moon.</p> <p>Persuasion text – the earth really is round! Defending Galileo.</p> <p>News reports from history</p>	<p>Measures</p> <p>Measuring crater size</p> <p>Scale (eg of solar system!)</p> <p>Distance in up to 1 million km</p> <p>Calculating diameter of the sun and moon using formula</p> <p>Shape – diameter, spheres etc</p> <p>Graphs – sunrise and sunset times in different parts of the world in June and December</p>	<p>Use technology safely, respectfully and responsibly;</p> <p>Recognise acceptable/unacceptable behaviour;</p> <p>Identify a range of ways to report concerns about content and contact.</p>	<p>Be able to use search technologies effectively and be discerning in evaluating digital content.</p> <p>Be able to interpret their findings</p> <p>Be able to identify whether their findings are valid</p> <p>Be able to manipulate and combine different forms of information from different sources</p> <p>Be able to use ICT to present information in a variety of forms</p> <p>Be able to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>



WRITING IN CONTEXT

Information text - Barnstaple landmarks

Persuasion text - local issue

News reports from history (formal language)