

## Unit 1: Welcome to Birdwell

Build an understanding and appreciation of both the location and culture of where we live

### Geography

- Explore Birdwell from above and on the ground, using a variety of sources (maps, photographs and satellite images) as well as first-hand exploration
- Explore the local culture: food, famous Yorkshiremen and places of interest. Celebrate the Yorkshire accent (Sp&L opportunity & direct speech as well as standard English in SpAG)
- Locate Birdwell, Barnsley, Yorkshire, England and Europe on maps at a range of scales. Refer to locations using the points of the compass

### RE

- Investigate the significance of religion in the local, National and Global communities through looking at the demographic
- Reflect upon sources of inspiration in their own and other's lives

### D&T

- Research, cook and prepare a recipe for a variety of local dishes.

### Art

- Create a lift-the-flap portrait of ourselves as stereotypical Yorkshiremen in the style of Pete McKee

### Music

- Practise and perform local songs, rhymes and poems to music or score

### PE: Gymnastics

Develop a planned floor routine to represent & celebrate local sports & sports personalities



## Where am I from?

An exploration of Yorkshire history, culture and our place in Europe

## Unit 2: Yorkshire History...Coal Mining

Investigate what Barnsley and Yorkshire were like in the past with a focus upon the coal mining industry.

### History

- Use a variety of sources, including pictures, database and artefacts to find out about very early coal mining
- Research the life of a trapper and write a diary account in character
- Educational visit to Caphouse Colliery
- Compare & contrast 2 opposing views on the miner's strike, newspaper writing

### RE

- Reflect upon ideas of right and wrong & our responses as part of a community

### Science & computing

- Investigate the different types of rocks and find out about how rocks and fossils are formed
- Design and investigation for how to classify different rock samples Use coding to create a binary tree sorting algorithm and record our findings

### Art

- Charcoal, atmospheric portraits OR riot scenes

## Unit 3: France

Investigate the similarities and differences in our closest, European neighbour

### Geography

- Locate France on a map. Give directions using compass points and simple distances. Focus upon the channel crossings. (Non-fiction writing)
- Discuss and investigate geographical lines of enquiry to find out more about France and then research these, presenting our findings (Using a variety of digital media)
- Compare London to Paris, including weather, climate architecture and points of interest, demographic
- MFL
- Listen to, Speak and record in French, greetings, our personal details, numbers and foods.

### D&T

- Research, cook and prepare a recipe for a variety of local dishes.
- Foster curiosity in and deepen the understanding of the French culture through high quality languages education

### Art

- Recreate our stereotypical Yorkshire self portraits as stereotypical Frenchmen, in the style of Vincent Van Gough

### Music

- Musical appreciation (Poetry analysis) discuss the themes and meanings in 'Vincent' by Don McClean

### PE

- Cycling, look at the traditions and competition of the Tour de France/Yorkshire. Focus upon cycling proficiency and relay/ time trials

## Unit 4: Are we European?

Children are to use their knowledge and understanding of the location and identity of our local area to decide if they believe we are part of Europe or not

### Literacy

- Summarise the main points of the argument for each point of view
- Investigate the skills of persuasive writing
- Sp&L debate skills, persuading others of your point of view
- Independent writing, write a persuasive piece of writing, explaining your view on whether we are European or not, acknowledging opposing points of view and using argument to respond.

### Art

- Independently plan and produce our own artistic response to the question, using drawing, painting, sculpture or other media with support from the class teacher.

