

Geography: Local area

Key Skills:

Name and locate a wider range of places in their locality, the UK and wider world. Y3
Describe how features and places change and the links between people and environments.

Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Y5

Observe, record, and name geographical features in their local environments. Y3

Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Y3

Communicate geographical information through a range of methods including the use of ICT. Y3

Key Questions:

Where is Scarisbrick?

How does it look on a map?

How do local landmarks look on a map?

How is land used in our local area? How has land use changed over time?

What do symbols mean on an OS map?

How would building more houses affect the local area?

What countries make up the UK and what are their capitals?

Why do people leave Scarisbrick to live in Liverpool?

What are the pull factors to Liverpool?

Enrichment Visit: Ferry Trip to Liverpool



History: Victorians (in local area)

Key Skills:

Demonstrate knowledge of aspects of history significant in their locality. Y3

Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. Y4

Use some dates and historical terms when ordering events and objects. Y3

Use dates and historical terms when ordering events and objects. Y4

Recognise how our knowledge of the past is constructed from a range of sources. Y5

Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Y6

Key Questions:

When was the Victorian era? Who was Queen Victoria?

What was life like in England before Victoria inherited the throne?

What evidence of Victorians exists in our locality?

What did Victorians do for leisure?

How were children's lives different to our own?

What toys did children play with in the Victorian era?

What can difference sources teach us about children's experiences?

What inventions took place during the Victorian era?

How did the rail network grow in Victorian times? What did Queen Victoria think of rail travel?

How did the railway change people's lives?

Was the Victorian era a dark age or a golden age?



DT: Cookery

Key Skills:

Follow instructions/recipes Y3

Join and combine a range of ingredients Y3

Know where and how ingredients are reared and caught Y4

Key Questions:

What are local Lancashire recipes?

How can we follow a recipe to combine ingredients?

ART: Printing

Key Skills: Painting/Printing

Observe harvest fruits and veg. Make observational Drawings and paintings of them. Look at the amazing Paintings of the seasons by Arcimboldo. We grow sunflowers at school. Make observational drawings then paintings of sunflowers. Look at the great work of Van Gogh.

Create printing blocks using a relief or impressed method.

Create repeating patterns.

Use a graphics package to manipulate an image by applying a filter.

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

Key Questions: How can we make repeat patterns? What tools can we use? What happens if we add/raise the level or scrape into the block? What do we have today that follows on from William Morris material prints?

Artists: Van Gogh, Arcimboldo, William Morris,



Home Sweet Home

Autumn 2019

Science: Living things & their habitats

Key Skills:

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.

Use and make identification keys for plants and animals.

Key Questions:

How can we classify living things?

How can we use a classification tree?

How can environments change and create dangers for living things?

How do we use identification keys?



Science: Electricity

Key Skills:

Identify common appliances that run on electricity.

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

Electricity can be dangerous.

Electricity sources can be mains or battery.

Batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work.

Faults in circuits can be found by methodically testing connections. Drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until UKS2).

Key Questions:

What makes a simple circuit?

What does a circuit need to work?

What materials are conductors/insulators?

How do more batteries affect a circuit?