


St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 2 Cycle: 2 Term : Autumn

Topic: History/ Geography

English: 1 The Stone Age Boy (history and rocks)

2 The Lost Thing (geography and electricity)

Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Links	Assessment	SMSC links
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.	To find out what happened in the Stone Age.	<p>What do we already know about the Stone Age? Use Stone Age Mind Map □ mind map existing knowledge and ideas □ What do we want to find out?</p> <p>Use the Introduction to the Stone Age flipchart or powerpoint.</p>	<p>Children to mind map what they already know and what they want to find out about the Stone Age. Write questions on flames to add to “stone age” camp fire display.</p> 	Stone Age Boy-English Text	<p>LA I can use a range of question words.</p> <p>HA I can ask questions about a range of subject areas: housing, health</p>	Spiritual Development To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
To develop a chronologically secure knowledge of events in the Stone Age.	To create a timeline	Use the Stone Age Timeline Task Setter flipchart or powerpoint. What's the earliest thing you can remember? What is the earliest event in history you know about? Draw a timeline and add any events the children are aware of.	Sort the Stone Age Timeline cards into chronological	Stone Age Boy-English Text	<p>LA I can sort chronologically</p> <p>MA I can use dates</p> <p>HA I can match time periods to names eg paleolithic</p>	
Understand how our knowledge of the past is constructed from a range of sources.	To create pictures in the style of cave paintings.	'Cave Paintings' - what images are brought to mind? Use the Stone Age Cave Paintings flipchart or powerpoint.	<p>Produce your own cave paintings - see Stone Age Craft Ideas for suggestions.</p> <ul style="list-style-type: none"> • Hand stencils • Animal painting • Hunting scenes • Colour Mixing (primary/secondary/tertiary) 	Stone Age Boy-English Text	<p>LA I can copy stone age paintings</p> <p>MA I can draw accurately</p> <p>HA I can experiment with different painting techniques.</p>	Social – what can we learn about Stone Age society from paintings? Spiritual – use creativity and learn about others.

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Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.	Houses today - what do they look like? How do they differ around the world? Why? Compare typical houses in cold climates with those in warmer climates. What is important when it comes to building a house. Use the Stone Age Homes Task Setter flipchart or powerpoint.	Write an advert for a Stone Age Home Sale. Include features such as number of bedrooms, where it is situated, why it is safe etc	Newspaper report about journey to the stone age based on book. Use stone age newspaper reports for comprehension	LA I can name features of stone age houses MA I can write using persuasive techniques. HA I can consider advantages and disadvantages.	
Know that our knowledge of the past is constructed from a range of sources and that different versions of the past may exist.	To draw archaeological plans.	Look at the picture of the settlement in Stone Age Boy. What evidence is there of settlement from the stone age? How do archaeologists date evidence? Discuss the functions of each area of the camp. Model drawing a plan of the camp.	Draw a plan of the village. Use a key.		LA I can use a key and 4 digit coordinates. MA I can use historical accurate information. HA I can use scale	Cultural – learn about settlements in the past. Social – what roles did each member of the community hold? Compare with modern day communities.
DT: sewing	To join materials using sewing skills.	How would hunters and gatherers have collected their food? What tools have archaeologists found? If they have found needles, they must have used sewing techniques.	Make a bag to collect food as hunter and gathering.			
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	To find out what people ate in the Stone Age and how their diet changed.	What did people eat in the Stone Age? Use the Stone Age Food flipchart or powerpoint. <ul style="list-style-type: none"> Hunter and Gathering What did they gather? What they hunt? How did they hunt? <p>Explain how during the iron age farming was introduced.</p>	Describe the role of hunter and gatherer and how eventually farming was introduced. Write the pros of cons of farming v hunter gatherers	Choose an Animal from the story and stone Age. Write a report about it. Use templates as starting point for report.	LA I can what is meant by hunter and gather and farmer. HA I can compare the advantages and disadvantage of HG compared to farmer.	Spiritual- learn about the world and how others lived.

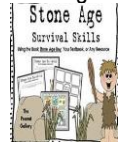
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DT select and use from a wide range of tools Prepare and cook a variety of dishes using a range of cooking techniques	To use cooking techniques.	Powerpoint: stone age stewed fruit recipe	Sample foods available to the hunter gatherers in the Stone Age. Stew	Tesco Trip- Farm to Fork		
Art	To create texture using pencil	Draw animals from the stone age. Use the animals pictures from the Stone Age boy	Use sketch pencils to show texture in art.			
DT Select from and use from a wider range of tools: cutting, joining and finishing	To create replica weapons and tools.	What tools did they use? How do we know? Refer to Stone Age Boy book. What were they used for? Create some models of weapons using by hunters	Create replica tools and weapons using folded paper template.	Explanation text "How to survive the stone age" 		Cultural Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
Understand how our knowledge of the past is constructed from a range of sources.	To find out what we know about Skara Brae.	Where and what is Skara Brae? What do you know about it? Use the Skara Brae flipchart or powerpoint.	Use the Skara Brae comprehension sheets or Skara Brae quiz. Look at the artefacts from Skara Brae and tried and recreate	Write a report about Skara Brae.		Cultural Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others


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<p>ART DT History</p>	<p>To use historical monuments to create art work</p>	<p>Powerpoint of Stone Henge. Stone Henge art. Stone age model from paper. Discuss use of shade in picture.</p>	<p>Art: painted background and silhouette of stone henge.</p> 			<p>Cultural Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>
<p>Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Consider life in the Stone Age and how it compares to life to today.</p>	<p>To review key features of the Stone Age</p>	<p>Use the Challenge Cards Task Setter flipchart or powerpoint. What are the main differences between life today and in the Stone Age?</p>	<p>Use the Stone Age Challenge Cards to prompt discussion about life in the stone age.</p>			<p>Cultural Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>
<p>Change in Britain from the Stone Age to the Iron Age. Note connections, contrast and trend over time and develop appropriate use of historical terms.</p>	<p>To discuss changes from the bronze age to the iron age.</p>	<p>Discuss how tools and technology changed through the bronze to the iron age and the arrival of the Romans in Britain.</p>	<ul style="list-style-type: none"> • Explain changes in homes, farming and weaponry from the bronze age to the iron age • Write a job advert for iron age farmer. 		<p>LA I can name differences between the stone age and iron age. MA I can explain why changes happened. HA I can consider the impact of changes from the SA to IR.</p>	


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<p>Describe and understand key aspects of Physical geography including Climate zones, biomes and vegetation belts, mountains, volcanoes and earthquake and water cycle</p>	<p>To use different sources of evidence to research mount everest</p>	<p>Lesson 1: Mount Everest (powerpoint) http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Mountains+volcanoes+and+earthquakes/Mountains+volcanoes+and+earthquakes.htm</p> <p>This lesson starts with the iconic photograph of Tenzing Norgay at the summit of Mount Everest, taken by Sir Edmund Hillary on 29th May 1953, marking the first successful ascent of the mountain. As a starter activity, and with no contextualisation from the class teacher, pupils are asked to identify questions (and surmise answers): who, what, where, when, why, how. The development of geographical enquiry, asking questions of evidence and examining what it might tell us, will start pupils on the road to thinking 'like geographers'. Then, through a series of maps and photographs, both modern and archive, pupils will then learn about the physical geography of the mountain- its landscape, topography and weather. They will come to understand that Mount Everest can be a hostile and dangerous environment. Finally, pupils will hear how these dangers were faced by Hillary and Tenzing in their successful ascent of the summit</p>	<ul style="list-style-type: none"> • Use information from powerpoint and fact sheets to research mount Everest. • Add facts to mount Everest sheet.  <ul style="list-style-type: none"> • Peak: encourage pupils to use the term peak or summit, rather than 'top' • Ridge: where two sides of mountain meet • Glacier: like a frozen river, the ice slowly moves down the mountain • Moraine: rock debris deposited in front of an advancing glacier 	<p>Write a diary entry (recount) of Sir Edmund Hillary's attempt to climb Mount Everest.</p>	<p>LA I know facts about Everest</p> <p>MA I can name parts of Mount Everest.</p> <p>HA I can research facts about Mount Everest.</p>	<p>Spiritual</p> <p>The sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>
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<p>Mapping</p>	<p>To name mountain ranges.</p> <p>To use mapping skills to answer questions about Snowdon.</p>	<p>Lesson 2: Mapping mountains 'What is a mountain?' They will then establish the location of the main continental mountain ranges. Significant, and interesting, mountain ranges will be highlighted. The highest peaks in the UK will be identified before looking, in depth, at a case study of Snowdon. Pupils will use the Ordnance Survey map of Snowdon and will gain an understanding of how topography is shown on a map. In a mapping task, pupils will learn the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction as they answer questions and plan routes</p>	<ul style="list-style-type: none"> • Research a mountain range in the world and write a report (mountains of the world fact sheet: twinkle resource) • Label parts of a mountain. • Locate different mountain ranges on a world map. (twinkle worksheet) • Use mapping skills to answer questions about Snowdon Year 3: 8 points of compass and 4 figure grid references. Year 4: 8 points of compass, six figure grid references and scale. 	<p>Link maths: height measurement, temperature degrees</p>	<p>LA I can use 8 points of a compass</p> <p>MA I can use 4 figure grid references</p> <p>HA I can use 6 figure grid references and use a scale.</p>	<p>Spiritual development: To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them</p>
<p>Describe and understand key aspects of Physical geography including</p> <p>Climate zones, biomes and vegetation belts, mountains, volcanoes and earthquake and water cycle</p>	<p>L.O: To know how mountains are formed.</p>	<p>Lesson 3: The formation of mountains In lesson three, the key question to be investigated is how mountains are formed. The role of plate tectonics, the movement of the Earth's crust, in this formation will be explained. Pupils will gain an understanding of the structure of the Earth and come to know that mountains can be formed in different ways, depending on how the Earth's crust moves. Three formations will be examined in detail: Fold Mountains, Fault Block Mountains and Dome Mountains. In addition to the formation models, mountains exemplifying each formation will also be named and located with particular reference to North and South America and Europe. Finally, pupils will understand that mountain landscapes change over time through erosion.</p>	<ul style="list-style-type: none"> • Pupils will draw and annotate diagrams of the three main types of mountain formation (fold, fault block and dome). • Higher ability pupils should be expected to show the stages of formation over time. Higher ability pupils may also be expected to write a short explanation in addition to the annotations on the diagrams. • For pupils requiring support, 'The formation of mountains differentiated worksheet' can be used. This combines pre-drawn diagrams, sentences and vocabulary lists 		<p>LA I can name different types of mountains.</p> <p>MA I can explain how some mountains are formed.</p> <p>HA I can explain the stages of mountain formation.</p>	<p>Spiritual The sense of enjoyment and fascination in learning about themselves, others and the world around them</p>

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		<p>Starter: Pupils can play the game 'Just a Minute'. Choose a confident pupil to begin. Can they speak for one minute without hesitation, repetition or deviation (and using factual information and correct vocabulary) on the topic of either of the first two lessons (Mount Everest and the first ascent or Mapping mountains)? Time the pupil and see how long they can speak. The class teacher can 'buzz' the pupil out if they um and ah, repeat themselves or are factually incorrect. Alternatively, other pupils can 'buzz' by a show of hands, or other device, as long as they have a good reason.</p>				
<p>Describe and understand key aspects of Physical geography including</p> <p>Climate zones, biomes and vegetation belts, mountains, volcanoes and earthquake and water cycle</p>	<p>To label the parts of a volcano</p> <p>To know why volcanoes erupt.</p>	<p>In lesson four, pupils will learn that volcanoes come in many shapes and sizes, but are primarily located at the boundaries between tectonic plates. Why and how an eruption happens, and the type of volcano created are key issues that will be explored. Pupils will also become familiar with the structure of volcanoes and be able to name the key features in a cross section. Examples of different volcanoes from North and South America and Europe (including the UK), active, dormant and extinct, will be featured as case studie</p> <p>Starter Pupils take part in an 'Around the World' challenge. The object of the game is for a pupil to correctly answer a question posed by the teacher before one of their classmates. (see individual planning)</p>	<p>Pupils should draw and label a diagram showing the cross section of a composite volcano.</p> <p>Alternatively, in pairs or small groups make a 3D cross section of a volcano using colour-appropriate plasticine. Annotate the key features using small labels attached to cocktail sticks. This activity will offer peer support for lower ability pupils.</p> <p>As an extension or homework activity pupils could cut out and glue their own composite volcano. For a make-your-own, cut-out and glue 3D composite volcano go to the Geoblox.</p>	<p>World volcano comprehension sheet.</p> <p>Explanation text: Why are volcanoes formed?</p>	<p>LA. I can what a volcano is.</p> <p>MA I can label a cross section of a volcano</p> <p>HA I can explain why some volcanoes erupt.</p>	<p>Spiritual</p> <p>The sense of enjoyment and fascination in learning about themselves, others and the world around them</p>

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<p>Describe and understand key aspects of Physical geography including</p> <p>Climate zones, biomes and vegetation belts, mountains, volcanoes and earthquake and water cycle</p>	<p>To discuss advantages and disadvantages of living near volcanoes.</p>	<p>Lesson five: Volcanoes: a suitable home? The theme of volcanoes continues in lesson five. With an average of 25 eruptions per year and approximately 600 million people living on or in the vicinity of volcanoes, we ask the question, 'Why do people live near volcanoes?' In the lesson pupils will understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction. They will also understand the inherent dangers of living in the foothills of a volcano, from lava, ash, gas to lahars (mud flows).</p> <p>Starter Spot your teacher's mistakes! Show pupils the mislabeled diagram of a cross section of a composite volcano. Note that not all of the labels are incorrect. Working in pairs, can pupils spot the mistakes? For those finishing quickly, can they correctly label the diagram</p>	<p>Pupils can write a postcard home having visited a volcanic locality. They can draw on their prior knowledge from 'Lesson 4: Volcanoes' to demonstrate an understanding of how volcanoes are formed and include case study material.</p> <p>Pupils can then draw the picture on the front of the postcard. The picture should be relevant to the lesson content.</p> <p>Higher ability pupils should be expected to include more of the geographical detail specific to the chosen volcano in their writing. Their design for the front of the postcard will be more complex. It might include a picture of the volcano and the surrounding landscape, a map showing the volcano's location, and/or the benefits of volcanic activity for the region.</p>		<p>LA I can explain why some people live near volcanoes.</p> <p>MA I can name different volcanoes and their countries and continents.</p> <p>HA I can think of advantages and disadvantages of living near a volcano.</p>	
<p>Describe and understand key aspects of Physical geography including</p> <p>Climate zones, biomes and vegetation belts, mountains, volcanoes and earthquake and water cycle</p>	<p>To know where earthquakes are located.</p> <p>To know what causes earthquakes</p>	<p>Lesson 6: Earthquakes In the final lesson of the module, the spotlight turns to earthquakes. Every thirty seconds there is an earthquake somewhere in the world; each year there are approximately 100 earthquakes that cause serious damage. Where earthquakes are located, why they happen, how they happen and their aftermath- on both the landscape and the people most affected- will be examined. The San Andreas Fault, western USA, will be highlighted as a case study. Additional material will also be provided on the Japanese earthquake and tsunami</p>	<p>Pupils will design a board game. This might be in the style of Monopoly, Snakes & Ladders or one of their own devising. To progress in the game players will need to correctly answer questions on earthquakes. Incorrect answers will result in being 'sent back' several places etc.</p> <p>The board games should be colourful and eye-catching, but decorated with topic-specific pictures, diagrams and</p>	<p>Research Japanese earthquake and write report about it.</p>	<p>LA I can explain why earthquakes happen.</p> <p>MA I can explain where earthquakes happened.</p> <p>HA I can explain some effects of earthquakes.</p>	<p>Spiritual The sense of enjoyment and fascination in learning about themselves, others and the world around them</p>

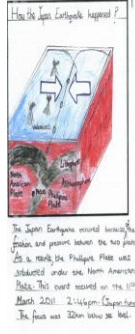
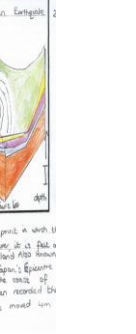

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		<p>of 2011 Mountains, volcanoes and earthquakes - Earthquakes</p> <p>.Starter Show a picture of the after effects of the earthquake in Folkestone, Kent, on 28th April 2007. The earthquake had a magnitude of 4.3 on the Richter scale. Do not contextual the information. Pupils should identify enquiry questions: who, what where, why? What is the evidence? The factsheet for teachers contains background information on this earthquake. Discuss that earthquakes in the UK are infrequent, but can happen. In fact, between 200 and 300 earthquakes are detected in the UK, by the British Geological Survey every year. The risk from these earthquakes is not insignificant. To find out the last earthquake occurrence in the UK visit the British Geological Survey site. You will be surprised how many earthquakes there are.</p>	<p>maps.</p> <p>High ability pupils will be expected to devise harder questions for their game; they may also write additional questions in chance/community chest-style cards. The geographical detail of the decorations will also be more thorough.</p> <p>The board game could also cover other aspects of the module as the class teacher decides</p>			
	<p>To use perspective and tone.</p>	<p>Look at landscape images of mountains. Discuss how tone of colour differences as you retreat into the background. Look at perspective: compare foreground and background detail</p>				<p>Spiritual</p> <p>The sense of enjoyment and fascination in learning about themselves, others and the world around them</p>



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	<p>To appreciate layers of detail in painting: foreground, middle ground and background.</p>	<p>Deep in the country of Mexico lies the Sierra Madre Mountain range. Concentrate on least 3 landscape details. DETAILS: horizon line, foreground with trees and plants, middle ground with hills, smaller trees, rivers or streams, and background with mountains, sky</p> <p>Colour: discuss use of warm and cool colours http://paintedpaperintheartroom.blogspot.co.uk/2013/03/mountain-landscapes.html</p>	 <p>SKETCH Sketch out their drawings,</p> <p>PAINT Paint with tempera paints, I brought out the egg cartons filled with lots of colours.</p>			<p>Spiritual The sense of enjoyment and fascination in learning about themselves, others and the world around them. The use of imagination and creativity in their learning willingness to reflect on their experiences..</p>
	<p>To use abstract pattern.</p>	<p>Look at pictures of landscapes first of all and I then introduced the class to zentangles. Look at some pictures of animals and other objects that had been filled with the patterns and they were fascinated.. On a new piece of paper, pupils followed a rough guided drawing to give them the foundation of their picture with rolling hills, mountains and a sunset. Draw along in pencil and then went over the lines with a black marker Children follow different tangle patterns (some made up their own) and slowly filled in their landscapes. http://bricksandwood.blogspot.co.uk/2015/04/zentangle-landscapes-and-mountains.html?m=1</p>				<p>Spiritual The sense of enjoyment and fascination in learning about themselves, others and the world around them. The use of imagination and creativity in their learning willingness to reflect on their experiences</p>



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	To create texture	<p>A3 Art Paper (need some of a decent quality) Tissue/Toilet Paper PVA Glue (mixed with water) Paints Coloured Tissue Paper Cellophane</p> <p>Firstly we drew a rough outline of the volcano. Then set about building the base of the volcano, dipping the tissue paper into the glue/water mixture, scrunching and adhering it to the paper. This part can take up a fair amount of time, paper and glue, especially if the kids are heavy handed. Ours needed a good couple of days to dry properly before we moved on.</p> <p>From there we painted the base, allowing it dry and then the sky in the background. For an added effect I gave the kids tissue paper and cellophane to really make the lave stand out</p>	 <p>Create tissue paper volcano. Use blown paint technique for eruption.</p>			<p>Spiritual The sense of enjoyment and fascination in learning about themselves, others and the world around them. The use of imagination and creativity in their learning willingness to reflect on their experiences</p>
	To create a 3d model.	<p>How to build a volcano model:</p> <p>Place a bottle in the middle of cardboard and stick it to the cardboard with sticky tape. Make sure it is fastened well. Crumple few pieces of newspaper in the rough spheres, and place them around the bottle and fasten with cello tape to the bottle and cardboard, so that they form rough cone. Cut or tear newspaper into the small roughly square pieces. Glue them to the bottle and newspaper cone to form a volcano shape.</p> <p>You'll need to make several layers of paper mache. Every time the layer is complete let volcano model</p>	<p>http://www.scienceprojectlab.com/volcano-science-project.html</p> 			<p>Spiritual The sense of enjoyment and fascination in learning about themselves, others and the world around them. The use of imagination and creativity in their learning willingness to reflect on their experiences</p>

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		dry before starting a new layer				
Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and man-made rocks.	L.O. To Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and man-made rocks.	What are rocks? Are rocks alive? How do you know? Why are there rocks everywhere? How do rocks form? Introduce 3 natural rock types igneous, sedimentary, metamorphic, watch videos and man made rocks like concrete and bricks.	Place children in small ability groups. Groups will have a small selection of rocks with name labels and will group these before deciding whether the rock is natural or man-made. Alternatively , children can use Natural or Man-Made Rocks Picture Sheet if physical rocks are unavailable. LA <i>Children decide whether rocks are natural or man-made.</i> HA <i>Children will group rocks further by the type of natural rock they are.</i> Children to make close drawings of the rocks and label them.		LAI can name the three different types of rocks. MAI can explain the difference between natural and man-made rocks HAI can use the appearance of rocks to group and compare them.	
Making systematic and careful observations by examining different types of rocks. Group together different kinds of rocks on the basis of	L.O. to group rocks based on their properties. Making systematic and careful observations by	What are the three types of rock we learnt last time? What causes them to be different?(This occurs in the formation) Introduce the scientific terms they will be using to describe the properties of the rock – permeable, Impermeable, hard, soft,	Carousel of activities. Make notes. 1 Permeability and Durability testing. Add drops of water to rock to test if it is absorbed. Test durability using sandpaper. 2 Book group Make notes about properties of rocks. 3 Computer group Quiz		I can name the different types of rocks. I can identify features of different rocks.	

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<p>their simple physical properties in the context of natural rocks.</p>	<p>examining different types of rocks.</p>		<p>http://www.bbc.co.uk/schools/scienceclips/ages/7_8/rocks_soils.shtml 4 Density group Test the buoyancy of rocks using a container of water.</p> <p>Group rocks based on properties. LA Group rocks based on permeability. MA Group based on two properties. HA Group based on all 4 properties.</p> <p>Select a rock and design a poster include facts about properties, uses and types.</p>		<p>I can group rocks by specific criteria. I can handle and examine rocks carefully. I can use systematic observations to identify the properties of rocks.</p>	
<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p>	<p>L.O. To describe how fossils are formed. Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing</p>	<p>What is the difference between bones and fossils? Learn about the process of fossilisation. Why do we find fossils only in sedimentary rock and not igneous or metamorphic?</p>	<p>Write a paragraph about how fossils are created. LA use pictures to order the process.</p> <p>Make a model using clay or mock rock.</p>			

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Identifying changes related to simple scientific ideas in the context of theories about fossils.	Identifying changes related to simple scientific ideas in the context of theories about fossils.	What is a palaeontologist? What is palaeontology? Who was Mary Anning and what was her contribution to palaeontology?	Write a diary entry as Mary Anning. Create a model of one of her fossil finds.	Comprehension sheets for guided reading.		
Recognise that soils are made from rocks and organic matter by explaining how soil is formed	Recognise that soils are made from rocks and organic matter by explaining how soil is formed.	What is soil? What is soil made from? Use ppt to find out how soil is formed.	Draw diagrams to show what soil is made up of. Make a mini compost bin. COLLECT RESOURCES Plastic bottles, worms, compost, food scraps. Write instructions for how to make a mini compost bin.	Eco	I can explain that soil is made of different matter. I can explain the 4 processes of soil formation.	
Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their findings using the key science vocabulary for this lesson.	Making systematic and careful observations in the context of investigating the permeability of different soils. • I can observe carefully and systematically.	What part do rocks play in soil formation? How many types of soil are there?	Test the permeability of different types of soils after making predictions. Present findings.			

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Using straightforward scientific evidence to answer questions or to support their findings by learning what about how and why electricity occurs.	Exciting Electricity L.O. To	What is electricity?		Link to english text: The Lost Thing What circuits would be inside the robot?		
Identify common appliances that run on electricity by learning to distinguish between appliances that use and do not use electricity, the different types of electricity and identify how to stay safe when using electricity.	L.O. To identify common electrical appliances.	What is an appliance? Sort appliances into those that use electricity and those that don't. Find out about mains and battery electricity.	Sort appliances based on the type of electricity they use. Identify dangers around the house. Create a poster.	PSHE: safety		
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells,						

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<p>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 by visualising and testing circuits to see if the circuit is complete.</p>						
<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recognise some common conductors</p>						

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<p>and insulators, and associate metals with being good conductors by testing different materials as part of a circuit to see whether or not they conduct electricity.</p>						
<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit by creating circuits which contain a switch.</p>						
<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Recording findings using simple scientific</p>						

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language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions in the context of making and investigating different switches.						
3C about how the body changes as they approach puberty 4c to be aware of different types of relationship, including marriage and those between friends and families	To recognise the difference between males and females and learn the agreed names of body parts.	Explain the meaning of physical (body), emotional (feelings) and social (relationships/friendships). Children work in small groups to 'brainstorm' the similarities and differences between boys and girls using the headings – physical, emotional and social. Be ready to address any stereo-typing that is raised during the session. Consider a continuum of maleness to femaleness	Look at variations between boys and girls e.g. in terms of rates of growth and age. Ask children to stand in line tallest to shortest, oldest to youngest. What are the differences?			Spiritual development To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
	Name the main internal and external parts of the body	In a whole group or small groups use a prepared body outline of a girl and a boy (alternatively use a large sheet of paper and draw round a child). Children place prepared labels on the appropriate major internal and external parts of the body	Show children pictures of babies (wearing no or very few clothes). Ask how we know which baby is a girl and which is a boy? Introduce agreed vocabulary of sexual body parts –			Spiritual development To develop a sense of enjoyment and fascination in learning about themselves,

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	understand the differences between male and female, and learn the agreed names of the sexual parts	outlines. An interactive whiteboard could be used.	penis, testicles, breasts, vagina and womb. Explain that these are the parts that allow people to become mothers and fathers when they grow up			others and the world around them
	To recognise the different sorts of families	Discuss the meaning of the word 'family'. Stress that we all live in families but they can be very different. Discuss the types of families children are aware of. Use the Stonewall "Different Families Same Love" posters as a stimulus. Alternatively see Year 3 Me and My Relationships Resource A for further ideas on how to access appropriate images of different sorts of family.	Draw/ write about their own families explaining why they are important to them – produce a class collage on the theme 'There are many different sorts of families'			Cultural development Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
	To be able to demonstrate simple decision making strategies	Ask the children to tell each other about some of the choices they are increasingly able to make e.g. the clothes they wear, the food they eat. Ask the children to think of the choices they will have to make as they grow up. If children don't mention it include choosing friends.				Moral development: To have a greater understanding of the consequences of their behaviour and actions.
	To recognise features of a positive friendship	Discuss in a Circle time things a good friend would do. Ask the children to reflect on their own friendship skills – do they always use them, give them time to think about they feel when someone isn't friendly to them	In groups ask the children to write a recipe for a good friendship			Spiritual development: To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them To develop a willingness to reflect on their experiences.

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	<p>To know how to resolve arguments without hurting someone and how to get help if someone is hurt</p>	<p>The Expect Respect Education Toolkit – Section 2 Year Three Play the game 'Grandmother's footsteps'. Discussion about arguments - What kinds of arguments are there? Why do people argue? What are the signs that an argument is getting out of hand? Discuss where children can go for help if they are in an argument or witnessing an argument is getting violent.</p>	<p>Design a poster to give advice about arguments.</p>			<p>Moral development To have a greater understanding of the consequences of their behaviour and actions Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues</p>
<p>PSHE and Citizenship 2i Appreciate the range of national, regional, religious and ethnic identities in the UK</p>	<p>L.o. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>In pairs ask the children to discuss ways they are the same as each other. Encourage the children to think about things other than physical e.g. likes, dislikes Move on to look at differences. During a circle time ask the children to share some of things they have thought about. Celebrate the fact that there are similarities and differences between children</p>	<p>Ask each child to record interesting facts about themselves under the headings:- How I look, Things I like, Things I don't like and Things I am good at</p>			<p>Cultural development To develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others To develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p>

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	<p>L.o. to understand what being part of a community means and about the varied institution that support communities locally and nationally</p>	<p>Re-introduce the word community to the children. What does it mean? Introduce the idea of the school as a community – who makes up the community? Explain that the school sits in a local community – discuss with the children their ideas on who and what this could include. Discuss individuals or groups the children are aware of who play a role in the local community e.g. religious leaders and groups, police, other schools. Which of these support and help the community? Create a map to show the school and local community organisations.</p>				<p>Cultural development To develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others To develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p>
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	<p>L.o. Identify similarities and differences between local communities</p>	<p>Recap the work on the local community. Look at the groups again – can we find any similarities between people e.g. same religion, race, nationality and ethnicity. Are there any differences? Celebrate these.</p> <p>Consider another community locally that children know well. What are the similarities and differences within that community? Are there people with different religions, ethnicity, race or nationality? What does this bring/add to the community e.g. different shops, religious buildings, activities</p> <p>Does this community have any different institutions that support it? e.g. hospital, secondary school, fire station</p>				
	<p>L.o. recognise the range of identities in our wider community today</p>	<p>Discuss with the children the range of people they are aware of in the wider community around your school or in Staffordshire who have a different religion, race, nationality or ethnicity to them and their community. Year 3 Me and other People Resource A contains information on the make up of Staffordshire.</p>				
		<p>Visit a contrasting area to the school and look for similarities to the local community and differences.</p>				

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1	To describe the ascension of Jesus to heaven Trinity and Symbols	Recall the Easter story. Explain that after Jesus came back to life he ascended into heaven.				Spiritual development: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
2 Objectives <i>For pupils to understand that Christians communicate beliefs about God, Jesus and the Holy Spirit through word pictures and symbols Non-literal language is used to express ideas, beliefs and feelings Symbols are more complex than signs, as they carry ideas and beliefs</i>	To explore the story of Pentecost. Trinity and Symbols	Read story of PENTECOST to children. What symbols represent the Holy Spirit? What did the Holy spirit allow Jesus's followers to do?	How is the Holy Spirit represented in the Christian church?			Spiritual development: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
3 Objectives For pupils to understand that Christians communicate beliefs about God, Jesus and	To understand the symbolic language used for Jesus To reflect on the	Symbols for Jesus: what do they mean? <ul style="list-style-type: none"> Start by asking the pupils to symbolise themselves: 'If I was an animal, a car, a colour, an item of clothing, a kind of food, a place anywhere on earth, I'd be ... because ...' Discuss what this means and whether it is	What symbol would represent you?	The 'I am' sayings can be found in John 6:35; 9:5; 10:7; 10:14; 11:25; 14:6; 15:5.	LA Describe what the symbols used in the 'I am' sayings show about Jesus	Cultural: understanding and appreciation of the wide range of cultural influences that have shaped

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<p>the Holy Spirit through word pictures and symbols Non-literal language is used to express ideas, beliefs and feelings Symbols are more complex than signs, as they carry ideas and beliefs</p>	<p>meaning of the statements that Jesus made about himself</p> <p>To understand the importance of these sayings for Christians</p> <p>Trinity and Symbols</p>	<p>easy or hard. Sharing the results in a quiz is good fun. ('Who is like a Rolls Royce? Who is like a silk robe? Who is like a roast lunch?').</p> <ul style="list-style-type: none"> Understanding symbolic language: Pupils are to explain the meaning of the 'I am ...' sayings using words and pictures, and create some symbolic 'I am ...'s for themselves. 		<p>There is a useful version of these sayings in the Lion Children's Bible. Links to literacy and the use of metaphorical language. (This can cross-reference to Y4 literacy work about metaphor and simile.)</p>	<p>MA Identify/ describe the importance of Jesus for Christians using religious vocabulary HA Ask important questions about the purpose and meaning of the symbolic language used to describe Jesus (L3)</p>	<p>their own heritage and those of others:</p>
<p>4 a <i>To understand the symbolic language used for Jesus</i></p> <p><i>To reflect on the meaning of the statements that Jesus made about himself</i></p> <p><i>To understand the importance of these sayings for Christians</i></p>	<p>To understand the symbolic language used for Jesus</p> <p>To reflect on the meaning of the statements that Jesus made about himself</p> <p>To understand the importance of these sayings for Christians</p>	<p>Working with symbolic objects: Give each group an object or picture that represents one of the 'I am ...' sayings. Possible objects/pictures: a loaf of bread; a candle, a picture of a shepherd or sheep, a signpost, a door, a vine branch or some grapes, an empty grave or an image of an angel.</p>	<ul style="list-style-type: none"> Pupils are to discuss the following questions: What is this object? What does it/he/she do? Why might it/he/she be important? Feedback ideas, and talk about the symbols in the language. Jesus and the seven symbols he chose for himself. Give each group a copy of the 'I am ...' saying that relates to their object. What do they think Jesus was trying to say about himself? Feedback ideas. Don't get all pupils to look at all seven - choose two or three as appropriate. Pupils could be given an outline of a person, either blank 	<p>The 'I am' sayings can be found in John 6:35; 9:5; 10:7; 10:14; 11:25; 14:6; 15:5. There is a useful version of these sayings in the Lion Children's Bible. Links to literacy and the use of metaphorical</p>	<p>LA Describe what the symbols used in the 'I am' sayings show about Jesus MA Identify/ describe the importance of Jesus for Christians using religious vocabulary HA Ask important</p>	<p>Spiritual ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p>

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			<p>inside or divided into seven sections. Pupils are to create an image, draw a picture for one or all of the 'I am ...' sayings inside this outline and explain what it means.</p> <ul style="list-style-type: none"> • Children to create art work to represent symbols of Jesus. 	<p>language. (This can cross-reference to Y4 literacy work about metaphor and simile.)</p>	<p>questions about the purpose and meaning of the symbolic language used to describe Jesus (L3)</p>	
<p>5 Objectives For pupils to understand that Christians communicate beliefs about God, Jesus and the Holy Spirit through word pictures and symbols Non-literal language is used to express ideas, beliefs and feelings Symbols are more complex than signs, as they carry ideas and beliefs</p>	<p>That there is no authentic visual image of Jesus</p> <p>To make links between artistic images of Jesus and the artist's beliefs and background</p> <p>To understand how images of Jesus are expressions of faith and worship</p> <p>To reflect upon their own interpretations of stories and teachings of</p>	<p>Jesus inspiring because of his life story?</p> <ul style="list-style-type: none"> □ If you were writing a book about someone, what important details would include? Collect ideas in pairs for some chapter outlines. □ Although the Gospels say a lot about what Jesus said and did, there is no written description of him, and paintings were not done until maybe 150 years after his death. Why might this be? □ Explain that all images of Jesus are influenced by the artist's experiences, beliefs and background. □ Pupils are to look at a number of pictures of Jesus by artists. They are to think about the following questions: What do you notice about the way that Jesus is drawn in this picture? What do you think the artist is trying to say about Jesus? What did the artist get from the Bible? What did the artist add to the Bible themselves? □ Art work: If appropriate, pupils could create their own picture of Jesus thinking carefully about what they want to show about Jesus, the setting for their picture and what they want Jesus to 	<p>What do we know about Jesus' life story? Is his story inspiring for some people?</p>	<p>Links to art Links to ICT There are many photo packs available that contain different images of Jesus Some good examples can be found on the web: www.rejesus.org is a good starting point</p>	<p>LA Respond sensitively to some images of Jesus from the global Christian art of today MA Identify similarities and differences in the way in which Jesus has been portrayed) Describe how the artists show their ideas about Jesus HA Show understanding of what the images of Jesus show about the beliefs of the artist</p>	<p>Spiritual The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p>

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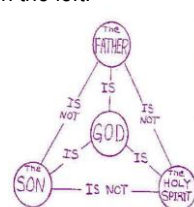
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	Jesus	be doing. They should explain why they have drawn Jesus like this. One way of doing this is to give the pupils a choice of five or six stories of Jesus to illustrate. (This task anticipates and prepares for the final assessment task in this unit.)			HA Apply their own ideas about the meaning and purpose of Jesus' life and teach-ings)	
6 and 7 AT2- knowledge and understanding of Christian symbols <i>Dimensions</i> <i>Conveying Meaning</i> <i>Special Occasions</i>	To understand the Trinity	<p>The creed says: We believe in one God, the father, the almighty, maker of heaven and earth ... This describes God as a creator. The image of God as Father has had a lasting significance to the Christian faith down the ages. We believe in one Lord, Jesus Christ, the only Son of God Christians assert that Jesus is both human and divine; this was the way in which God experienced what it was to be human. We believe in the Holy Spirit, the Lord, the giver of life ... For Christians, the Holy Spirit is the power of God, whom people experience in their daily lives. He is 'God in us', God the sustainer and God the encourager.□</p>	<ul style="list-style-type: none"> • Draw symbols to represent the trinity: the father, son and the holy spirit. • Use 4 card circles with words as below, 3 each of 'is' and 'is not' cards and some art straws. <p>Talk about the Christian idea of the Trinity. Ask pupils to create a diagram which shows relationships of the persons of the Trinity using all the cards? Compare with this classic version on the left.</p>			<p>Spiritual The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p>



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			<ul style="list-style-type: none">• Trinity plaiting A classic 3 in one activity. Use a variety of materials to plait e.g. pipe cleaners, rope, silky scarves, strips of material. Different colours also useful e.g. green, red and gold. Introduce the idea of Christians thinking about God in three ways but how the ideas are interrelated. How could different colours show these different persons? Creating clay trinity symbols Roll out lumps of modelling clay. Cut out a simple shape as the base of the symbol. Take a smaller piece of clay and roll out as a thin snake. Join the ends and then lay out Compiled at SEER retreat 2013 for use of RE advisers Page 6 the snake as a three sided shape – each side the same. Press gently onto base and leave to dry or bake. Alternatively use plasticene / playdough to design and then photograph Trinity shapes. Idea came from Festivals of the Christian Year – Lois Rock (Lion pubs 1996) Talk about how the 'snake' is joined up to make a circle			
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			<p>representing God as eternal and how three equal sides represent the trinity. Name the persons of the Christian trinity. Look at other trinity symbols.</p> <ul style="list-style-type: none"> • Story of St Patrick and the Shamrock Tell the story of St Patrick and how he tried to explain the trinity by using a 3 leafed shamrock. He looked around him for a ‘three in one’ symbol and used it to help him explain the Christian idea of God. Why did St Patrick need a ‘three in one’ symbol? How did he use it? If Patrick was in your classroom, what would he pick up and use to show ‘three in one’? Work in pairs to find or make something that you think would do the job! 			
<p>AT1 b) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings c) identify and begin to describe the similarities and differences within and between religions AT2 a) reflect on what it</p>	<p>Religion, family and community To consider the communities we belong to. To find out what children know about</p>	<p>Provide a visual stimulus showing different communities e.g. family, school, football club, choir, Brownies, Cubs, village community, sporting club and so on. • Teaching point – some people belong to religious communities. Explain that the class will be looking at Christian and Muslim communities this term. • Brainstorm ‘Christian Community’. Make a class mind map of what they know and things they would like to find out. Explain that the work</p>	<ul style="list-style-type: none"> • Children draw a ‘spider’ diagram with themselves at the centre, showing all of the different communities they belong to. 		<p>LA I can talk about some of the things that are the same for different religious people. MA I can describe some of the things that are the same and different for religious people • compare some of the things that influence me with those that influence other people. HA</p>	<p>Spiritual Development pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice Cultural Development • Considering the relationship between religion and cultures and how religious beliefs contribute</p>

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<p><i>means to belong to a faith community, communicating their own and others' responses thoughtfully</i></p> <p><i>c) discuss their own and others' views of religious truth and belief, expressing their own ideas clearly</i></p>	<p>Christian Communities and what they would like to find out.</p>	<p>will involve a visit to a Church and to a Mosque.</p>			<p>I can use religious language to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <ul style="list-style-type: none"> ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. 	<p>to cultural identity and practice</p> <ul style="list-style-type: none"> Learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices Valuing relationships and developing a sense of belonging
	<p>To reflect on their own Feelings</p> <p>To identify and describe the key features of Christian worship and community</p>	<ul style="list-style-type: none"> What feelings do you experience when you go inside a place of worship? Why is the Church important for Christian Take the class on a visit to a Church. Explain that it is a very special place for Christians and should be treated with respect 	<ul style="list-style-type: none"> Divide the class into groups and give each group a task. Tasks could include: <ul style="list-style-type: none"> Looking for specified objects e.g. font, altar, pulpit, lectern, stained glass window, Bible, Prayer Book, Hymn Book, hassocks, candles, chalice, Patten and so on and discovering their purpose and the beliefs which lie behind them Make a list of all the different activities going on in the church Find out what services take place in the church Make a note of the colours found on the altar frontal, lectern, pulpit Identify the stories or saints depicted in the stained glass windows in some churches 		<p>LA I can talk about some of the things that are the same for different religious people.</p> <p>MA I can describe some of the things that are the same and different for religious people</p> <ul style="list-style-type: none"> compare some of the things that influence me with those that influence other people. <p>HA</p> <p>I can use religious language to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <ul style="list-style-type: none"> ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced 	<p>Moral Development</p> <ul style="list-style-type: none"> Considering what is of ultimate value to Social <p>Social Development</p> <ul style="list-style-type: none"> Considering how religious and other beliefs lead to particular actions and concerns

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			<ul style="list-style-type: none"> • Interview some church members and ask them why the building is important to them. 		myself and others.	
	<p>To research some beliefs which lie behind key Christian artefacts</p> <ul style="list-style-type: none"> • To describe features of the local Christian community 	<p>How does the Church building reflect Christian beliefs?</p> <p>Groups should research the information recorded during the visit to the church</p>	<ul style="list-style-type: none"> • The children could make a guide to their local church • Children explain what they found in the building and the significance of the objects and furniture. They should include information about the local church community and why they do the things they do. (The Christian community share a number of things together such as prayer, worship, Bible study, meals, days out, helping others, raising money for charity.) 		<p>LA I can talk about some of the things that are the same for different religious people.</p> <p>MA I can describe some of the things that are the same and different for religious people • compare some of the things that influence me with those that influence other people.</p> <p>HA I can use religious language to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <ul style="list-style-type: none"> • ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. 	<p>Spiritual Development pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice</p> <p>Cultural Development</p> <ul style="list-style-type: none"> • Considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practice • Learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices • Valuing relationships and developing a sense of belonging
<p>AT1 b) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p>c) identify and begin to describe the similarities</p>	<p>To make links between the values the children hold and the values of a Christian community</p>	<p>Think about the communities of which you are a part. Discuss what values the children share with members of those communities? How do you express these values?</p>	<ul style="list-style-type: none"> • Turn to the 'spider' web you made at the beginning of this unit of work. Add to each community you belong to a list of the things you share with them (both values and activities). 		<p>LA I can talk about some of the things that are the same for different religious people.</p> <p>MA I can describe some of the things that are the same and different for religious people • compare some of the</p>	<p>Spiritual Development pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice</p> <p>Cultural Development</p> <ul style="list-style-type: none"> • Considering the

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English: 1 The Stone Age Boy (history and rocks)

2 The Lost Thing (geography and electricity)

<p><i>and differences within and between religions AT2 a) reflect on what it means to belong to a faith community, communicating their own and others' responses thoughtfully</i></p>					<p>things that influence me with those that influence other people. HA I can use religious language to describe and compare what practices and experiences may be involved in belonging to different religious groups. • ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others.</p>	<p>relationship between religion and cultures and how religious beliefs contribute to cultural identity and practice• Learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices • Valuing relationships and developing a sense of belonging</p>
<p>Spiritual Development pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice</p>	<p>To understand different places of worship:mosque</p>	<p>ISLAM Why is the Mosque important to Muslims? Why do we have to dress differently to visit the Mosque? Are there times in our lives when we dress differently(e.g. weddings, funerals</p>	<p>Brainstorm 'Muslims'. NB This needs introducing very carefully to avoid encouraging stereotypes and pre-empt possible racist comments. Be clear on school policy procedures if such incidents arise. Make a class mind map of what children know and things they would like to find out. • Prepare a list of questions to explore on the visit to the Mosque. Use visual stimuli to encourage questions. Discuss appropriate dress for the visit and why children should dress appropriately</p>			<p>Cultural Development • Considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practice•</p>
<p>Cultural Development • Considering the relationship between religion and cultures and how religious</p>	<p>To reflect on their own feelings To identify and describe the key features of</p>	<p>What feelings do you experience when you go inside a place of worship? Why is the Mosque important for Muslims?</p>	<p>Children's understanding will be effected in the 'Guide' they produce. An extension activity could be to ask the children to identify things they value about each community they belong to.</p>			<p>Cultural Development • Considering the relationship between religion and cultures and how religious beliefs contribute</p>

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 2 Cycle: 2 Term : Autumn

Topic: History/ Geography

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beliefs contribute to cultural identity and practice•	Muslim worship and community		What have they learnt from the different communities? What things do the communities have in common			to cultural identity and practice•
<p>Cultural Development</p> <p>• Considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practice•</p>	<p>• To show understanding of the differences and similarities between some Christian and Muslim beliefs ▯</p>	<p>What is the 'ummah'? How are babies welcomed into their families by Christians and by Muslims? What are the similarities and the differences?</p> <p>Research the meaning of ummah. • What things bind the ummah together? Ask the children to think about the visit to the Mosque to help them answer this question. (History?, shared experiences?, beliefs, values?, rituals, commitments?, hopes?) • Both Christians and Muslims have ceremonies which welcome children into the faith community. Explore these ceremonies and consider similarities and differences. • In groups produce a 2 minute 'news item' about the local Mosque. They should include information about the local church community and why they do the things they do. Each group is asked to present their 'news item' to the class</p> <p>How are babies welcomed into their families by Christians and by Muslims? What are the similarities and the differences?</p>	<p>Focussed assessment activity Make two cards, one for a babies Baptism (Christening) and one to welcome a baby into a Muslim family. Ask the children to think carefully about the beliefs of Christians and Muslims and symbols which would be relevant for each card.</p>			