



## Medium Term Planning Local Area Study Year 3

Enquiry:	Why was Alexandra Park built?
Main Subjects	History, Geography, Art,
Linked Subjects	English Maths PE
NC objective	a local history study  <b>Examples (non-statutory)</b> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>
Main subject key knowledge and skills	<p><b>History</b></p> <ul style="list-style-type: none"> <li>*I can identify some of the main people, aspects and events within a historical period.</li> <li>*I can talk about some historical events, issues, connections and changes.</li> <li>*I know how my locality has been shaped by what happened in the past.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>* Understand there are differences between physical and human aspects of regions and each is distinctive (PK)</li> <li>* Describe types of settlement, how land is used, jobs and work, in the regions chosen to be studied (HPG)</li> <li>* Begin to ask/initiate geographical questions (GSF)</li> <li>* Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information (GSF)</li> <li>* Analyse evidence and begin to draw conclusions (GSF)</li> <li>* Use maps to locate a range of places and regions studied throughout the key stage (GSF)</li> <li>* Use the local area to observe human and physical features (GSF)</li> <li>* Use a compass in local fieldwork (GSF)</li> <li>* Use 4 compass points to follow and give directions (GSF)</li> <li>* Begin to use simple grids (GSF)</li> <li>* Begin to use co-ordinates (numbers and letters) to locate features on a map (GSF)</li> <li>* Draw a map of a short route (GSF)</li> <li>* Know why a key is needed (GSF)</li> <li>* Begin to use standard symbols on a map and recognise some symbols on an OS map (GSF)</li> <li>* Locate places on larger-scale maps (GSF)</li> </ul>

	<ul style="list-style-type: none"> <li>* Follow a route outside on a large scale map (GSF)</li> <li>* Locate photographs of features (GSF)</li> <li>* Begin to use oblique aerial views (GSF)</li> <li>* Use plan view with increasing confidence (GSF)</li> <li>* Begin to identify features on aerial/oblique photographs and satellite imagery (GSF)</li> <li>* Use large and medium scale OS maps (1:1250, 1:2500 and 1:10,000) (GSF)</li> </ul> <p><b>Art (William Stott)</b></p> <ul style="list-style-type: none"> <li>*I can identify the techniques used by different artists.</li> <li>*I know how to compare the work of different artists.</li> </ul>
Linked subject key knowledge and skills	Maths perimeter work
Discrete Subjects	PE - Outdoor and Adventurous
Main Writing Genre	Factfiles about the statues in the park.
Enrichment	Visits to the park.
Daily overview	<p>Day 1</p> <p>What do we already know about Alexandra Park? What do you remember from your Victorian topic in Autumn?</p> <p><u>TLC</u>: Do I know how my locality has been shaped by what happened in the past? (History)</p> <p>Can I describe types of settlement, how land is used, jobs and work in my local area? (Geography)</p> <p><u>TLC</u>: Can I identify the features of a fact file to write an introduction? (Writing)</p>
	<p>Day 2</p> <p><u>TLC</u>: Can I identify some of the main people, aspects and events within a historical period? (History)</p> <p>Can I follow a route outside (using a compass and 4 compass points)? (Geography)</p> <p>Can I use the local area to observe human and physical features? (Geography)</p> <p><u>TLC</u>: Can I identify the features of a fact file to write an introduction? (Writing)</p> <p>Day 3</p> <p><u>TLC</u>: Do I recognise some symbols on an OS map? (Geography)</p>

Can I use simple grids? (Geography)  
Can I use co-ordinates (numbers and letters) to locate features on a map? (Geography)  
TLC: Can I draft and write a fact-file using headings and sub-headings to organise my work? (Writing)

Day 4

TLC: Can I talk about some historical events, issues, connections and changes? (History)  
Can I use non-fiction books, maps, photos and the internet as sources of information? (Geography)  
Can I analyse evidence and begin to draw conclusions? (Geography)  
TLC: Can I use paragraphs to organise my writing, so that blocks of text group related material? (Writing)  
Can I proof-read my work by reading aloud and putting in full stops, commas, question marks and exclamation marks where needed? (Writing)

Day 5

TLC: Can I talk about some historical events, issues, connections and changes? (History)  
Can I use non-fiction books, maps, photos and the internet as sources of information? (Geography)  
Can I analyse evidence and begin to draw conclusions? (Geography)  
TLC: Can I edit and rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because? (Writing)

Day 6

TLC: Can I create a map of a short route? (Geography)  
Do I know why a key is needed? (Geography)  
TLC: Can I edit and rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because? (Writing)

Day 7

TLC: Can I identify the techniques used by different artists? (Art)  
TLC: Can I re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting? (Writing)

	<p>Can I read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice? (Writing)</p> <p>Day 8</p> <p><u>TLC</u>: Do I know how to compare the work of different artists? (Art)</p> <p><u>TLC</u>: Can I re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting? (Writing)</p> <p>Can I read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice? (Writing)</p>
	<p>Day 9</p> <p><u>TLC</u>: Do I know how to compare the work of different artists? (Art)</p>
	<p>Day 10</p> <p>Summary of learning - presentation</p>
Reflection of Learning	Posters about the park? Visitor brochure? Advertisement?
Sticky Knowledge	<p>I can name local people associated with the history of my area.</p> <p>I can use and create my own maps.</p> <p>I can use a key to understand maps.</p> <p>I can use the points of a compass.</p>
British values/citizenship	<p>Industrial revolution</p> <p>Immigration</p>
Maths links	Grid referencing and coordinates
Computing links	Powerpoint presentation