

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	Skills	Activities/ Tasks
Geography	<p>1a. Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries</p> <p>1c. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>3c. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>3d. Use the eight points of a compass, four-figure symbols and key) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>To know where Middlesbrough, Great Ayton, Staithes and Whitby are on a UK map.</li> <li>To know where some of the countries that he visited are (Australia, Cape Horn, Tahiti, Hawaii, Sandwich Islands, Plymouth)</li> <li>To locate some places in Australia (Botany Bay, coral reef, Uluru etc)</li> <li>To know the continents, oceans, tropics and hemispheres</li> <li>To know the compass points (Y3 – 4 compass points; Y4 – 8 compass points)</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>To know what human features are</li> <li>To explain why we have human features</li> <li>To identify some human features in Australia</li> <li>To locate human features on a map</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>To know the differences between human and physical features</li> <li>To know what physical features are</li> <li>To explain how physical features are made</li> <li>To explain why we have physical features</li> <li>To identify some physical features in Australia</li> <li>To locate physical features on a map</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>To recognise there are different types of maps to locate places of importance</li> <li>To know the continents, oceans, tropics and hemispheres</li> <li>To know the compass points (Y3 – 4 compass points; Y4 – 8 compass points)</li> <li>To know the routes taken on each of Captain Cook's voyages</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>To identify the climate of the UK</li> <li>To identify the climate of Australia</li> <li>To know the difference between climate and weather</li> <li>To know how to compare the climate of the UK and Australia</li> </ul>	<p>Captain Cook Australia Cape Horn Tahiti Hawaii Sandwich Islands Plymouth Middlesbrough Great Ayton Staithes Whitby Compass Map Oceans Continents Northern Hemisphere Southern Hemisphere Equator Tropic of Capricorn Tropic of Cancer Climate Weather Arid Temperate Physical features Human features Coral reef Botany Bay Uluru Transit of Venus</p>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>Use 4 compass points well (Year 3)</li> <li>Begin to use 8 compass points (Year 4)</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> <li>Begin to use 4 figure coordinates to locate features on a map</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order</li> <li>Make a simple scale drawing</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or Egypt on globe)</li> <li>Follow a route on a large scale map</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul> <p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>Use map sites on internet.</li> <li>Use junior atlases.</li> <li>Use large and medium scale OS maps</li> <li>Identify features on aerial/oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>Recap learning from Christmas Lights (continents, oceans, tropics, hemispheres etc)</li> <li>Locating our region on UK map and pinpointing significant places in Captain Cook's life (range of maps)</li> <li>Plotting voyages</li> <li>Compass points – Year 3 4 points; Year 4 8 points</li> <li>Looking at grid references (4 figure)</li> <li>Australia research (boundaries, population etc)</li> <li>Compare climate and landscape of Australia to UK</li> <li>Label human features in Australia</li> </ul>
History	<p>5. A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p><b>Main events</b></p> <ul style="list-style-type: none"> <li>To know where Captain Cook lies on a timeline in relation to other time periods studied</li> <li>To know when Captain Cook was born and when he died</li> <li>To know some of the significant events in his life (school days, marriage, moving to Staithes, moving to Whitby, first voyage, second voyage, third voyage, death)</li> <li>To know the importance and some of the events of the three voyages</li> <li>To know some of the different stories surrounding his death</li> <li>To know why he went on the first voyage (secret mission)</li> <li>To know that he observed the transit of venus in Tahiti</li> <li>To know that he discovered Australia</li> <li>To know that Botany Bay was named after Joseph Banks (the Botanist)</li> <li>To know that Captain Cook was responsible for healthy eating on board ships (reducing scurvy)</li> </ul> <p><b>Transport</b></p> <ul style="list-style-type: none"> <li>To know how boats changed in the time leading up to Captain Cook and beyond</li> <li>To know that Captain Cook's first boat was called the Endeavour</li> </ul>	<p>Captain Cook Endeavour Timeline Australia Cape Horn Tahiti Hawaii Sandwich Islands Plymouth Middlesbrough Great Ayton Staithes Whitby Coral reef Botany Bay Uluru Transit of Venus Death Natives Tribes</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul> <p><b>Range and Depth of Historical Knowledge</b></p> <ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons</li> </ul>	<ul style="list-style-type: none"> <li>Timeline</li> <li>CC childhood in local area</li> <li>Comparison with modern day: <ul style="list-style-type: none"> <li>School life</li> <li>Food on the ship</li> <li>Transport/sailing</li> <li>Local area</li> </ul> </li> <li>Research second and third voyages</li> <li>Research CC death – different stories about how he died</li> <li>Look at life on board the boat</li> <li>Thinking skills – diamond 9</li> <li>Museum visit – museum in your classroom</li> <li>Hire loan box for artefacts</li> </ul>

		<ul style="list-style-type: none"> <li>To know how the Endeavour came about</li> <li>To know where he travelled to and why</li> <li>To know why they travelled by boat</li> </ul> <p><b>Conflict and disaster</b></p> <ul style="list-style-type: none"> <li>To understand why Captain Cook was killed</li> <li>To understand the difficulties he faced during his travels (e.g. the boat running ashore some coral)</li> <li>To know how he made relations with other tribes/natives</li> </ul> <p><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>To understand how ship mates were treated on board the Endeavour</li> <li>To name some of the punishments (e.g. cat'o'nine tails)</li> <li>To understand why Captain Cook was killed</li> </ul>	<p>Myths Boat Journey Botanist Scurvy Coral Ashore Damage Fight</p>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	
Science	<p>3.15) Compare how things move on different surface</p> <p>3.16) Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>3.17) Observe how magnets (attract or repel each other and) attract some materials and not others.</p> <p>3.18) Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>3.19) Describe magnets as having two poles.</p> <p>3.20) Predict whether two magnets will attract or repel each other depending on which poles are facing</p>	<ul style="list-style-type: none"> <li>To know what a surface is</li> <li>To know different types of surfaces</li> <li>To know what force is</li> <li>To know what friction is</li> <li>To know properties of everyday materials</li> <li>To know how different materials affect the speed of a car</li> <li>To know that magnets have two poles</li> <li>To know that magnets attract and repel</li> <li>To know that magnets only attract metal</li> <li>To know that magnetic materials contain iron, nickel and cobalt</li> <li>To know that magnetic forces can act at a difference</li> <li>To know what push and pull forces are</li> <li>To know some common magnetic objects</li> </ul>	<p>Magnet Magnetic Poles North pole South pole Attract Repel Force Friction Speed Push Pull Iron Metal Nickel Cobalt Properties Material Surface</p>	<p><b>Asking Questions &amp; Planning Enquiries</b></p> <ul style="list-style-type: none"> <li>Raise their own relevant questions about the world around them.</li> <li>Should be given a range of scientific experiences including different types of science enquiries to answer questions.</li> <li>Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.</li> <li>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> </ul> <p><b>Concluding</b></p> <ul style="list-style-type: none"> <li>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</li> <li>With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</li> <li>Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Compare how things move on different surfaces – car on different surfaces (Toy car challenge 1)</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Toy car challenge 3</li> <li>Observe how magnets attract or repel each other and attract some materials and not others – Toy car challenge 2</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials – grouping into table</li> <li>Describe magnets as having two poles - Toy car challenge 4</li> <li>Predict whether two magnets will attract or repel each other depending on which poles are facing - Toy car challenge 5</li> </ul>
Art	<p>1) To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>2) To improve their mastery of art and design techniques, including drawing and painting</p> <p>3) Learn about great artists in history</p>	<p><b>Exploring, evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>To understand how to evaluate artwork</li> <li>To understand how to be critical</li> <li>To understand how to explore ideas</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To know that different pencils produce different tones</li> <li>To know which pencil to select for the job</li> <li>To know how to use proportion to produce human drawings</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To know what water colour paint is</li> <li>To know how much paint/water ratio to use</li> <li>To know how to match colour</li> </ul>	<p>Nathaniel Dance Watercolour Paint Brush strokes Ratio Water Aboriginal Pointillism Georges Seurat Portrait Colour matching Flesh Clothing</p>	<p><b>Exploring/ Evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Select and record from observation, experience and imagination and explore ideas for different purposes</li> <li>Record and explore ideas using a variety of ways including digital cameras and iPads</li> <li>Question and make thoughtful observations about starting points and select ideas for use in their work</li> <li>Begin to use artistic/visual vocabulary to discuss work</li> <li>Think critically about their art and design work</li> <li>Plan, refine and alter their work as necessary</li> </ul> <p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>Colour matching lesson: matching colours on a colour chart</li> <li>Drawing body parts/people</li> <li>Drawing CC portrait based on work of Sir Nathaniel Dance</li> <li>Add watercolour paint to portrait – focus on matching colours in picture, particularly clothing and flesh</li> <li>What is Pointillism – Georges Seurat</li> </ul>

**Durham Lane Primary School: Topic Planning**

**Topic: Captain Cook**

**Term: Year A Summer 1**

**Class: 3/4**

**Teacher: Miss Drew/Mrs Wheatley**

		<ul style="list-style-type: none"> <li>To recognise different colours for flesh/clothes</li> <li>To recognise shades and tones</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>To recognise patterns in the world around us</li> <li>To know what pointillism is</li> <li>To know what aboriginal art is</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>To know who Georges Seurat was and what type of art he was famous for</li> <li>To know what pointillism is and how it is produced</li> <li>To know who Nathaniel Dance was</li> <li>To know what a water colour portrait is</li> </ul>	<p>Reproduce Authentic Tools</p>	<ul style="list-style-type: none"> <li>Experiment with a range of pencil tones and lines using graded pencils</li> <li>Make initial sketches as a preparation for painting and other work</li> <li>Introduce the concepts of scale and proportion</li> <li>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Begin to apply colour using dotting, scratching, splashing to imitate an artist</li> <li>Pointillism – control over coloured dots, so tone and shading is evident</li> <li>Make the colours shown on a commercial colour chart</li> <li>Mix and match colours to those in a work of art</li> <li>Observe colours on hands and faces – mix flesh colours</li> <li>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Create own patterns using ICT</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal art – create pictures using dots</li> <li>Use computers to create aboriginal art</li> </ul>
English			See progression sheets		<ul style="list-style-type: none"> <li>Letter home from one of the crew describing life at sea</li> <li>Cook's diary – feelings at different points in the journey.</li> <li>Fact file or information leaflet on the Endeavour</li> <li>Descriptive poem about new land discovered</li> <li>Recount after the trip</li> <li>Leaflet on the museum – persuasive</li> <li>Non-chronological report</li> </ul>