

**St Anne's CEVA  
Primary School**



**Year Groups 3/4  
Terms 1/2  
Curriculum B**

**Learning Theme Big Question:**

**What made Weston 'super'?**

**Other questions worth asking:**

- What was it like to live in Weston long ago?
- Who could we ask and how could we find out about this?
- What does Weston have now that makes it super?
- How could Weston be even more super?
- What did Weston used to have that made it super?
- What did Weston look like when my grandparents were young?

**What will be your real life project?**

What matters to children? (Children's questions about the big question)

- Understanding our local area
- Finding out about our local history
- Sharing what they have enjoyed about living here
- Planning and designing what it could be like in the future
- Why is Weston called Weston super Mare?
- What made Weston super in the Victorian times?
- What did Victorians wear and do on the beach?
- What will happen to make Weston super in the future?

**What do we want the children to know? (Knowledge)**

**Links to Main subject NC PoS:**

**Geography**

- GP1 understand geographical similarities and differences through the study of human and physical geography
  - GP2 Of a region of the United Kingdom
  - GHP2a Types of settlement and land use
  - GHP2b Economic activity including trade links
  - GHP3 the distribution of natural resources including energy, food, minerals and water
  - GSF3 to build their knowledge of the United Kingdom and the wider world use:
    - GSF3a- the eight points of a compass,
    - GSF3b- four and six-figure grid references,
    - GSF3c symbols and key (including the use of Ordnance Survey maps)
  - GSF4 use fieldwork to observe, measure, record and present the human features in the local area
  - GSF5 use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including
    - GSF5a -sketch maps
    - GSF5b -plans and graphs
    - GSF5c - digital technologies (Aerial photos and GIS)
- History**
- HS1 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
  - HS2 note connections, contrasts and trends over time, develop appropriate use of historical terms

**What do we want the children to know? (Knowledge)**

**Links to other subject NC PoS:**

- HS3 Address, and sometimes, devise historically valid questions about change, cause, similarity and difference, and significance
  - HS4 construct informed responses that involve thoughtful selection and organisation of relevant historical information
  - HS5 understand how our knowledge of the past is constructed from a range of sources
  - HC5 a local history study (Weston in the Victorian times)
- Design and Technology**
- C1 understand and apply the principles of a healthy and varied diet
  - C2 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
  - C3 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- Art**
- A2 to create sketch books to record their observations and use them to review and revisit ideas
- RE**
- Unit 3 - Why do religious books and teachings matter?
- Computing:** Bringing it to life
- Cultural**
- British values: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
  - GRT Link; Travellers as a longstanding part of local history
  - Gypsies and Travellers have lived and worked in the Weston area for many generations and are an important part of the local heritage.

**What maths POS can you incorporate?**

Use 6 figure grid references, Solve problems relating to map work

**How will you incorporate English across the curriculum?**

**What do we want them to be able to do better? (Key skills and NC skills)**

Communication  
Social skills



**What do we want them to be like? (Values, dispositions and attitudes)**

Hope  
Friendship  
Ability to appreciate what they have  
Develop a need to support local businesses  
Appreciate value in older generation

**How do the children want to celebrate and share their learning? (End of theme celebration of learning)**

Mini worlds (part of take away home learning project)  
Designs of the pier using electricity – critical skills challenge  
Publishing of their own version of the Giant's Necklace

### What are the big ideas? (Concepts and values)

Settlement  
Land use  
Construction  
Change over time  
Natural resources  
Natural beauty  
Provision  
Tourism

### Where can we visit? Who can visit us? (Real life experiences)

Weston museum and Victorian cottage  
Weston beach – skyline and buildings  
Visit to St Andrew's churchyard - gravestones of GRT families

### What books/films can we use? (High quality literature)

The Giant's Necklace – Michael Morpurgo  
Adverts from around Weston super Mare  
Local newspapers  
Recounts of a day at the beach  
Dorothy Penfold - A Field Full of Butterflies – Memories of a Romany Childhood  
Dreams of the Road - Gypsy Life in the West Country, by Martin Levinson and Avril Silk

### What can we make?

Own maps of our local area  
Photographs of the beach  
Sketches of shells as well as Weston beach skyline  
Shell necklace  
3D models of the pier

### What can we use? (High quality resources)

Old photographs from parents/grandparents  
Old railway posters  
Pictures of how electricity is used on different beaches  
Local history picture cards in school box (GRT resource box)

### What big words will we use? (High level vocabulary)

Civilisation, influence, vegetation, economic, coast, developed, city, tourism, town, population, harbour, port, compass, aerial, characteristics, chronological, grid reference, settlement, land use, construction, change, provision, natural resources, trade links, geography, human geography, Victorians

### What can we collect? (Tactile display to aid learning)

Shells  
Photographs of family time at the beach  
Old photographs of families  
Souvenirs

### What can our role –play area be? (Outdoor imaginative play)

Hat stand: shell necklace, giant's necklace  
Old fashioned beach wear (bathing caps)

### What did the children think? (Review)

(To be completed at end of theme)

### What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

### What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)