



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

Year Group: 3/4	Topic: Vikings and Anglo-Saxons	Term: Autumn 2
National Curriculum Links(Ref: NC 2014) The Viking and Anglo-Saxon Struggle for the kingdom of England to the time of Edward the Confessor.		
Knowledge and Skills Objectives	Activity	Differentiation

<p><u>Week One</u> I can explain where the Vikings came from and where they attacked Britain.</p> <p><u>Enquiry:</u> Where did the Vikings come from and where did they attack Britain?</p>	<p>Show where Vikings fits in on timeline. Explain to chn the Anglo-Saxons came to Britain from 410 AD – 1066. The Vikings came to Britain in 793 AD.</p> <p>Discuss enquiry question: Where did the Vikings come from and where did they attack Britain?</p> <p>Do they have any ideas/suggestions?</p> <p>Main: Show source A (Picture of Viking's first raid at Portland) – encourage children to ask questions. What can we learn from the source? What is happening in the image? Who are they? Repeat with Source B (picture of route taken by Vikings) &amp; C (image of a long boat)</p> <p>Give children knowledge about each source after open discussion and show video (first video on page) <a href="https://www.bbc.co.uk/bitesize/articles/zvhtwnb">https://www.bbc.co.uk/bitesize/articles/zvhtwnb</a></p>	<p>Year 3 &amp; 4</p> <p>LA/MA/HA -Children stick in pictures and 'journal'. Children to use sources and evidence and explain where the Vikings came from, where the Vikings attacked Britain and why they did it.</p> <p>SEN– Label the images – spider diagram words off images to describe what is happening.</p>
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<p><u>Week Two</u></p> <p>I can research why the Vikings invaded Lindisfarne and the effects of this</p> <p><u>Enquiry:</u></p> <p>Why did the Vikings invade Lindisfarne and what were the effects?</p>	<p>Discuss enquiry - Why did the Vikings invade Lindisfarne and what were the effects? Do they have any ideas/suggestions? What is Lindisfarne?</p> <p>Main: Show source A (Image of Vikings raid at Lindisfarne) discuss &amp; encourage children to ask questions about source. Can you work out who the Vikings are in the picture? Who looks the most powerful? Why? Why do you think they have invaded? What do they want?</p> <p>Give children information and ask the children to read and learn about the invasion at Lindisfarne (printed out) Year 3 read as a whole class and highlight together important information. Year 4 read in pairs and highlight.</p> <div data-bbox="488 853 1220 1093"> <p><b>Viking Raid on Lindisfarne (793 AD)</b></p> <p>On the eve of June 793 AD, the Anglo-Saxon Chronicle tells of the first Viking raid on Lindisfarne. The monastery was a well-known site of the Lindisfarne Gospels, a book of the Gospels written in the Lindisfarne script. The monks were not prepared for the attack and many were killed. The Vikings took the Lindisfarne Gospels and other treasures. The monks fled to the island of Rathlin. The Vikings then sailed to Rathlin and killed the monks. The monks then fled to Rathlin and killed the monks. The monks then fled to Rathlin and killed the monks.</p> <p><b>Monks' Escape:</b> On Anglo-Saxon monks in Dunbar, writing their Lindisfarne Gospels, where they resided and pilgred something they had the best things under their control. The monks then fled and the monks of Rathlin were the last of them they were drawn in the sea.</p> <p>After raiding the monastery, the ships sailed home with their new treasures and slaves. The gates of the monastery had been made of wood and were burnt down before they left.</p> </div> <p>Watch <a href="http://www.bbc.co.uk/education/clips/zcns34j">www.bbc.co.uk/education/clips/zcns34j</a> (explains the invasion at Lindisfarne)</p> <p>Explain to the child the Vikings came to Britain looking for items to steal and trade. They also wanted land that they could claim as their own. They particularly liked to raid <b>monasteries</b>, like the one at <b>Lindisfarne</b>. The monasteries were not very well protected and contained valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also stole manuscripts and Bibles. These were sold back to the religious leaders who could not bear to see them lost or damaged.</p>	<p>Use the highlighted information given to complete task.</p> <p>Year 3 LA – Draw and write short description of invasion.</p> <p>MA/HA – Using information highlighted as a class, draw a simple comic strip (4 boxes) speech bubbles and captions to show what happened during Viking invasion at Lindisfarne.</p> <p>Year 4</p> <p>Using information highlighted in partners draw a comic strip (6 boxes) speech bubbles and captions to show what happened during Viking invasion at Lindisfarne.</p> <p>Challenge –</p> <ol style="list-style-type: none"> <li>1. Why were the Vikings able to beat the monks in the monastery so easily? Why did they have no respect for the monastery?</li> <li>2. Can you trust what Monk</li> </ol>
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		Simeon and Alcuin wrote as being the truth? Give reasons for yes and no.
<p><u>Week 3</u></p> <p>I can identify and explain key aspects of Viking life.</p>	<p>Discuss enquiry question – What were Viking Settlements like and how did Vikings live? Go through each source, discuss and get children to ask and answer questions.</p> <p>Main: Go through slides and discuss the different aspects of Viking life. Explain a settlement is a group of homes where people live. The Vikings also worked together. Go through each slide and discuss each aspect of Viking life.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zqbr82">https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zqbr82</a> - show video about Viking Gods.</p>	<p>Whole class write a diary entry as a Viking child.</p> <p>LA – Use writing template</p> <p>School trip: Children visit a Viking settlement at Tatton park</p>
<p><u>Week 4</u></p> <p>I can compare the significance of Anglo-Saxon kings during the Viking period.</p> <p><u>Enquiry</u> Who was Alfred the great and why was he so great?</p>	<p>Discuss enquiry - Who was Alfred the great and why was he so great?</p> <p>Main: Show Image of King Alfred- encourage children to ask questions. What can we learn from the source? What do you think it is?</p> <p>Give chn knowledge about Alfred.</p> <p>Explain after Alfred the Great, English kings gradually recapture more and more land from the Viking. In 954, The Anglo-Saxons drove out Eric Bloodaxe the last Viking of Jorvik. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's kings.</p>	<p>LA – 5 Facts about King Alfred</p> <p>MA/HA – Ruler down middle of Page and label each side 'Athelstan' and 'King Alfred'. Write down their differences on either side /actions and achievements.</p> <p>Challenge: Write down the similarities. Do you think Athelstan was as 'great' as King Alfred? Think about the actions and achievements of</p>



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		<p>King Alfred and King Athelstan. What important or influential things did the two kings do? 2. Why are they such important historical figures?</p>
<p><u>Lesson 5</u> I can explain who King Ethelred II was and say when and why Danegeld was introduced.</p> <p><u>Enquiry:</u> What is Danegeld and why was it introduced?</p>	<p>Discuss enquiry What is Danegeld and why was it introduced?</p> <p>Main: Show Source A (Viking coin), Source B (Vikings in more raids. The source shows how vicious they were) Source C (weapons they used , warriors were extremely well equipped and extremely fierce. )</p> <p>Explain to the children the Vikings still had to be held back even though English kings had recaptured most of England back. Explain to children how Danegald was introduced.</p>	<p>SEN – Act out the poem. Can they draw a picture to go with each verse?</p> <p>Year 3</p> <p>Match the verses of the poem to the events they refer to (Write in books)</p> <p>Year 4</p> <p>Write a poem to explain the introduction of Danegeld.</p> <p>Challenge</p> <ol style="list-style-type: none"> <li>1. What problems did Ethelred face during his time as king?</li> <li>2. What things did he do to try and deal with the situation?</li> <li>3. Was paying Danegald a</li> </ol>



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		good idea?	
<p><u>Week 6</u></p> <p>I can use evidence to understand how the Normans conquered Britain.</p> <p><u>Enquiry question:</u></p> <p>How did the Normans conquer Britain, ending Viking and Anglo-Saxon rule?</p>	<p>Enquiry question: How did the Normans conquer Britain, ending Viking and Anglo-Saxon rule?</p> <p>Main: Show Sources : Bayeux tapestry – tells story of the battle of Hastings. What can we learn from this? What can you see in the images? Take children through the story.</p> <p>Discuss last Anglo-Saxons kings (Edward the confessor and Harold) and then take children through story. The battle of Hastings took place on the 14 October 1066. It was fought between William of Normandy and King Harold – the King of England – and it was the English throne that was at stake. The Normans were victorious, beating the Anglo-Saxons. King Harold was killed and William of Normandy became King. Norman language and culture then began to influence the country and changed the future of England.</p> <p>William of Normandy believed he should have been made king when King Edward "the Confessor" died. Edward was his distant cousin and William said he'd promised him the job. However, a man called Harold Godwinson was crowned King of England in January 1066. William was furious. At the end of September 1066, he sailed over to England from France with around 700 ships and a very large army. When King Harold II learned about this, he marched with his army straight down to Sussex to meet the invaders. The march meant they were exhausted when they arrived. On Saturday 14th October 1066, they met at a place called Senlac Hill near Hastings to fight each other. The battle lasted all day and thousands of men were killed and injured. The army from France were much better-trained than the English, and had better weapons and horses. The English army were tired from the journey and also because they had recently had a battle with a Norwegian army, whose leader wanted Harold's crown too. Eventually, King Harold II was killed. It is thought he was struck in the eye with an arrow, although historians are still arguing over whether this is actually</p>	<p>Year 3 and 4</p> <p>Whole class enactment of the Battle of Hastings with shields</p> <p>Year 3</p> <p>Tweet events from the Battle of Hastings (4 Tweets)</p> <p>Year4</p> <p>Tweet events from the Battle of Hastings (6 Tweets)</p> <p>Whole class activity put whole Viking period timeline into chronological order</p>	



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	true.		
<u>Applied Write Opportunities:</u>			
Letter from a Viking Warrior – Battle of Hastings			
<u>Key Vocabulary</u>			
Tier 1: Viking warrior longboat king			
Tier 2: raid battle invade invasion attack settle			
Tier 3: Monasteries Danelaw Lindisfarne chronological victory conquer			



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## History Planning

<b>Year Group:</b> Year 3 & 4	<b>Topic:</b> A Local History Study - Wythenshawe	<b>Term:</b> Cycle B Spring 2
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### National Curriculum Links (Ref: NC 2014)

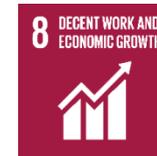
#### A local History Study

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

#### Historical Enquiry:

#### Global Goal

There are 2 global goals that could be focused on during this unit.



Knowledge and Skills Objectives	Activity	Differentiation
<p><b>Lesson One</b> I can <b>locate</b> places near to where I live on a map.</p>	<p><u>Hook:</u> maps of the UK, atlases, compass, images of Wythenshawe</p> <p><u>Starter Question:</u> Ask the children; <i>Where do they live?</i> Benchill/Wythenshawe/Manchester <i>What is Wythenshawe?</i> It is a town. <i>Do you know where Wythenshawe is in the UK?</i> It is in the north west/near Manchester</p> <p><u>Introduction:</u> Give the children a map of the UK with squares on, and ask child to identify which square they think they live in – they did this in KS1.</p>	<p><u>SEN:</u> Children may need support in navigating Google Earth. Children to find three places in Wythenshawe on the iPads. Children to have 4 images to sort.</p> <p><u>Year 3:</u> Children to locate 5 places on Google Earth. Children to sort 8 images.</p>



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## History Planning

	<p>Give the children a map of the UK (Year 4 an atlas) and children to locate Manchester and/or Wythenshawe.</p> <p>Discus with the children that Wythenshawe is part of the area of Manchester. Manchester is the city, and Wythenshawe is a town within it.</p> <p><u>Task 1:</u> Give children a jigsaw of Manchester to put together. Discuss where Wythenshawe is in relation to the centre of Manchester – in the south. Talk to the children about any other parts of Manchester they recognise e.g. Stockport, Manchester Airport, Old Trafford (They studied Manchester in KS1)</p>	<p><u>Year 4</u> Children to locate 8 places on Google Earth. Children to sort 12 images.</p> <p><u>Challenge:</u> Children to read information all about Wythenshawe and make a 'Did You Know...' card for the display.</p>
<b>Resources</b>		
<p>Maps of the UK Atlases Compass Images of Wythenshawe Jigsaw of Manchester (game) iPads Chrome books Large map of Wythenshawe for the wall Images and labels for the large map Sorting images (packs)</p>	<p><u>Task 2:</u> On iPads or Chrome Books, use Google Earth to locate Wythenshawe and study the locate area. Explain to the children that they can see a 'bird's eye' view or a 'landscape' view. Provide children with locational features to find, such as, Wythenshawe Hospital, Sharston Industrial Area, Manchester airport, Civic Centre etc.</p> <p>Display a large map of Wythenshawe in the classroom. Invite children to help you to locate and label the map with names and images. Invite the children to share any experiences or knowledge of the places on the large map including road names, shops, public buildings.</p> <p>*Remind the children of the need for capital letters for places, names etc...</p> <p><u>Task 3:</u> Explain to the children that some places in Wythenshawe were built a long time ago and that some places were built more recently. Discuss and explore the children's understanding of the terms, 'new' and 'old'.</p>	<b>Plenary</b>  Invite children who completed the challenge to share what they have learnt about Wythenshawe.  Read through the information about Wythenshawe with the rest of the class, and discuss what they have found out.  Children to think of three facts that they didn't know about the area that they live in. Share these facts.



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	<p>Give children images of places in Wythenshawe, and children to sort them according to the age of the building (old or new). Children share their ideas providing deductions made from the photographs.</p>	
<p><b>Lesson Two</b> I can <b>compare</b> maps from the past and from today.</p>	<p><u>Hook:</u> treasure chest, maps, scrolls,</p> <p><u>Starter Question:</u> Ask the question; <i>What is a map?</i> <i>What information is on a map?</i> Children to discuss with Talking Partner before discussing as a whole class.</p> <p><u>Introduction:</u> Explain to the children that today they are going to look at maps of Wythenshawe, and that some of these maps are quite old. Ask the children to have a think about what they might see on the recent maps from today that they might not see on the old maps, and why. Children to discuss this with their TP, before discussing children's predictions prior to the exploration of the maps. Record children's ideas to cross-reference at the end of the lesson.</p> <p><u>Task 1:</u> Give each group four maps of Wythenshawe – one from the present and three from a different period in the past. Children to compare details shown on the maps, such as roads, railways, housing, open spaces and amenities. Discuss similarities and differences between the maps.</p> <p>Talk about how Wythenshawe use to consist of just Wythenshawe Hall and 4 farms. Ask the questions; <i>Can you see the farms on the maps?</i> <i>Why do you think Wythenshawe just consist of farms and a hall?</i></p>	<p><u>SEN:</u> Sort 4 images.</p> <p><u>Year 3:</u> Sort 8 images Children to consider which images were from the earliest period in time and what deductions they can make about Wythenshawe in the past using them.</p> <p><u>Year 4</u> Sort 12 images. Children to consider which images were from the earliest period in time and what deductions they can make about Wythenshawe in the past using them.</p> <p><u>Challenge:</u> Read about Wythenshawe Hall and answer true or false questions about it.</p>
<p><b>Resources</b></p>		
<p>Treasure chest Maps, Scrolls, Photographs of Wythenshawe from the past 100+ years.</p>		<p><b>Plenary</b></p> <p>Children to look at 4 images. Invite the children to</p>



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	<p><i>Where did people use to live and work?</i> (Manchester City).</p> <p><u>Task 2:</u> Next, give children photographs from the past. Children to compare the images discussing differences between housing, clothing, transport, location etc. Discuss similarities and differences between the past and present.</p> <p>Children to sort images into the categories, past and present.</p>	<p>arrange them in chronological order based on deductions they can make from the pictures.</p> <p>Place onto a large timeline, significant dates in Wythenshawe's history e.g. when the airport was opened.</p>
<p><b>Lesson Three</b> I can <b>explain</b> what a Garden City is.</p>	<p><u>Hook:</u> first world war memorabilia, maps and images of Wythenshawe, date cards</p> <p><u>Starter Question:</u> Ask the children; What is Wythenshawe? Children to discuss with their Talking Partners before discussing as a whole class.</p>	<p><u>SEN:</u> Build a garden city using a Tuff Tray and a range of materials. Children to talk about their model and the features of it.</p>
<p><b>Resources</b></p>		
<p>first world war memorabilia maps and images of Wythenshawe data cards large timeline or children's own copied tuff tray and resources construction material recycling material</p> <p><b>Background information about Wythenshawe:</b> <a href="https://www.pitchero.com/clubs/wythenshaweamateursfc/a/wythenshawe-garden-city-46533.html">https://www.pitchero.com/clubs/wythenshaweamateursfc/a/wythenshawe-garden-city-46533.html</a></p>	<p><u>Introduction:</u> Explain to the children that today, they are going back in time to find out how Wythenshawe became the town we know today. Ask the children if they can recall from the previous lessons, what buildings were in Wythenshawe approximately 100 years ago</p> <p><u>Task 1:</u> Explain that the houses were not always here. They were built just before and just after the second world war. The children have studied the first world war - can they remember when that was? Consolidate when the First World War was and what they know about it. Get the children to either create a timeline as a whole class/in groups/individually to show the key dates so far; start of the first world war (1914), end of the first world war (1918), start of the second world war (1939), end of the second world war</p>	<p><u>Year 3:</u> Using construction materials and recycling materials, children to create a garden city based on Ebenezer Howard's model. Children to present their model of a garden city to another group.</p> <p><u>Year 4:</u> Children to design their own garden city based on the key principles of a garden city. Children could draw, chalk it on the playground or use ICT programmes to support them. Children to present their model of a garden city to their Talking Partner or to another group.</p>



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	<p>(1945), the year when they were born (20--), and today's year (2022).</p> <p><u>Task 2:</u> Explain to the children that they are going to watch a video of someone telling them what happened after the war, and although the video is quite detailed, ask the children to listen carefully and learn two new facts. <a href="https://vimeo.com/114964712">https://vimeo.com/114964712</a> Following the video, discuss what the person said about Wythenshawe and what they have learnt about Wythenshawe.</p> <p>Talk about Ebenezer Howard's idea for a Garden City. Look at his model of Wythenshawe and why it was designed in such a way; tree lined streets, roads radiating out of the centre, hexagonal shape streets with housing around them etc.) Talk about why this garden city was needed (Manchester's city centre was overcrowded; there was poor housing, cramped living conditions, poor sanitation, disease etc.)</p> <p>Look at other examples of garden cities, such as Welwyn Garden City and Letchworth Garden City. Look at the planning and photographs of these. Discuss with the children the key features of a garden city, constructing a list of design possibilities.</p> <p><u>Task 3:</u> Children to create a garden city.</p>	<p><u>Challenge</u> Children to read about why Wythenshawe didn't become the garden city Ebenezer Howard imagined.</p> <p>Children to think of 3 reasons for why a garden city is a good thing – what does it attract? Then, children to consider 3 reasons for why a garden city might not become a garden city. This will support the applied writing task.</p>
<p><b>Lesson Four</b> I <b>know</b> who the Tatton Family are and what happened to them.</p>	<p><u>Hook:</u> family photographs and family trees.</p> <p><u>Starter Question:</u> Ask the children;</p>	<p style="background-color: #0070C0; color: white; text-align: center; padding: 5px;"><b>Plenary</b></p> <p>Consolidate what a garden city is.</p> <p>Ask the children if they consider a garden city is a good idea, and why. Record the children's responses.</p> <p>Then, discuss with the children why Wythenshawe never became the vision that Ebenezer Howard once had. Talk about what caused the plan to go wrong (war). Finally, talk about whether they would like Wythenshawe to become a garden city and their reasons for or against this.</p> <p><u>SEN:</u> Children to use pre-made tree and hearts, create their family tree. Children to talk about who is in their family.</p>



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<b>Resources</b>	<p><i>Who lives in a house like this?</i> Children to make deductions from the photographs. Children to discuss with their Talking Partner before discussing as a whole class.</p> <p><u>Introduction:</u> <b>Prior to this session, children to have found out about their family and their family tree; names of people, significant dates, jobs etc. for home learning.</b></p> <p>Give the children a picture of the Tatton Family and ask them to think about who these people are. From looking at the photograph, what deductions can be made about family size, wealth, lifestyle, social standings etc?</p> <p>Read with the children all about the Tatton Family especially Robert Tatton; use role play to act this out as it can get a little confusing! When doing so, add any significant dates onto the class timeline e.g. when Wythenshawe Hall was built.</p> <p>Next, ask the children the following questions; <i>Do families look like that today?</i> <i>Do families live in estates or homes like that?</i> <i>Do people wear clothes like that?</i></p> <p><u>Task 1:</u> Look at the Tatton family tree. Discuss significant people or events on it.</p> <p><u>Task 2:</u> Explain to the children what a family tree is and why people create one. Explain that they are going to make their own family tree. Model how to create a family tree and how to present the text with it.</p>	<p><u>Year 3:</u> Children to use a family tree template to create their own family tree. Children to go back at least three generations.</p> <p><u>Year 4</u> Children to create their own family tree. Children to go back at least to three or four generations, and include detail such a place of birth and employment.</p> <p><u>Challenge:</u> Using the Tatton Family tree, children to answer questions about the family.</p>
<p>Images of the Tatton family Old photograph, Family tree templates</p> <p><b>Information about the family:</b> <a href="https://www.wythenshawehall.com/www_main/A%20History%20of%20Wythenshawe%20Hall.pdf">https://www.wythenshawehall.com/www_main/A%20History%20of%20Wythenshawe%20Hall.pdf</a></p>		<b>Plenary</b>  Consolidate who the Tatton Family are and why they no longer live in Wythenshawe Hall.



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<p><b>Lesson Five</b> I can <b>research</b> about a successful person from Wythenshawe.</p>	<p><u>Hook:</u> images of famous people from Wythenshawe.</p> <p><u>Starter Question:</u> Ask the children; <i>Do you know of anyone famous or well-known who was born and lived in Wythenshawe?</i></p> <p>Children to discuss with their Talking Partner before discussing as a whole class.</p>	<p><u>SEN:</u> Children to read statements and match them to the correct part of the fact-file e.g. his date of birth would match to 'Date of Birth:'</p>
<p><b>Resources</b></p>		<p><u>Year 3:</u> Children to use a template for their fact-file.</p>
<p>Images of famous people from Wythenshawe Information about Steve McGarry Fact-file templates Statements for match activity</p>	<p><u>Introduction:</u> Explain to the children that they are going to find out about a significant person from Wythenshawe. They are going to create a fact file or poster all about that person using the facts that they have found out. Discuss what they must do when searching for information e.g. make notes, check the facts are true, to not copy the text etc. Ask the children what they would like to know about the person? (full name/age/likes &amp; dislikes/what they do/where they went to school... make a list of these and place on the IWB. Show significant people from Wythenshawe; discussing their name and their job e.g. singer, boxer.</p> <p><u>Task 1:</u> Explain to the children that they are going to find out about Steve McGarry, a cartoonist who has worked on the Minion movies. Give children information all about him. Children to read and then highlight key information.</p> <p><u>Task 2:</u> Present the children with a template for a fact-file, and model how to present a fact-file. Children to use the information they have found to complete a fact-file.</p>	<p><u>Year 4:</u> Children to present a fact-file in their book.</p> <p><u>Challenge:</u> Use the iPads to find out about another significant person from Wythenshawe.</p>
		<p><b>Plenary</b></p>
		<p>Look at other examples of Steve McGarry's work. Consolidate what type of artist he is. Talk about the children's thoughts about his art work. Do they like his art work or not.</p> <p>Conduct a Yes or No quiz about Steve McGarry.</p>



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## History Planning

<p><b>Lesson Six</b> I <b>know</b> the history of a significant place.</p>	<p><u>Hook:</u> airport toy set, airplanes, passports, suitcases.</p> <p><u>Starter Question:</u> Ask the children; <i>What important places do we have in Wythenshawe?</i> Hospital, airport, collages, schools, civic centre, swimming pools, theatres etc. Children to discuss with their Talking Partners before discussing as a whole class.</p> <p><u>Introduction:</u> Explain to the children that they are going to be learning about Manchester Airport and the impact it has had on the people of Wythenshawe.</p> <p>The lesson will focus on the 3 periods in the history;</p> <ul style="list-style-type: none"><li>• 1938 when Ringway Airport opened and 1939-1940 when it was used as an RAF base</li><li>• 1975 when Ringway became Manchester International Airport (why it got this title)</li><li>• 2021 what it is like now.</li></ul> <p><u>Task 1:</u> Give children packs of information with information, maps and images about the first era in the history of Manchester Airport. Through using these historical sources, what did the children find out? Discuss their findings.</p> <p>Repeat with the second and the third era in the history of Manchester Airport.</p>	<p><u>SEN:</u> Children to order significant dates; about 4 facts.</p> <p>Children to make a paper aeroplane and write two facts on it.</p> <p><u>Year 3:</u> Children to order significant dates; about 6 facts Each child to write one fact about Manchester Airport for the hanging mobile.</p> <p><u>Year 4:</u> Children to order significant dates; about 8 facts. Each child to write two facts about Manchester Airport for the hanging mobile with sufficient detail.</p> <p><u>Challenge:</u> Children to look at a set of images of Manchester Airport since 1938. Children to order them in chronological order. Children to compare how Manchester Airport has changed</p> <p><b>Plenary</b></p> <p>Discuss the impact that Manchester Airport has had</p>



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## History Planning

	<p><u>Task 2:</u> Give the children packs of facts and get them to put them in chronological order according to date.</p> <p><u>Task 3:</u> In groups, children to use the sources to support them in making a hanging mobile of airplanes. On each plane, children to write about the history of Manchester Airport before placing them onto the hanging frame.</p>	<p>on the people of Wythenshawe e.g. jobs.</p> <p>Talk to the children about their vision for Wythenshawe in the future; what would they like to see change. How could Wythenshawe be a better town than it is now? Talk about how this could be achieved – link to persuasive writing in English lessons.</p> <p>Consolidate all learning on Wythenshawe.</p>
<p><b>Applied Write Opportunities:</b> Write a persuasive letter to Manchester City Council regarding either transforming Wythenshawe into a garden city or to reopen Wythenshawe Hall so that people can visit and learn about the history of Wythenshawe.</p>		
<p><b>Enrichment Opportunities:</b> Visit Manchester Central Library and use the archives to find out about Wythenshawe. Visit Wythenshawe Park and Wythenshawe Hall. Visit Manchester Airport and learn about the history of it.</p>		
<p><b>Key Vocabulary</b></p> <p><b>Tier 2</b> country, county, city, town, village, north, south, east, west, north west, north east, south east, south west, compass, atlas, globe, old, new, recent, period, family tree, decade, century, factory, semi-detached, detached, bungalow, business, status, wealth</p> <p><b>Tier 3:</b> industry, generation, ancestor, census, era, social standing</p>		





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History Planning



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## Medium Term Planning Creative Learning Journey

Year Group: Year 3 & 4	Topic: Ancient Egyptians	Term: Summer 2
<p><b>National Curriculum Links</b> (Ref: NC 2014)</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		
Knowledge and Skills Objectives	Activity	Differentiation
<p><b>Week One</b></p> <p>I can find out about Egyptian life by looking at artefacts.</p>	<p>Look at where the Ancient Egyptians would be on a timeline in relation to other societies we know about so far (Stone Age, Greeks, Christianity etc.) Allow time to discuss the historical periods that the children might recognise. Who Were the Ancient Egyptians? Discuss what children already know about Ancient Egypt and record their ideas. Find Egypt on map.</p> <p>Look at sources. What questions can we ask about the source? Look at examples of questions on next page. What can we learn about the Egyptians from this? Repeat with all sources.</p> <p>Go through the knowledge on slides with children.</p> <p>Source A – wooden cat statue Source B - hieroglyphics Source C – sarcophagus Source D – canopic jars Source E – The pyramids of Giza</p>	<p><b>Children stick in pictures (source B,C,D) and write down what they can learn about the Ancient Egyptians from each source.</b></p> <p><b>LA – Key words and phrases</b></p> <p><b>MA/HA – Children ‘journal’ what we can learn about the Egyptians from each source.</b></p> <p><b>Some questions that may help children</b></p> <ol style="list-style-type: none"> <li>1. What do you think it was used for?</li> <li>2. Where do you think it may have been found?</li> <li>3. Who might it have belonged to?</li> <li>4. What might it be made from?</li> <li>5. What would you like to know about it?</li> <li>6. Where do you think it has been found?</li> </ol>



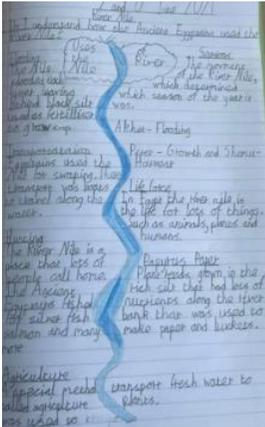
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		<p><b>7. What does it tell us about ancient Egypt?</b></p>
<p><b>Week/lesson two</b></p> <p><b>I can understand the importance of the River Nile to the Ancient Egyptians</b></p>	<p>Look at the sources. Discuss enquiry lesson. How important was the River Nile to the Ancient Egyptians? What do they already know about the River Nile?</p> <p>Show each source. What questions can we ask about the source? What can we learn about the River Nile from each source?</p> <p>Source A – shows where the River Nile flows.</p> <p>Source B – Flooding in September each year.</p> <p>Source C – Shows people harvesting and using the crobs under the direction of an overseer.</p> <p>Give children the knowledge from the slides.</p>	<p><b>All children to complete a poster explaining the different uses of the River Nile.</b></p> <p><b>LA – use outline to help</b></p> 
<p><b>Week/Lesson Three</b></p> <p><b>I know how the Rosetta stone helped us learn about the Ancient Egyptians</b></p>	<p><b>How did the Rosetta stone help us learn about the Ancient Egyptians?</b></p> <p>Go through images of hieroglyphics. What questions can we ask? What are the similarities and differences between each image? What is it? What can you remember about hieroglyphics from our first lesson on this topic?</p> <p>Ask chn how do you think we know about the Ancient Egyptians?</p>	<p><b>TASK ONE</b></p> <p>All children stick in image of Rosetta Stone and write down what we can learn about it</p>



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	<p>Introduce children to the Rosetta Stone. Go through slides and information about the Rosetta Stone.</p> <p>Watch video <a href="https://www.youtube.com/watch?v=fg4K8nQzvio">https://www.youtube.com/watch?v=fg4K8nQzvio</a></p>	 <p>This source shows a picture of the Rosetta stone. Before the Rosetta stone, historians couldn't decode Hieroglyphics. It was written in three languages, the local language of Egypt at that time, Greek and Hieroglyphics. The stone is a broken up so it was difficult to translate. As they translated more of the Greek they were able to translate the hieroglyphics. This meant over time they were able to translate other messages (hieroglyphics) found in Egypt.</p> <p>LA – Key words and phrases</p> <p>TASK TWO</p> <p>Write a secret message using hieroglyphics. Get partner to translate it.</p>
<p><b>Week Four</b></p> <p><b>I can compare and contrast the powers of different Egyptian gods.</b></p>	<p><b>Who did the Ancient Egyptians worship?</b></p> <p><b>Show images of gods and goddesses</b> What questions can we ask? What are the similarities and differences between each image? What is it? What do they do? What do you already know about Ancient Egyptian gods?</p> <p>Read the descriptions from the Egyptian Gods Adult Guidance. The children study the pictures that they can see and match the gods to each description. Children use whiteboards to record their individual responses. Then, as a class, discuss which god or goddess they have chosen and why.</p> <p>Explain to children the Ancient Egyptians worshipped thousands of different gods and goddesses, which were often shown as humans with animal features.</p>	<p>Children to write a fact file and share similarities and differences between the god they have researched and their partner's god.</p> <p>Using</p> <p><a href="https://www.dkfindout.com/uk/history/ancient-egypt/ancient-egyptian-gods-and-goddesses/">https://www.dkfindout.com/uk/history/ancient-egypt/ancient-egyptian-gods-and-goddesses/</a></p> <p>LA – Draw picture and explain what the god can do.</p> <p>MA/HA - Describe what the god looks like What is unique about the god. Why were gods</p>



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	<p>The gods controlled everything from the movement of the Sun across the sky to the flooding of the River Nile, the afterlife and childbirth. Each city and village had a special patron god or goddess. Different gods and goddesses had different powers.</p>	<p><b>important to ancient Egyptian people?</b></p> <p><b>Challenge – Research another god and look at the similarities and differences.</b></p>
<p><b>Week Five</b></p> <p>I can understand and explain the ancient Egyptian ritual of mummification.</p>	<p><b>What did the Ancient Egyptians believe about death?</b></p> <p>Watch video and show images of embalming  <a href="https://youtu.be/YgVIXOyU10I?list=PLQlnTldJs0ZQjnw9HPXpeCF7m5afjcWPd">https://youtu.be/YgVIXOyU10I?list=PLQlnTldJs0ZQjnw9HPXpeCF7m5afjcWPd</a>          What can we learn from this video? What is happening? What questions do you have?</p> <p>Give the children instructions in wrong order. Allow time for the children to attempt to order the mummification steps and feedback their responses to the class. Look at the following slide to check the answers</p> <p>Explain to children (take through slides) The Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so their families would put those things in their graves. Egyptians paid vast amounts of money to have their bodies properly preserved. Egyptians who were poor were buried in the sand whilst the rich ones were buried in a tomb. A body preserved after death was called a mummy. The process of preserving the body was called mummification.          It took a very long time to mummify a body. From start to finish, it took about 70 days to embalm a body. The priest in charge would wear the mask of a jackal representing the god Anubis.</p>	<p>Children write instructions for how to make a mummy</p> <p>LA – Cut and stick instructions in the correct order</p> <p>HA/HA – Use time adverbials &amp; adverbs of manner</p> <p><b>As part of Egyptian day the children will ‘mummify’ a tomato.</b></p>



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<b>Week Six</b> <b>I know how Tutakhamun was discovered.</b>	Sources - Images of inside of tomb, newspaper article & quotes from Howard Carter <b>What does your source tell you?</b> Write down three things on whiteboards that you now know from examining these source. <b>2. Why do you think it was written (or photographed)?</b> Ask two questions about why?  Take children through the story of how Tutakhamun was found.	Write a diary entry from Howard Carter's perspective.  LA – Writing frame and word bank
<b>Applied Write Opportunities</b> Mystery story about a stolen Egyptian tomb		
<b>Key Vocabulary</b>  Tier 2 River boats crops god goddess hunting trading pyramid mummy Egypt Tiers 3 Ancient, civilisation, pharaoh, empire, River Nile, transportation, society, location, Akhet, Peret, Shemu, Rosetta stone, hieroglyphs, translate, worship, papyrus sarcophagus canopic jars embalming		



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## Medium Term Planning Creative Learning Journey

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