



Core links through the curriculum.

Beverley Town Trail

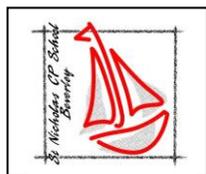
Basic Skills

History	Geography	Art	Computer Science
The children will learn about the History of Beverley, about how it started as a pilgrimage site and how it developed into the town it is today. They will learn about the guilds in Beverley, and about how the different trades shaped the town.	Children will develop their mapping skills using town maps and OS maps. They will plan and follow a route, and use local maps to follow the town trail. They will draw simple sketch maps, complete a survey and look at land use in Beverley.	We will study the life and works of the local artist Fred Elwell. Children will develop their drawing and painting skills in order to produce portraits and pictures of local landmarks.	<u>Digital Literacy</u>
			<u>E communication and collaboration</u>
			<u>Computer Science</u>

Key texts	Writing opportunities	Reading opportunities	Numeracy opportunities
Language and Literacy Anthology: Historical story, persuasive texts, Stories set in other cultures and newspaper reports. OS maps and atlases. Books and leaflets about the Geography and History of Beverley.	Reports about the History of Beverley. Tourist information leaflets Description of the life and work of Fred Elwell.	Comprehension work on Fred Elwell. Language and Literacy related comprehension activities.	Following the White Rose Hub long term plans. Reading grid references on OS maps.

Real World Applications

Using Technology	Application of skills
E-Safety and using search engines for reliable information.	Finding information researching Beverley



<u>Digital Literacy</u> Multi-media videos Graphical data Digital maps	<u>E communication and collaboration</u> Emails and videoconferencing
KS2 Computing Curriculum Objectives	
The child can use a range of software on laptop or tablet computers with some degree of independence. Software might include video editing, diagnostic tools, email clients, videoconferencing (with the teacher or another adult), survey design software, spreadsheets and presentation software.	Understand the opportunities networks offer for communication and collaboration.

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
<u>Digital Literacy</u>		
C.3.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices	The child can use a range of software on laptop or tablet computers with some degree of independence. Software might include video editing, diagnostic tools, email clients, videoconferencing (with the teacher or another adult), survey design software, spreadsheets and presentation software.	The child can use multiple programs on laptop or tablet computers to achieve particular goals. E.g. They might create a presentation and then email this to a classmate; create a survey using a survey design application, analyse the results in a spreadsheet and then make a presentation about their findings.
C.4.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices.	The child can use and combine a range of programs on a computer. The child can use multiple programs on laptop or tablet computers to achieve particular goals. E.g. analyse data in a spreadsheet and then create a presentation to show the results of	The child can use and combine a range of programs on multiple devices. The child can use multiple digital devices (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web servers, allowing them to use cloudbased applications. E.g. a laptop spreadsheet

	their analysis.	program to collect and record data.
C.3.1.2. Design and create a range of programs, systems and content that accomplish given goals.	The child can design and create content on a computer. The child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey.	The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey. They should evaluate how effectively they have met the requirements of the original goal.
C.4.1.3. Collecting, analysing, evaluating and presenting data and information.	The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal.	The child can design and create content on a computer in response to a given goal, paying attention to the needs of a known audience. With a given goal and a known audience in mind, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal and the needs of the intended audience.
C.3.1.3. Collecting, analysing, evaluating and presenting data and information.	The child can collect and present information. The child can use computers to collect information and present this to an audience. E.g. They could shoot and then show a video, read and respond to an email or conduct an online survey and present the results. They should be able to do this with a degree of independence.	The child can collect, evaluate and present information. The child can use computers to collect and evaluate information and present this to an audience. E.g. They could shoot, review and then show a video; read, consider and respond to an email or conduct an online survey, evaluate or summarise the results and present these. They should be able to do this independently for the most

		part.
<u>E communication and collaboration</u>		
C.3.3.3. Understand computer networks including the internet.	The child can understand that computer networks transmit information in a digital (binary) format. (E.g. In 3.4, recognise that information is communicated through the internet in a binary code. In 3.5, understand that email and videoconferencing also take place through transmitting binary information.)	The child can understand some ways in which information can be converted into a binary code. The child can explain that any information has to be converted to numbers before it can travel through computer networks; these numbers are represented as binary (on/off or high/low) signals.
C.4.3.3. Understand computer networks including the internet	The child can understand that the internet transmits information as packets of data.	The child can understand that packets are not routinely encrypted on the internet.
C.3.4.1. Understand how networks can provide multiple services, such as the world wide web.	The child can understand that email and videoconferencing are made possible through the internet.	The child can understand that the internet can provide a number of services in addition to the web.
C.4.4.1. Understand how networks can provide multiple services, such as the world wide web.	The child can understand how the internet makes the web possible. The child can give an explanation of how requests for web pages, and the HTML for those pages, are transmitted via the internet.	The child can show an awareness of how HTTP operates. The child can give an explanation of how HTTP GET requests and responses are transmitted via the internet, and show some awareness of how URLs are made up
C.3.1.5. Understand the opportunities networks offer for communication and collaboration.	The child can use email and videoconferencing in class. When working as part of the class, the child can use email effectively and participate in a whole-class videoconference.	The child can use email and videoconferencing effectively for a given purpose. When working as part of the class and with a given purpose, the child can use email effectively and actively participate in a whole-class videoconference.
C.4.1.5. Understand the opportunities networks offer for communication	The child can work collaboratively with classmates on a shared wiki. The child can work collaboratively with their peers on a shared project, such as a class wiki, making useful	The child can work collaboratively on a shared wiki, making changes to others' pages. The child can work collaboratively with their peers on a shared project, such as a class wiki, making useful contributions and

and collaboration.	contributions and providing feedback to others.	constructive edits to pages begun by others.
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C.3.1.2. Design and create a range of programs,	The child can design and create content on a computer. The child can plan and execute a project in which they use	The child can design and create content on a computer in response to a given goal. With a given goal, the child can

systems and content that accomplish given goals.	software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey.	plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey. They should evaluate how effectively they have met the requirements of the original goal.
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<u>History</u>	<u>Geography</u>
<p>Children will learn about how Beverley grew around the Minster, and ancient pilgrimage site where St. John was buried. They will learn about the origins of the name Beverley (meaning Beaver Stream)</p> <p>They will research the different guilds of Beverley and learn about how these shaped the town.</p>	<p>The children will plot a route using an OS map, then follow this to a site in town. They will use local town maps to follow the Beverley town trail.</p> <p>After the trail the children will draw simple sketch maps to show the trail and route they took.</p> <p>They will use pictures to map the landmarks.</p> <p>Children will design and carry out a simple survey to look at land use in Beverley.</p>

Geography

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
1. The UK and local area		
G.2.1.1. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristic	G.2.1.3. The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and describe some human and physical characteristics of the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.) label the mountains/hills where the source of these rivers is found.)	G.2.1.4. The child can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west). The child can locate and describe several contrasting physical environments. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and
4. Human themes		
G.2.4.1. Describe and understand key aspects of human geography, including: types of settlement and land use.	G.2.4.3. The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)	G.2.4.4. The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. The child can describe the main land uses within urban areas and the activities that take place there. The child can describe the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)
5. Understanding places and connections		
G.2.5.1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	G.2.5.4.a. The child can understand the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others. (E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)	G.2.5.5.a. The child can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others and give reasons why some are similar. (E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas.)
6. Map and atlas work		

G.2.6.1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	G.2.6.4.a. The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use a map to locate some states of the USA. The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)	G.2.6.5.a. The child can use an atlas to locate many countries, cities and key features in Europe or North and South America. The child can use a map to locate the states of the USA. The child can use an atlas to name and locate a range of cities and counties in the UK. (E.g. Use an atlas with confidence to locate places using latitude and longitude, be able to describe the location of the place using a nested hierarchy)
G.2.6.2. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	G.2.6.4.b. The child can use four-figure grid references. The child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside. (E.g. Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.)	G.2.6.5.b. The child can know that six-figure grid references can help you find a place more accurately than four-figure grid references. The child can use the scale bar or 1 km grid to estimate distance. The child can recognise patterns on maps and begin to explain what they show. (E.g. Independently follow a stretch of river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references. Write a description of the river's course using this information.)
7. Fieldwork and investigation		
G.2.7.1. Use a range of methods including sketch maps, plans and graphs, and digital technologies.	G.2.7.4.a. The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places. (E.g. Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.)	G.2.7.5.a. The child can make a detailed map of a short route with features in the correct order and in the correct places. The child can make a scale plan of a room with objects in the room. The child can present information gathered in fieldwork using a range of graphs. The child can use the zoom function to explore places at different scales and add annotations.
G.2.7.2 Use fieldwork to observe, measure, record and present the human and physical features in the local area.	G.2.7.4.b. The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques. (E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)	G.2.7.5.b. The child can plan a fieldwork investigation in the local area selecting appropriate techniques. (E.g. Take a lead in planning and creating a river in the playground and select a range of natural materials to use. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and annotate with key river features and processes.)

History

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
HISTORY CONCEPTS		

3. Change and development		
H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time	H.2.3.3. The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age.	H.2.3.4. The child can explain why certain changes and developments were of particular significance within topics and across time periods. E.g. Explain why some changes within the Stone Age were of particular importance
4. Cause and effect		
H.2.4.1. Address and devise historically valid questions about cause.	H.2.4.3. The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods	. H.2.4.4. The child can explain with confidence the significance of particular causes and effects for many of the key events and developments. E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time
5. Significance and interpretations		
H.2.5.1. Address and devise historically valid questions about significance	H.2.5.4.a. The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant.	H.2.5.5.a. The child can explain independently why a historical topic, event or person was distinctive or significant. E.g. Explain what made the Roman period distinctive.

Art

Objectives from Rising Stars

Lower KeyStage 2 Drawing With pastel/charcoal, he/she can vary the thickness of lines.	Drawing portraits
Lower KeyStage 2 Drawing With pastel/charcoal, he/she can use the side to build up layers of colour.	
Lower KeyStage 2 Drawing With pastel/charcoal, he/she can work on top of a background to create detail.	
Lower KeyStage 2 Painting he/she can mix and match colours for purpose: skin tones, backgrounds.	
Lower KeyStage 2 Independent Artist he/she can take responsibility for	

preparing, organising and clearing away his/her painting area.	
Lower KeyStage 2 Art in Context/History he/she can create images in the style of an artist from history.	Study the works of Fred and Mary Elwell. Draw and colour portraits in their style.
Lower KeyStage 2 Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different	Draw and colour local buildings in their style.
Lower KeyStage 2 Art in Context/History he/she can discuss and describe well known architects' work and explain how their work is similar/different.	Look at the buildings of famous architects (eg The Shard, The Deep) Design a building for Beverley

Religious Education	<p align="center">Unit 4.3: Our world</p> <p>Build on children’s previous understanding and appreciation of the natural world in Unit 1.3 at KS1, focusing on our unique Earth, that everyone has a duty to respect and conserve. Resources: creation stories, prayers, poems and songs from world faiths, photos and artwork and architecture inspired by nature (for example the work of Gaudi, inspired by nature) Key Content</p>	
KS2 RE Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p>Meaning & purpose</p> <p>explore beliefs about how the universe began</p> <p>recognise that the Earth is unique and consider the concept of stewardship.</p>	<p>compare different faith beliefs about how the universe began</p> <p>give reasons why people of faith have a sense of awe and wonder about the Earth</p> <p>explore religious teachings to see how faith members should care for the Earth</p> <p>investigate how faith members show care for the environment</p>	<p>express thoughts and beliefs about how the universe began</p> <p>share feelings about the sense of awe and wonder in the natural world</p> <p>share thoughts on how and why religions treat the world with respect</p> <p>show understanding of stewardship and suggest actions everyone can take</p>

Locally Agreed syllabus objectives	Expected Indicators	Exceeding Indicators
RE		
Key	Focus	Possible Activities
Connection links with pupils’ lives and experiences	When do we create/ make paintings, rhythm patterns, stories/poems, etc.? What does it mean to create? How do we feel about our creations and how do we expect them to be treated?	Look at something they created and are proud of - children comment & how it should be respected/ looked after

<p>Knowledge</p> <p>what is central to this unit (the burning core)?</p>	<p>Know that there are different creation stories, and recognise some similarities between them What is 'wonder'? What is meant by 'stewardship' of the Earth? What do holy books say about respect for the world?</p>	<p>Roleplay/ freeze-frame creation stories – explore teachings & check differences Find and explore a part of nature which makes the children say 'Wow!' Jewish Tree festival - Tu B'Shevat</p>
<p>Senses</p> <p>sensory elements in the chosen faiths</p>	<p>What can we see, hear, smell, taste, touch in the natural world? – when should we not taste, touch certain things? How important is the Earth to us and our lives?</p>	<p>Explore the natural world Grow fruit/veg to eat. Enjoy creating Andy Goldsworthy-inspired art using natural items to represent the Earth</p>
<p>Symbols</p> <p>symbols and artefacts that are most relevant and accessible</p>	<p>Look at 'Hands holding up the World'– what does that show? Holding hands around the world – what does that represent? Recycling symbol – Where? Why? What's the meaning?</p>	<p>Children create own symbol to show how the world should be treated and respected Children make a campaign to encourage recycling/ improve recycling at school/ in locality</p>
<p>Values</p> <p>values of believers that relate to the pupils' experience</p>	<p>How do humans treat Mother Earth? What impact are humans having? How can we all care better for our world?</p>	<p>Investigate pictures of rubbish/ pollution around the world - especially the oceans Create art to show a clean/ polluted world Advertise a 'Look after your local area Campaign'</p>