



WHERE ARE MY FAMILY FROM AND WHY DID THEY COME TO BRADFORD?
Skills Geography:
Locate regions using different maps. -Research & present
Concepts:
Understand how geo-graphical location affect human activity (landscape, vegetation, settlement).
English:
Questions and interviews

WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN OUR FAMILIES?
Skills Geography:
Locate regions using different maps. -Research & present
Concepts:
Understand how geographical location affect human activity (landscape, vegetation, settlement).
Skills History:
To use different 1st/2nd hand sources of evidence and identify similarities/differences and evaluate which may be the most accurate/reliable
To plan/set up a historical enquiry identifying the evidence/resources they'll use and how they'll present this
To write a clear explanation of events, selecting and using appropriate evidence that enables them to do this with some accuracy

RE
Similarities and differences between religions.
Learning about other people's beliefs (SLN)

IMAGES OF BRADFORD
Sketches and photographs of Bradford and our favourite places
Link to Computing
Digital landscapes
Heritage Development Programme in partnership with Cartwright Hall

WRITING
Accurate retelling/recounts of their family history.
S&L: persuasive language, retelling and recounting, explaining.
Descriptive writing
Writing about yourself
Writing about favourite places

Simple sentences (writing partners, check and self-evaluate).
Understanding the nature of a sentence and different types of sentences.
Developing sophistication of writing



WHY DID MY FAMILY STAY IN BRADFORD?
Skills History:
- To use different 1st/2nd hand sources of evidence and identify similarities/differences and evaluate which may be the most accurate/reliable
- To begin to identify bias
- To plan/set up a historical enquiry identifying the evidence/resources they'll use and how they'll present this
- To write a clear explanation of events, selecting and using appropriate evidence that enables them to do this with some accuracy

PSHCE
Zones of regulation
Recognising and managing our emotions
What is a family?
Initiating and developing friendships

IMAGES OF ME
Portraits and how they can reflect our emotions/personalities
Using work from a variety of artists

WHY I AM ME
Personal piece of writing supported by artwork to explain the above.

HOW HAS BRADFORD CHANGED OVER TIME? (INTERVIEWS)
Skills History:
To use different 1st/2nd hand sources of evidence and identify similarities/differences and evaluate which may be the most accurate/reliable
Concepts:
Photographic evidence
Comparison
Develop through Heritage Development Programme

MATHS
Data handling about themselves
Data collection
Using charts and tables to present information about the children and their families.

READING
Non-fiction texts about Bradford and other countries identifying key facts about the population of Bradford, immigration and settlement

The Journey to focus on description, contrasting places, Hopes and dreams.

Stig Of the Dump to focus on descriptions of characters and setting. Supports writing sequence.

WHAT WAS IT LIKE WHEN MY FAMILY CAME TO BRADFORD?
Skills History:
To use different 1st/2nd hand sources of evidence and identify similarities/differences and evaluate which may be the most accurate/reliable
Skills Geography:
about the human (settlement, land use, eco-nomic activity) and physical geography
Skills Geography:
-Locate regions using different maps.
-Research & present key physical & human features of European countries (draw upon navigational language i.e. to the North of... bordered by...) using a range of geographical re-sources such as own interpretations from maps, globes, digital mapping rather than textbooks.
-Understand how geo-graphical location affect human activity (landscape, vegetation, settlement). -Similar geographical features may provide similar outcomes but differences cause different human activity.