Exploring our world Hook: Visit to Cartwright Hall School Linking Project Gallery of Us Question:

WHO AM I?

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

IMAGES OF ME

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

MATHS

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

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

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 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

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 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

PSHCE

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

Skills History:

curate/reliable - To begin to identify bias

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

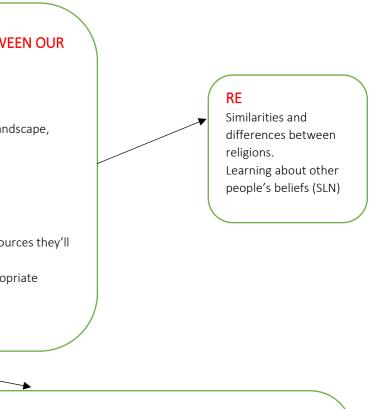
Skills Geography:

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.



WHY DID MY FAMILY STAY IN BRADFORD?

- To use different 1st/2nd hand sources of evidence and identify similarities/differences and evaluate which may be the most ac-
- 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

