



### Creepy Christchurch

(Autumn 1 – 7 weeks)



#### Rationale:

We all know how lucky we are to live in a town that not only has award winning beaches, picturesque rivers, a stunning natural harbour and the new forest right on the doorstep but did you know that there’s more to Christchurch than meets the eye? Prepare to delve into history and discover a secret past.

#### Hook:

Children will take a trip around Christchurch to discover hidden locations that give clues about the past and different ways of life.

#### Outcome:

Children will build a model of Christchurch for an open afternoon with parents where they also share their learning about Christchurch, New Zealand, perform a song and re-enact the Battle of Mundeford.

#### Learning to Learn Characteristics:

Resourceful – Francesca Fox (use your imagination, ask questions, have a go and be inspired by others)

#### Focus Subject – Geography:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught about:

Location knowledge

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and

#### Focus Subject – History:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and Physical Geography

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical Skills and Fieldwork

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Children will be able to compare similarities and differences between Christchurch UK and Christchurch New Zealand. Children will develop an understanding of maps that enables them to make sense of a local area and describe it with appropriate geographical vocabulary to support them to build a model of the town.

- significant historical events, people and places in their own locality.

Children will be able to talk about The Battle of Mundeford, where it took place, who was involved and significant historical notes. They will use this knowledge to re-enact the battle for parents on the open afternoon.

### **Application Subject – Design and Technology:**

Children will learn how to:

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

#### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Use Technical knowledge to

- build structures, exploring how they can be made stronger, stiffer and more stable ☐ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Children will apply skills to enable them to plan and build a model of the town of Christchurch.

### **Application Subject – Art:**

Children will learn how to:

- to use a range of materials creatively to design and make products
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Children will use their artistic skills to help replicate the model town.

## **Application Subject – Music:**

Children will learn how to:

- experiment with, create, select and combine sounds using the interrelated dimensions of music
- Musical understanding: dynamics and tempo
- Playing - Play instruments at the right time
- Composing - Create rhythmic phrases to words and play or sing these from memory

Children will learn a new song accompanied by percussion instruments in order to perform to parents during the open afternoon. Children will also use their composition skills by exploring instruments and using these skills to tell the story of funny bones.

## **Home Learning:**

- Use an atlas/www Google maps to find out about our local area and discuss the features e.g. the key.
- Make a model of a place in Christchurch using junk
- Draw, paint a picture or make a collage of a place in Christchurch for our exhibition.
- Visit the Red House Museum.
- Ask your child to take you on the trip and be a tour guide of places we visited in Christchurch.
- Find out about Christchurch, New Zealand.
- Write your own spooky story
- Visit the library

## **Visits and visitors:**

- Trip around Christchurch
- Parent open afternoon