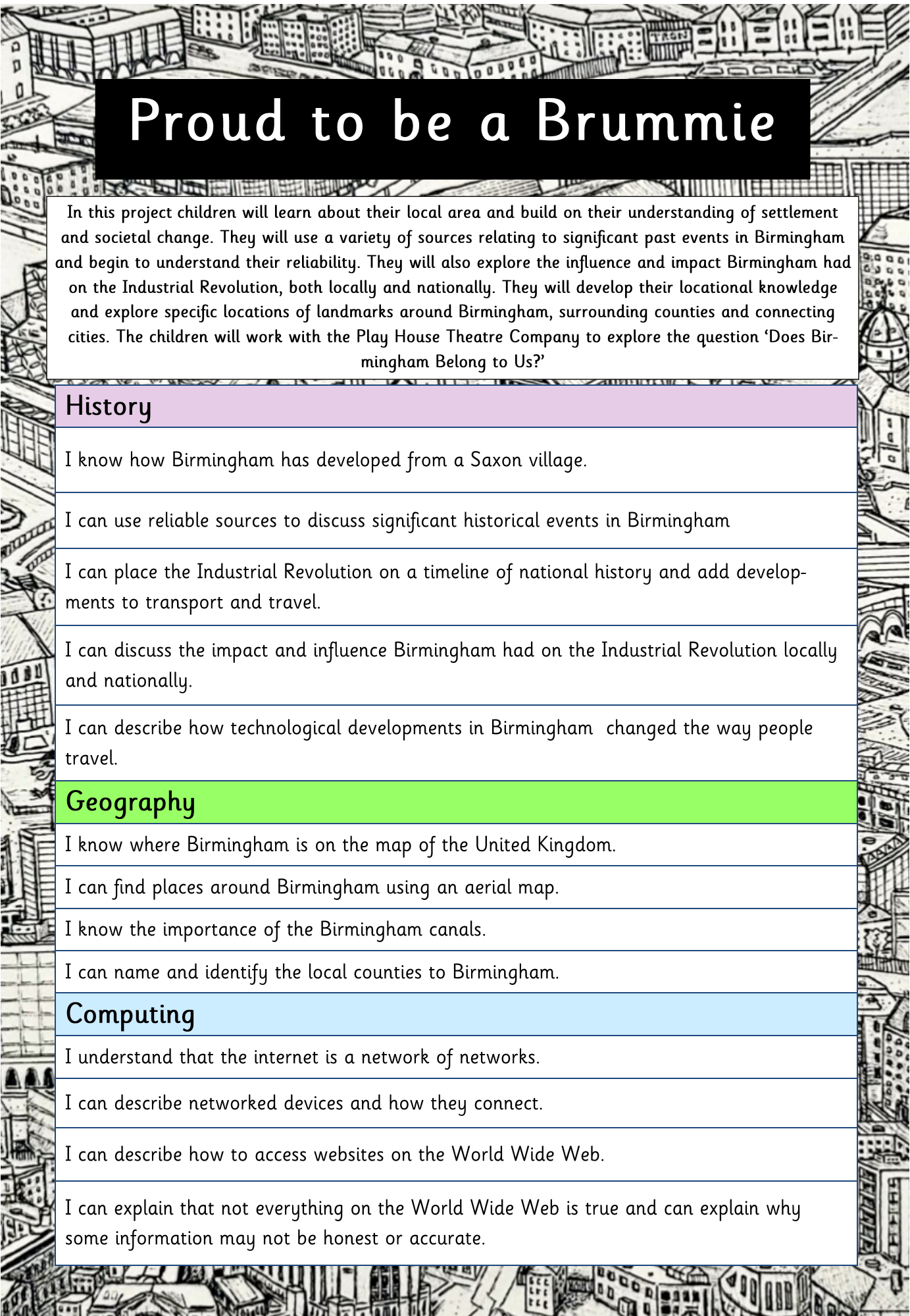




Proud to be a Brummie

In this project children will learn about their local area and build on their understanding of settlement and societal change. They will use a variety of sources relating to significant past events in Birmingham and begin to understand their reliability. They will also explore the influence and impact Birmingham had on the Industrial Revolution, both locally and nationally. They will develop their locational knowledge and explore specific locations of landmarks around Birmingham, surrounding counties and connecting cities. The children will work with the Play House Theatre Company to explore the question 'Does Birmingham Belong to Us?'

History

I know how Birmingham has developed from a Saxon village.

I can use reliable sources to discuss significant historical events in Birmingham

I can place the Industrial Revolution on a timeline of national history and add developments to transport and travel.

I can discuss the impact and influence Birmingham had on the Industrial Revolution locally and nationally.

I can describe how technological developments in Birmingham changed the way people travel.

Geography

I know where Birmingham is on the map of the United Kingdom.

I can find places around Birmingham using an aerial map.

I know the importance of the Birmingham canals.

I can name and identify the local counties to Birmingham.

Computing

I understand that the internet is a network of networks.

I can describe networked devices and how they connect.

I can describe how to access websites on the World Wide Web.

I can explain that not everything on the World Wide Web is true and can explain why some information may not be honest or accurate.

Spanish: Goldilocks Story

I can use the Goldilocks Story in Spanish to:

Sequence the story correctly using picture cards.

Repeat from memory most of the words that match the pictures.

Sequence most of the story with phrase cards by finding key words.

Create my own story board in Spanish with word mats and support.

RE

I can make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.

I recognise the value of ceremonies of commitment to some religious and non-religious people.

I can reflect on whether commitment to beliefs can be shown through outward appearance.

I can investigate how commitment to beliefs can be demonstrated through diet by some people.

I can explore why some people sacrifice time or money for their beliefs.

To describe what sacrifice can mean to some Sikh people.

Hillstone Life Skills

I can discuss how we can help to protect human rights.

I can identify ways items can be reused.

I can explain why reusing items is of benefit to the environment.

I can identify the benefits different groups bring to the local community

I can discuss the positives diversity brings to a community.