

Creative Curriculum Planning

‘On Ilkley Moor bah’ Tat’

Year 3 Creative Curriculum (AU1) & (AU2)

Bustling Bradford

Areas of Learning



As Artists we will be developing sketching techniques to draw things we see on the Ilkley fieldtrip.

As Historians we will research the history of Bradford, and how our locality has changed over time. We will be exploring the stories and legends behind the sights of Ilkley.

In computing we will be taking pictures to create a photo montage of the Cow and Calf.

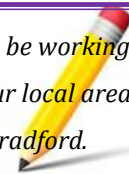


During PE we will be developing our athletics skills and preparing for Sports Day.

As Scientists we will learn about light and shadow.



As good citizens we will be working to broaden our understanding of our local area beyond the city of Bradford.



We will be visiting Ilkley and exploring the town's human and physical features and landmarks. We will visit the Cow and Calf to develop our ability to record geographically using sketches and annotations.



Independent Learning	Possibilities	Fresh experiences	Social, Spiritual, Moral, Emotional and Cultural Learning
Independently, the children will be using maps to research Ilkley and express their opinions of the area.	The children will gain an awareness of areas beyond the city of Bradford which will broaden their understanding of where they live.	The children will be experiencing Ilkley first hand and using their geographical skills to investigate the human and physical features of the town.	We will be expanding the children's knowledge of the Bradford area, its citizens and what it means to live in Yorkshire and Britain.

Copthorne Primary School Creative Curriculum

Medium Term Planning Overview

Theme: Bustling Bradford Autumn 1. Autumn 2 - On Ilkely Moor Bah' tat (Local geographical comparison)

Timescale: 8 weeks

Week	Content / Activities
1	Where is Bradford?
2 - CO	<p>Bradford focus: comparing the local area of the school between now and then. What has changed? How has it changed? Looking at historic maps which Raza organised. Should still be in school.</p> <p><u>L.O: Describe how the locality of the school has changed over time.</u></p>
3-CO	<p>Bradford Landmarks: Looking at key places in the city centre. Why are they landmarks? Why are they important to Bradford? What if the Odeon was still in use? What is the wool industry was still active?</p>
4-IS	<p>Where is Ilkley?</p> <p>Researching about Ilkley, looking at different things to do in Ilkley. Children to begin to plan the itinerary for their trip. Could use a 'wonderball' or a Q.A answer. Look at landmarks.</p> <p><u>L.Os:</u></p> <ul style="list-style-type: none">• <u>Use a range of resources to identify the key physical and human features of a location.</u>• <u>Ask and answer geographical questions about the physical and human characteristics of a location.</u> <p>Explain own views about locations, giving reasons.</p>
5- CO	<p>Trip to Bradford– Children to have planned out what they want to discover on the trip based on previous lessons.</p> <p><u>L.O: Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</u></p> <p>Comparison between Bradford and Ilkley</p> <p>-Legend of Cow and Calf- why do people visit?</p> <p><u>L.O: Explain own views about locations, giving reasons.</u></p>
6 - IS	Research individual landmarks in Ilkley to persuade someone to visit.
7 - CO	Persuasive writing

