




**Summer 1: How Do We Organise Ourselves**



**Driver: History**

**Outcome: How has our local area changed?**

<b>Core Text:</b> Newspaper Articles (a range showing local history; British Black Panthers Independent Research on British Black Panther figure	<b>Writing Genres:</b> Newspaper article Non-fiction: biography (British Black Panther figure)
Vocabulary	evolved, developed, pilgrimage, battle, gentrification, significance, cause, brushstrokes, personal responsibility

Subjects:	Learning Objectives:	Activities
History 	Describe a chronologically secure knowledge and understanding of periods of study, establishing clear narratives within and across the periods he/she studies  : Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	Teach skills, provide chn with sources of information to make choice: Battle of Lewisham, Pilgrimage from Rotherhithe, Changing the docks, gentrification, Burgess park, British Black Panthers, Faraday, Ahoy centre, Greenwich power station
PSHE 	Our neighbours   Valuing yourself & others (personal responsibility)	Cross-curricular with history- these are all events which happened in our local area, these people are our neighbours etc. Completed through final Action.  Form an understanding of why we value important figures we have researched in history/English
Art 	Use techniques, colours, tones and effects in an appropriate way to represent things seen - e.g. brushstrokes following the direction of hair	Sketch a portrait of chosen figure to go with biography Refine technique when painting, e.g. brushstrokes following the direction of hair

**Exhibition: Webpage to be completed by the end of Summer 2**

<b>Trips:</b> To be taught in a block	Local walks
	 RE: Jerusalem   <b>Computing:</b> Programming B: Micro-its