



# Willow Lane

## Community Primary School

### **Introduction**

At Willow Lane, we believe in the power of education to transform lives. We know learning happens in communities and empowers them and, as a school at the heart of its community, we understand and respect the positive impact we can have. We recognise that children spend much of their waking lives at school and we are privileged to work with our children, families and the wider community to change and enhance lives. As such, we take a holistic approach to child development, which focuses on the mind, body and soul. This includes celebrating the wide diversity of our learners' backgrounds, beliefs, interests and talents. This is the foundation of all that we do. This is the Willow Tree Way.



# Our curriculum

We have created an ambitious and bespoke curriculum to meet the needs of our children, our community and the requirements of the National Curriculum. It sets out the key concepts and knowledge our children will learn and the skills they will learn to apply in each unit. The learning is carefully sequenced and designed so our children develop strong foundations of knowledge and connections within and between subjects. Within this framework, teachers work with their children to adapt each topic to the strengths, needs and interests of their individual classes. Our curriculum places an emphasis on making connections, taking part, getting outside and being active to ensure our children achieve their full potential and develop their mind, body and soul. The characteristics of these three areas are detailed below:

## Mind

Our children will:

- be inquisitive and receptive to new ideas
- achieve their full learning potential across the curriculum
- communicate and share their ideas and emotions
- have a voice, feel able to challenge and make independent and good choices

## Body

Our children will:

- be physically active in school
- understand healthy choices
- know how to keep themselves safe
- be team players
- do things for themselves

## Soul

Our children will:

- be empathetic and understanding
- accept and celebrate themselves and others
- value and take responsibility for the environment
- show grit and determination



# Science, RE, HRE and Foundation Subjects

Each subject is broken down into units taught in specific year groups. The units are designed to develop children's understanding systematically, but also to be adaptable to meet the individual needs of each cohort. The unit plans (or cover sheets) detail the declarative and procedural knowledge, vocabulary and enrichment opportunities in child friendly language. They also identify how each unit meets the requirements of the National Curriculum, where it builds on prior learning, and key questions to assess children's grasp of the foundational knowledge.

Teachers also have access to a wider range of planning resources and background information to ensure that all teachers are well-equipped with the excellent subject knowledge required to engage, support and challenge our learners. Each subject has core themes and concepts that are revisited and developed from Reception Class to Year 6. This allows our children to explore ideas in a wide range of contexts and make connections between different strands of the curriculum. We use narrative approaches to help children organise and remember these concepts and ideas, and enable them to develop a wealth of background knowledge and broad, interconnected schema, through which they can make sense of the world and use as a basis to link later learning.

*For more information, see our curriculum documents and overviews. An example unit from our Year 3 geography curriculum follows.*



Willow Lane Curriculum Overview						
Year group	Autumn		Spring		Summer	
Key Value	Friendship	Respect	Courage	Resilience	Responsibility	Honesty
<b>Whole School Enrichment</b>	Harvest Festival Black History Month Diwali Halloween	Children in Need Guy Fawkes Night Remembrance Day Anti-Bullying Week Hanukkah Christmas Performances/Dinner	World Religion Day Safer Internet Day Children's Mental Health Week Valentine's Day Big Garden Bird Watch	International Women's Day Earth Day Easter Egg Hunt Holi Ramadan Mother's Day St George's Day Ramadan Vaisakhi Eid Al Fitr	Pride Month Child Safety Week Vesak Sports Day	Father's Day Volunteer's Day World Refugee Week NHS Birthday Summer Fair Leavers' Performance and Events
<b>EYFS: Red</b>	Music: (Charanga unit) Mel	Music: (Charanga unit) My Stories	Music: (Charanga unit) Everyone	Music: (Charanga unit) Our World	Music: (Charanga unit) Big Bear Funk (Summer 2 also)	
<b>1. Orange</b>	<b>History: Transport</b> Geography: School and Local Area Study. Science: seasonal change (1) everyday materials (2) Art: Transport HRE: Me and My Relationships (1) Valuing Difference (2) Computing: Online Safety and ICT Music: (Charanga unit) Hey you RE: Christianity (God and Jesus)		<b>Geography: Continents</b> Science: animals- human body parts and senses (1) common names and basic structure (2) Art: Fruit and Vegetables DT: Make a Fruit and Veg smoothie (Food) HRE: Keeping Me Safe (1) Life Ed.- My Wonderful Body (2) Computing: ICT Music: (Charanga unit) In the Groove RE: Islam and Judaism		<b>History: Lancaster- Past and Present</b> Science: plants- common names and basic structure (1) seasonal change (2) Art: Plants and Flowers DT: Make a mini-monument (structure) HRE: Growing and Changing (1) Being My Best (2) Computing: Coding Music: (Charanga unit) Reflect, Rewind, Replay RE: Hindu Dharma and Christianity (Church)	
<b>2. Yellow</b>	Geography: United Kingdom- Villages, Towns and Cities Science: living things and habitats (1) material uses (2) Art: Buildings HRE: Valuing Difference Computing: Online Safety and ICT Music: (Charanga unit) Hands Feet Heart RE: Christianity (God and Jesus)		<b>History: Explorers</b> Science: animals- offspring to adults (1) basic needs and health (2) Art: Self-portraits DT: Make an exploration vehicle (mechanical) HRE: Life Ed.- Feelings (1) Kidsafe (2) Computing: Coding and ICT Music: (Charanga unit) Zootime RE: Hindu Dharma and Islam		<b>History: Morecambe- Victoria to Elizabeth II</b> Geography: Oceans and Seas Science: plants- seeds and growth Art: Lancaster castle DT: Make puppets for a show (textiles) HRE: Me and My Relationships (1) Rights and Responsibilities (2) Computing: Coding and ICT Music: (Charanga unit) Reflect, Rewind, Replay RE: Christianity (Church) and Judaism	
<b>3. Green</b>	<b>History: Pyramids</b> Science: forces and magnets Art: Forest landscape HRE: Kidsafe Computing: Online Safety and ICT Music: (Charanga unit) Glockenspiel 1 Spanish: Phonetics 1 and 2; I'm learning Spanish; Animals RE: Christianity (God) and Islam		<b>History: Prehistory</b> Geography: Coasts and Caves Science: materials- rocks (1) light- reflection and shadow (2) Art: cave paintings DT: Make a moving monster (mechanical) HRE: Me and My Relationships (1) Life Ed.- Meet the Brain (2) Computing: Coding and ICT Music: (Charanga unit) Dragon Story Spanish: Colours and Numbers; Ancient Britain RE: Christianity (Jesus and Church)		Geography: Biomes and Climate Zones Science: plants- growth and function of parts (1) animals- muscles, skeleton and nutrition (2) Art: The body DT: Make a healthy picnic snack (food) HRE: Valuing Differences (1) Keeping Me Safe (2) Computing: Coding and ICT Music: (Charanga unit) Reflect, Rewind, Replay Spanish: Musical Instruments; I can... RE: Sikhism and Hindu Dharma	
<b>4. Blue</b>	<b>History: Roman Empire</b> Geography: Rivers and the Water Cycle Science: material properties- states of matter Art: Portraits HRE: Keeping Myself Safe Computing: Online Safety and ICT Music: (Charanga unit) Glockenspiel 2 Spanish: Phonetics 1 and 2; Fruits RE: Hindu Dharma and Christianity (God)		<b>History: The Industrial Revolution</b> Science: sound (1) electricity (2) Art: river landscape DT: Make a Morse-code machine (electrical) HRE: Kidsafe (1) Life Ed.- It's Great to be Me (2) Computing: Coding and ICT Music: (Charanga unit) Starg Spanish: Transport, Presenting Myself RE: Sikhism and Christianity (Jesus)		Geography: Migration Science: living things- classification and care of environment (1) animals- teeth and digestion (2) Art: Food Sculptures DT: Make a book cover (textile) HRE: Rights and Responsibilities (1) Being My Best (2) Computing: Coding and ICT Music: (Charanga unit) Reflect, Rewind, Replay Spanish: Classroom; House RE: Islam and Christianity (Church)	
<b>5. Indigo</b>	<b>History: World War I</b> Geography: Global Trade Science: properties and changes of materials Art: Portraits HRE: Rights and Responsibilities (1) Kidsafe (2) Life Ed.- Puberty (3) Computing: Online Safety and ICT Music: (Charanga unit) Livin' on a Prayer Spanish: Phonetics 1 to 3; Vegetables RE: Christianity (God) and Islam		<b>History: Ancient Greece</b> Science: Earth and Solar System (1) Forces- gravity and resistance (2) Art: Spaces DT: Make a marble run (structure) HRE: Me and My Relationships (1) Life Ed.- Friends (2) Computing: Coding and ICT Music: (Charanga unit) Dancing in the Street Spanish: Presenting Myself; Family RE: Hindu Dharma and Christianity (Jesus)		Geography: Forests and Habitat Protection Science: animals- human development (1) living things- lifecycles (2) Art: Spaces DT: Make a healthy meal (food) HRE: Valuing Difference Computing: Coding and ICT Music: (Charanga unit) Reflect, Rewind, Replay Spanish: Habitats; Clothes RE: Christianity (Church) and Judaism	
<b>6. Violet</b>	<b>History: Saxons and Vikings</b> Geography: Climate Change and Sustainability Science: electricity (1) light (2) Art: Landscapes DT: Design a device to monitor your location (CAD) HRE: Life Ed.- RSE (1) Kidsafe (2) Computing: Online safety Music: (Charanga unit) Benjamin Britten Spanish: Phonetics 1 to 4; Presenting Myself RE: Christianity (Church) and Hindu Dharma		Geography: Mountains, Volcanoes and Earthquakes Science: living things- classification (1) inheritance and evolution (2) Art: Mountains and volcanoes HRE: Valuing Difference (1) Life Ed.- Decisions Computing: Coding and ICT Music: (Charanga unit) You've got a friend Spanish: Do you have a pet?; What is the date/weather? RE: Islam and Christianity (Jesus)		<b>History: Slave Trade and Emancipation</b> Science: animals- exercise, health and the circulatory system Art: Photography DT: Design and make an eco-product for the summer fair (mechanical/textile/electrical) HRE: Growing and Changing (1) Being My Best (2) Computing: Coding and ICT Music: (Charanga unit) Reflect, Rewind, Replay Spanish: My House; School RE: Buddhism and Christianity (God)	



# Year 3: Coasts and Caves

## Enquiry Question:

How does the sea shape our land?

## Overview:

This unit builds on the children's knowledge about oceans, seas and continents, which they learned in Years 1 and 2. They recall that coasts are places where the land meets the sea. They learn about erosion and deposition and how these processes create coastlines. They link this learning to Morecambe Bay and visit Silverdale to observe the different effects of erosion and deposition. They will gain another perspective of Morecambe by looking back across the bay to locate different features. This should be supported with maps and aerial photographs of the area. They also observe and record physical features of the coastline at Silverdale by creating sketchmaps. These should include sandy beaches, caves and cliff faces. Back in the classroom, the children will compare their records to images of other coastlines that exemplify the key physical features, such as Old Harry Rocks, Dorset; Stack of Duncansby, Caithness; Green Bridge of Wales, Pembrokeshire; Durdle Door, Dorset; Merlin's Cave, Cornwall; and Fingal's Cave, Inner Hebrides. This allows children to develop their place knowledge of the UK, including the names of coastal counties, and explore similarities and differences with our local coastline. The children then learn why people choose to settle in coastal areas and investigate the advantages and disadvantages of living in coastal towns. These may include other significant towns and cities around the UK. The children then go on to learn how coastal erosion affects coastal communities in the UK, including places along Morecambe Bay and Holderness, Yorkshire. The children will then learn why coastal management is necessary and they will be able to describe specific coastal management strategies, including those observable around Morecambe Bay. They will be able to compare hard engineering strategies (such as rock armour, groynes, sea wall and gabions) with soft engineering strategies (such as beach nourishment, dune regeneration and managed retreat). The children could then go on to design their own coastal community complete with suitable sea defences.

## Resources:

<https://www.countryfile.com/go-outdoors/days-out/britains-best-coastal-caves-arches-and-stacks/>

<https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/zhg8kty>

<https://www.bbc.co.uk/bitesize/clips/z8tyr82>

[http://www.coastalandgeotechnicalservices.com/yahoo\\_site\\_admin1/assets/docs/SOBC-Case\\_Study\\_6-North-West\\_England.19185636.pdf](http://www.coastalandgeotechnicalservices.com/yahoo_site_admin1/assets/docs/SOBC-Case_Study_6-North-West_England.19185636.pdf)

## National Curriculum

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and understand how these have changed over time.
- describe and understand key aspects of human and physical geography.
- use maps to locate features studied.
- use the points of a compass, symbols and key to build knowledge of the United Kingdom and wider world.
- Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods.



# Year 3: Coasts and Caves

## I will know:

- what coasts are and how they are formed by the sea.
- how Morecambe Bay and coastal physical features are shaped by the sea.
- the location of some coastal counties around the UK.
- the key advantages and disadvantages of living in coastal communities, including major UK towns and cities.
- how coastal erosion can affect coastal communities
- why coastal management is necessary and describe specific coastal management strategies.

## I will say:

coast, coastal, community, shore, erosion, deposition, estuary, industry, cliff, cave, arch, stack, beach, county, advantage, disadvantage, management, landmark.

## I will experience:

- exploring Morecambe Bay's coast line and coastal features at Silverdale.
- a caving adventure.

## I will learn how to:

- make observations, notes and take photographs to record features and places.
- create simple sketch maps.
- use maps to locate UK counties and cities.
- use maps and digital mapping to explore features of coastlines.
- identify and use OS symbols for human and physical features.
- use four compass directions to orientate maps and describe the direction of features.
- describe and compare places and physical processes through talk, diagrams and writing.
- express views about places and geographical issues.

## Learning check

1. Name 3 important physical features that may be found on coastlines.
2. How are coastlines changed by the sea?
3. How can people help to protect coastlines?
4. Name 3 UK coastal counties.

## Learning links

In Yellow Class, we learned about the seas and oceans around the UK. We have also learned about physical and human features in landscapes. In this unit, we will learn how the sea shapes coastlines and creates the physical features we can find there.



## Year 3: Coasts and Caves

Lesson number	Key question	Key learning
1	How are coastlines made?	<ul style="list-style-type: none"><li>• Coasts are places where the land meets the sea or ocean.</li><li>• Coastlines are shaped by the action of erosion and deposition.</li></ul>
2	How are coastal physical features created?	<ul style="list-style-type: none"><li>• How caves, cliffs, arches and stacks are formed by the sea through erosion.</li><li>• Where some landmark coastal physical features are found.</li><li>• The location of coastal counties around the UK.</li></ul>
3	How can we use fieldwork to better understand coastlines?	<ul style="list-style-type: none"><li>• How to orientate maps and use OS symbols to recognise human and physical features on maps.</li><li>• To identify key physical features in coastal landscapes.</li><li>• To create simple sketch maps.</li></ul>
4	Why do so many people choose to live near the coast?	<ul style="list-style-type: none"><li>• Location of UK coastal cities.</li><li>• Advantages and disadvantages of living in coastal areas.</li></ul>
5	How can erosion affect coastal communities?	<ul style="list-style-type: none"><li>• Understand how erosion can impact coastal communities.</li><li>• Describe how Morecambe Bay and Holderness are affected by coastal erosion.</li></ul>
6	How can we protect coastal communities?	<ul style="list-style-type: none"><li>• Know about hard and soft defences to protect coastal communities.</li><li>• To describe advantages and disadvantages of different coastal management strategies.</li></ul>
7	How can we protect coastal communities?	<ul style="list-style-type: none"><li>• To apply knowledge of coastal management strategies to design a coastal community.</li></ul>