

Y6 KEY THEME THINKING – FOCUS THEME – Scarborough Then and Now:

Exploring how Scarborough has changed over time (History and Geography focus)

'To be the best we can be'

Links to Previous Learning		Books (including class reads)		Immersion / Discovery		Collate and Create		Communicate			
Scarborough study from lockdown learning (summer 2020) Y3- geology Y4- rivers		Various history books on Scarborough's history Geography non-fiction		Research tasks to find out more Erosion practical investigation Walk around Scarborough? Youtube videos: https://www.youtube.com/watch?v=8NTj9uKTa2k (Marineland 1969) https://www.youtube.com/watch?v=Rjrynvkz8Kw (Hispaniola on the Mere) https://www.youtube.com/watch?v=-syLL3EMIGo (Scarborough 1939- South bay pool)		Links to English- Writing to discuss- How has Scarborough changed over time and which time period do you think was the most appealing to you? Links to DT-DT project: Design and make a fairground ride		Display in classroom/corridor Video/photos shared on Dojo 2022: Showcase for parents/pupils in hall?			
Links to Future Learning											
Future geography and history units in KS3											
Step 1		Step 2		Step 3		Step 4		Step 5		Step 6	
Enquiry question <i>What was Scarborough like in the past?</i>	NC objective (history) <i>*a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i> <i>*note connections, contrasts and trends over time and develop the appropriate use of historical terms</i>	Enquiry question <i>What did people do when they visited Scarborough?</i>	NC objective (history) <i>*a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i> <i>*note connections, contrasts and trends over time and develop the appropriate use of historical terms</i>	Enquiry question <i>How has Scarborough changed as a holiday destination over time?</i>	NC objective (history) <i>*a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i> <i>*note connections, contrasts and trends over time and develop the appropriate use of historical terms</i>	Enquiry question <i>What is coastal erosion?</i>	NC objective (geog) <i>Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>	Enquiry question <i>How has coastal erosion affected our landscape?</i>	NC objective (geog) <i>Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>	Enquiry question <i>What can we do to protect our coastlines?</i>	NC objective (geog) <i>Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>
Key vocabulary Tier 2 Coast Holiday destination Spa Decade Century leisure chronological Resort Destination Fashionable picturesque Tier 3 Tourism Commute Thriving Affluent Peninsula		Key vocabulary Tier 2 Amusements Pedalo Mere Attraction Facility tourist Accommodation recreation Tier 3 Bathing machine Mineral spring Orchestra Tram Cable car Spa Amphitheatre		Key vocabulary Consolidation of vocabulary from steps 1 and 2		Key vocabulary Tier 2 Coastal Erosion minerals Acidic Border/boundary Dissolve Weathering Physical/chemical/biological		Key vocabulary Tier 2 Coast Bay Headland Beach Dune Cave Cliff arch Tier 3 Deposition Stack stump		Key vocabulary Consolidation of vocab from steps 4 and 5	

Of course, we have to remember that even if we plan for these steps, we must also follow the children's interests and see what they want to discover. This template is an outline of our own discussions and will be edited to reflect how we have followed the children's interests in our classrooms in regards to the theme. Each step should include information on the knowledge to be developed. You do not need to write on this planning how you intend to do that.

At the end of the theme, after editing, this document should be passed to Shaun Hopper to be put into the curriculum planning folder (not before you have made your own copy of course). You do not need to edit it using a laptop. Written on plans would be ok.

Remember to plan for retrieval of key vocabulary and knowledge throughout the theme.