

Integrated Studies Scheme of Work

2019/2020

Geographical skills and fieldwork will be developed throughout all units including the use of globes, maps and atlases, grid references and scale, aerial and satellite photographs. Pupils should begin to contrast locations, analyse and draw conclusions from geographical data using multiple sources of information.

Throughout the year pupils should be taught about significant dates and events e.g. Saint David, St Patrick, St, George, St Andrew, Guy Fawkes and Bonfire Night, Remembrance Day.

Pupils will be given opportunities to look at timelines and locate their place in time.

Class	Term	Subject	Focus	Suggested Content Differentiated to meet individual needs
Class 1	Autumn	History	Ourselves and our school How are toys different from past?	Favourite toys old/new Santa list, types of toys comparing stocking from the past and now
		Geography	What is the Geography of where I live like? E.g. How can we make our local area safer?	Naming family members, naming people at school Name of school/logo Recognising school environment e.g. office, playground, hall, classroom
		Art	self-portraits and expression/ sketches of school	Developing portraits matching skin, eye, hair colour. and expression, explore colour (moods) sketches of school
Class 1	Spring	History	My home and local environment What were homes like from long ago?	Types of home e.g. house, flat, bungalow. Building materials. Compare and contrast items in the home today and those in the past. Clifton park museum – Victorian kitchen.
		Geography	Improving the environment	The environment of school – what they like dislike. How can they improve the environment within the school and school grounds (links to Eco schools)
		Art	Art- 3d modelling	Exploring natural objects. Natural objects – stones, shells, pebbles, bark, seed, pods, feathers. Imaginative environment, extending with found objects. Coiling, rolling balls, rolling out slabs of clay.
Class 1	Summer	History	Special places and journeys What were seaside holidays like in the past?	Places we visit for holidays – look at postcards, photos identify places on maps, globes. What is it like going to the seaside – things to do, sea, beach etc. How do we get there?
		Geography	Going to the seaside- Why do we like being beside the seaside so much?	Compare places and activities using photos, video clips etc.
		Art	Art- landscapes and mixing colours	Geographical Vocabulary – coast, sea, beach, cliff, seasons, weather, harbour

Class	Term	Subject	Focus	Suggested content
Class 2	Autumn	History	The history of the local area including school, people and events – begin with in their living memory	<p>How has S64 changed over the years. Look at buildings e.g. Queen Street school new building and old(photographs). How has Milton school changed? Important events and people from S64. School detectives – What can we find out about our school – maps, journeys, aerial photos. describing buildings, asking questions about our school e.g. what is the big tower for? Visits between the two sites. Postcodes, capital cities</p> <p>Looking for shape, texture and pattern in the local environment recording through rubbings and drawing. Sorting and selecting colours and</p>
		Geography	Welcome to S64 – The Jolly Postman	
		Art	Range of landscape artists/nature – e.g. Polly-Anna Pickering	
Class 2	Spring	History	What was life like for Stone Age people and how had it changed by the end of the Iron Age?	<p>Hunter gathers, early farmers – using rocks and developments towards iron machinery e.g. plough, Bronze Age tools, travel, Iron Age hill forts</p> <p>Geographical vocabulary – e.g. hill, forest, mountain, sea.....</p> <p>Climate – naming different types of weather, looking at weather forecasting, the seasons – could be linked to early farming, farming today and food production</p> <p>Water cycle</p> <p>Printing (animal prints) Fabrics (animal fabrics/fur/feathers) Painting (colour mixing) Sculpture (clay) Metal art (nuts bolts paperclips foil etc.)</p>
		Geography	How does the weather affect our lives? - Include the water cycle	
		Art	Stone Age- Cave painting/clay models	

Class 2	Summer	History Geography Art	Who were the Romans and what did they do for Britain? How did the Romans get to Britain? Roman themed art and design/ craft	Who was Julius Caesar? How did the Romans invade Britain – British resistance e.g. Boudicca. Where did the Romans come from – maps, atlas, globe (green is the land, blue is the sea. Which seas did they cross and how. Mosaic (Colosseum collage) Model making (Roman shield/helmet) Painting/drawing roman shield designs
---------	--------	---	--	--

Class 3	Autumn	History	What effect has developments in transport had on the local area and the people who live there?	Types of transport and why they developed. How have the changes effected the local area?
		Geography	Holiday destinations – weather patterns, location, Geographical features/language How and why is my local area changing	Changes in holiday destinations due to transport changes, changes in industry/land use.
		Art	Seaside art themed art and design/craft	Painting techniques-Seurat- pointillism Shell/sand pictures from nature Introduction to using sketchbooks- Line, patterns shape.
Class 3	Spring	History	Settlements and Kingdoms Anglo Saxons, Vikings What did the Vikings want in Britain and how did Alfred stop them getting it? Include work on Anglo Saxon life.	The Viking and Anglo Saxon struggle for the kingdom of England Viking invasion
		Geography	How do volcanoes affect the lives of people? Geographical language Settlement and land use – key human and physical features, natural resources including energy, food, minerals and water.	Iceland pictures and discussion – volcano eruption approx. every 30-40years – limited tress as these are destroyed frequently Key human and physical features, natural resources including energy, food, minerals and water
		Art	Viking and Anglo-Saxon art and craft	Viking dress Model making (longship) Architecture (turf huts) Viking Gods/leaders <u>illuminated manuscripts</u> sketchbooks- tone/texture

Class 3	Summer	History	Ancient Greece – A study of Greek life and achievements and their influences on the Western World.	Investigate the life of the Ancient Greeks, sculpture, Olympics, Athens v Sparta Maps/globes/atlas and digital/computer mapping to locate countries and describe features. Similarities and differences between a region in Britain, a region in a European country and a region in North/South America Pottery (clay) Olympics (shape and form) Architecture/Sculpture (busts) sketchbooks- colour (Greek vase)
		Geography	Name and locate countries – describing features of these countries. Earthquakes.	
		Art	Ancient Greece themed art and design/craft	

Class 4	Autumn	History	Medieval Britain 1066-1509	e.g. - Norman Conquest, struggle between crown and church, Magna Carta and the emergence of Parliament, English campaigns to conquer Wales and Scotland, war of the roses (link with the Geography of Britain – the 4 countries and counties) name the county in which they live
		Geography	Britain – its 4 countries, counties, human and physical features	Sketchbooks- collages
		Art	Middle ages	Coat of arms/heraldry Fabric weaving/ tunics Illuminated manuscript scrolls
Class 4	Spring	History	Half term on each 1. What were the achievements of the earliest civilizations? – an overview of where and when the first civilizations appeared and a depth study of one of the following – Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China 2. A non-European society that provides contrast with British History- one study from early Islamic civilisation, including a study of Baghdad c. AD 900, Mayan civilisation c. AD 900, Benin (West Africa) c. AD 900-1300	An overview of where and when the first civilizations appeared and a depth study of one of the following – Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Where is Egypt. Countries it borders. Physical and human features – Sphinx, pyramid, desert. Compare UK and Egypt Who were the Mayans – photos etc. Where did they live how were they organised?
		Geography	What similarities and difference can you identify in places? Early Civilizations. Egypt, China/India and Islamic.	Geographical similarities, differences and links between places through the study of human and physical geography. Time zones, northern/southern hemisphere, Tropics of Cancer/Capricorn, Arctic and Antarctic
		Art		Sketchbooks- developing ideas EGYPT, Death masks, Hieroglyphics CHINA/INDIA Fabrics (dying, fabric painting) Patterns (tessellations-printing) origami ISLAMIC Amulets /talismans Jewellery

Class 4	Summer	History	Development of Church, State and Society in Britain 1509-1745	Renaissance and Reformation in Europe, Henry VIII – Mary 1, society, economy and culture across the period e.g. work, leisure, town/country, religion, theatre, art and music
		Geography	Countries of Europe, main cities, seas, weather and climate (change in climate from Ice Age to present day), coasts, rocks, weathering and soil.	Recognise that Europe is made up of a number of different countries. Focus on a couple of countries – climate, coast
		Art	Church State. Art that breaks the rules.	Stained glass windows Castles/Cathedrals sketch Religious art Henry VIII portrait/banquet model

Class 5 Year 7	Autumn	History Geography Art	<p>What was the British Empire? Who were the main trading partners</p> <p>Industry and Empire: Britain 1745-1901 – Focus on Industry, which countries did we rule?</p> <p>Countries of the world – characteristics of different countries</p> <p>India – trade links, traditions, history, weather/climate, key physical and human characteristics</p> <p>Multicultural art.eg- African</p>	<p>What was the British Empire? Who were the main trading partners? Where is India – look at weather/climate, physical/human characteristics, trade links, traditions and History</p> <p>Sketch books- Multicultural art- Tinga Tinga Exploring colour</p> <p>Worry dolls (sculpture/fabric)</p>
Class 5 Year 7	Spring	History Geography Art	<p>What challenges did Britain, Europe and the Wider world face from 1901 to the present day? (WW1)</p> <p>Where in the world is.....? - develop an awareness of the world's countries using maps of the world, atlas, globes – FOCUS ON vocabulary and their meanings.</p> <p>Depict war scene from WW1</p>	<p>Look at the causes and consequences of the first world war. How were battles fought?</p> <p>Look at at least one country in Europe and one in the wider world. Find out facts about the country e.g. what continent it is in, has it any surrounding seas or oceans. Geographical vocabulary to be developed – country, continent, sea, ocean</p> <p>‘Gassed’ by Sargent Art from poetry ‘Dulce et decorum est’ Wilfred Owen Still life sketch (war artefacts)</p>
Class 5 Year 7	Summer	History Geography Art	<p>How has our local area changed? What has caused these changes?</p> <p>Post War, 1945 to the present day A Local History Study</p> <p>Rotherham – old and new, changes in landscape, local flooding- – changes in climate</p> <p>How has the local area changed e.g. compare 40's, 50s, 60s and now Pop Art.</p>	<p>Britain through the decades since the 1940's, 1950's 1960's fashion, technology timeline and toys. Changes in local area e.g.- 1950's grocers/butchers 2017-supermarket.</p> <p>Rivers, canals - Rotherham floods of 2007. Why does flooding occur? Effects of flooding</p> <p>Pop art – adopt an artist Warhol/Lichtenstein (printing/collage/ICT)</p>

Class 6 and Class 7 Year 8	Autumn	History	What makes Britain great? What is an Empire? (map work/flags) What was life like for a slave during the middle passage?	Industry and Empire: Britain 1745-1901 – FOCUS – Slave trade and trade triangle Transatlantic slave trade/middle passage and a slave's journey. (diary)
		Geography	Countries of the world – characteristics of different countries – links to trade India – trade links, traditions, history, weather/climate, key physical and human characteristics	
		Art	Multicultural art, Aboriginal art.	Dot/sand/rock painting painting on leaves, wood carving, rock carving, sculpture, ceremonial clothing
Class 6 and Class 7 Year 8	Spring	History	What was WW2? How did the Allies overcome Nazi Germany? What was life like in WW2	What was World War 2? Who was involved? Who were main Leaders? What were Allies/Axis?? Blitz, evacuation, rationing (NOT HOLOCAUST)
		Geography	Locational knowledge, develop an awareness of the world's countries using maps of the world using atlas, globes e.g. WW2 European Countries	Bunker model 3d (papier mache) Blitz collage Model planes/tanks
		Art	WW2 art/design	
Class 6 and Class 7 Year 8	Summer	History	How has Britain changed through each decade since 1945? A Local History Study (Focus: identify the impact of events in the past on the local area today)?	Britain through the decades since the 1970's, 1980's 1990's fashion, technology timeline and toys. Changes in local area e.g.- meadowhall
		Geography	Britain since the 1940's – A Journey through the decades e.g. population and urbanisation, economic activity.	

		Art		Pop art – adopt an artist Warhol/Lichtenstein (printing/collage/ICT)
--	--	-----	--	---

Y9	Autumn	History Geography Art	<p>Why did the Holocaust happen? Who was Anne Frank?</p> <p>Location knowledge – countries and major cities – looking at large world maps</p> <p>Holocaust.</p>	<p>When did the holocaust occur? Who was affected? Investigate a camp and what it was for.</p> <p>Investigate where camps were situated, what countries and why?</p> <p>Propaganda posters Prison camp art NAZI hording of famous art</p>
Y9	Spring	History Geography Art	<p>What lessons can we learn from how the Mughal Empire ruled India?Significant society or issue in World History and its interconnections with other world developments</p> <p>Location knowledge, regions of the world, key physical and human characteristics – comparisons with other continents e.g. Asia, Africa</p> <p>Mughal empire</p>	<p>Mughal India 1526-1857</p> <p>Identifying continents and regions of the world.</p> <p>Battle of Panipat Depicting a battle scene</p>
Y9	Summer	History Geography Art	<p>What impact did the Industrial Revolution have on our local area?</p> <p>Local study – focus on industrial Britain – visit to local museum e.g. Abbeydale Industrial Hamlet/Kelham Island</p> <p>Analyse and interpret places and data Understand how physical and human processes interact e.g. to influence and change landscapes and the environment, urbanisation (Window by J</p>	<p>Industries in the local area – coal mining, steel making– visit to local museum e.g. Abbeydale Industrial Hamlet/Kelham Island</p> <p>Changes in the local area e.g. manvers – once a coal mining area now regenerated and housing, shops and large commercial units e.g. next.</p> <p>Exploring Lowry</p>

			Baker), economy and use of natural resources. Industrial Britain	Pitman painters The Arts & Crafts Movement
--	--	--	---	---