

# To what extent have our local people and area influenced the development of Australia?



## Why This? Why Now?

This topic has strong links to the previous learning of the children and aims to develop this knowledge further. The children have an understanding of capital cities and how they have changed and evolved over time. This knowledge is further embedded through their visit to Saltburn where they research the history of the town. The children’s previous knowledge of explorers helps them understand how people travelled around the globe and the impact they had on the local population. The further work undertaken in Year 2 on “significant people” and what makes them important helps the children understand how significant people can influence and help develop other areas both locally and globally.

**This area of research helps to embed the children’s understanding of Commonwealth / British Values:**

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

**Through their provision of SMSC, schools should:**

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people.

## Key Vocabulary

Country  
Continent  
Hemisphere  
Equator  
Ocean  
Territories  
Marsupial  
Indigenous  
Native  
Voyage  
Endeavour  
Cartography  
Globe  
Brave  
Determined  
Aboriginal

English -National Curriculum / Skills	OVERVIEW
<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>• organising paragraphs around a theme</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Instructional Writing</b> - Aboriginal Recipes – with a deeper look at seasonal salads from the outback.</p> <p><b>Information Text</b> - Great Barrier Reef – in depth look at the Great Barrier Reef (History of, demise of, importance to local and global ecosystem, climate change.)</p> <p><b>Biography</b> – James Cook – Exploring the life and legacy of Captain James Cook (What was life like for young James Cook? How did his decisions shape his future? What impact did he have on our local area and that of Australian history?)</p>

<p style="text-align: center;"><b>Geography – National Curriculum / Skills</b></p>	<p style="text-align: center;"><b>OVERVIEW</b></p>
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world’s countries focusing on Australia using maps to discover key physical and human characteristics and major cities</li> <li>Identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> </ul> <p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources – Local Iron Ore/ Steel</li> </ul>	<p>The children will gain an understanding of the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Australia</p> <p>The children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the eight points of a compass.</p> <p>Research main towns and cities in Australia with a focus on costal importance.</p> <p>Explore links between Middlesbrough and Australia – Steel for Sydney Harbour Bridge (Pre learning for Year 4 Bridges and Year 5 Eston Ironstone Mining)</p> <p>Captain Cook “discovering” Botany Bay and the Aboriginal people.</p>
<p style="text-align: center;"><b>Art – National Curriculum / Skills</b></p>	<p style="text-align: center;"><b>OVERVIEW</b></p>
<p><b>Aboriginal Art</b></p> <p><b>Drawing:</b></p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b>Painting:</b></p>	<p>Examine and evaluate the work of contemporary aboriginal artist, Miriam-Rose Ungunmerr- Baumann.</p> <p>Create watercolour and ink washes to use as backgrounds (mixing own colours).</p> <p>Explore different dot painting techniques.</p> <p>Design, develop and produce a final piece.</p>

Experiment with different effects and textures; including blocking in colour and washes.

Work confidently on a range of scales, e.g thin brush on a small picture etc.

Confidently mix a variety of colours and understand which primary colours make secondary colours.

**Design and Technology – National Curriculum / Skills**

**OVERVIEW**

**Cooking and Nutrition**

Explain that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eat well plate’

Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.

Prepare and cook a savoury dish safely and hygienically.

Begin to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Plan, prepare and cook a balanced, Australian-inspired salad.

**History – National Curriculum / Skills**

**OVERVIEW**

- Have a chronologically secure knowledge and understanding of British, local and world history.

Research Captain Cook – birth and death/Mapping/Exploration

Researching Teesside Steel – links to Sydney Harbour Bridge

- Gain an understanding of Captain Cook and the impact he had in both our local area (aspiration) and the wider world.
- The children should regularly address and understand historical questions about change, cause, similarity and difference, and significance between our local area and Australia.

Local study – Visit to Captain Cook Museum

Children to research History of Australia (1770 onwards) and compare to life in the UK during same period.

Understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Aboriginal People

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>Nutrition and Healthy Eating Racial prejudice – Aboriginal People</p> <p>STAR Values – Teamwork, Resilience</p>	<p>Captain Cook Museum</p> <p>Virtual Tour with Jenny Phillips</p>	<p>Flat Stanley- The Australia Boomerang Bonanza (Jeff Brown)</p> <p>Where is the Great Barrier Reef – Nico Medina</p> <p>Over in Australia: Amazing Animals Down Under – Marian Berkes</p> <p>Information Texts:</p> <ul style="list-style-type: none"> <li>• Australia</li> <li>• Captain Cook</li> <li>• Ironstone</li> </ul>

Supporting Your Child at Home	QR Code Links	Knowledge Organiser
<p><a href="http://www.bbc.co.uk/history/historic_figures/cook_captain_james.shtml">http://www.bbc.co.uk/history/historic_figures/cook_captain_james.shtml</a></p> <p><a href="https://www.bbc.co.uk/news/topics/clw2lv5kexdt/captain-james-cook">https://www.bbc.co.uk/news/topics/clw2lv5kexdt/captain-james-cook</a></p>		