

TOPIC OVERVIEW: Who do you think you are? Are you an extrovert or an introvert, a singleton, a twin or even a triplet? Let's discover what makes you. From your fingerprints and footprints to your genes and DNA, everything is unique to you. So why do you look like Mum or Dad, or even Auntie Rose? Explore the world of human identity and how our unique features can be used to tell us apart from others or help to solve a crime. Write reports, adverts and poems on the theme of identity and express your opinions, views and beliefs. Do you like the same things as others, or are your tastes uniquely yours? Then, it's time for some detective work. In the case of the stolen handbag, use your knowledge and skills to solve the crime and identify the culprit. And remember to love being you. Why? Because there's only one you. You're one of a kind.

Introduction to topic:

GEOGRAPHY

LEARNING OBJECTIVES:

Locational knowledge:

- Locate world's countries, concentrating on their environmental regions
- Locate world countries, use maps to focus on North and South America, its countries and major cities

Place Knowledge:

- Understand similarities and differences between the UK and a region of Europe

Human geography:

- Use maps, atlases and globes to locate countries and described features

Lesson objectives:	Lesson overview and class activities	Possible resource
GEOGRAPHY Session 1: Objective • Identify our home location in Walsall. • Use Google Earth to locate our address and surrounding areas. • Compare Walsall to Africa.	WALT: identify where we live and understand our place in the world. Information: Pupils explored their place in the world using Google Earth to locate their homes and compare their place in the world to Africa.	World map / atlas • Google Maps • Pictures or labels of home → Wolverhampton → Walsall → England → Earth
GEOGRAPHY Session 2: Objective Locate world countries and its major cities.	WALT: Locate North and South America and identify major cities. Information: Pupils will use maps and Atlases to locate North and South America and label major cities.	World map / atlas Blank map of USA Cut and stick city label Glue scissors
GEOGRAPHY Session 3: Objective identify similarities and differences between the UK and Europe.	WALT: understand human and physical features and identify them on a map Information: understand what human and physical features are and locate some on a map of Walsall.	Map of Walsall table of human and physical features to sort Glue and scissors.
GEOGRAPHY Session 4: Objective • Locate world countries and understand their environmental regions	WALT: Locate Europe on a world map and identify the environmental regions. Information: Pupils will use a map and label the seven regions of Europe and their key environmental features.	Printout of a map of Europe label the seven regions and note the key environmental features.

HISTORY

LEARNING OBJECTIVES:

- Chronology: Create timelines across and within historical time periods
- Historical concepts: Ask historical questions about characteristics, links and evidence

HISTORY Session:1

Objective

Create a timeline across a historical time period.

WALT: create a timeline showing the discovery of DNA and fingerprints through history.

Information: investigate the key events of DNA discovery across history.

Pegs and String
images, maps, evidence cards

HISTORY Session:2

Objective

- Understand the link to DNA discovery and the impact of solving crimes now.

WALT: understand how DNA has helped police catch criminals today.

Information: explore how DNA and fingerprints are unique and how they help solve crimes today.

PowerPoint.

Fingerprint dusting and printing

HISTORY Session:3

Objective

Understand evidence from the past and find links and similarities to today.

WALT: understand how people's identities in the past were shaped by family, jobs and beliefs.

Information: look at historical time periods and identify who each person was using inference from their pictures.

PowerPoint. Pictures from the past

ART & DT

LEARNING OBJECTIVES:

ART

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

DT

- Design: Generated, develop and model to communicate own design ideas
- Make: Use a wide range of tools for cutting, shaping, joining and finishing
- Make: Use a wide range of materials according to their function

Lesson objectives:	Lesson overview and class activities	Possible resource
Art Session 1: Objective Improve the mastery of drawing and develop observational skills.	WALT: create a self portrait Information: study facial features and understand their position on a face.	Mirrors sketching pencils Coloured pencils
DT Session 1: Objective To design and use a range of materials.	WALT: Design our own graffiti fence with clues to who we are Information: create a model of a fence with our own name design and key links to our own unique interests/history.	Lollipop sticks Glue, paints, deco pens, clay and moss.
DT Session 2: Objective To design and use a range of materials	WALT: create a unique clay head using clay and a range of materials. Information: design and create a unique model of a head using clay and a range of materials.	Clay, sticks, beads and stones.
DT Session 3: Objective Working together discussing ideas and using a wide range of materials.	WALT: Create a collaborative sculpture to represent our school community and values. Information: work together to design a 3d model of a Phoenix to represent our school community and our values.	Boxes, tubes, glue, materials, scissors
Art Session 2: Objective Develop composition and attention to detail.	WALT: create a pop-up model of our house. Information: Pupils followed a template to create a pop-up room of their own bedroom and living room.	- Room/bedroom templates, - drawing paper, pencils, rubbers, colouring pencils, felt-tip pens, rulers,
Art Session 3: Objective • Use creative choices to communicate ideas about themselves. differences.	WALT: explore my identity and create artwork that shows what makes me unique. Information: Pupils explored the question "What makes me, me?" They considered their interests, hobbies, family, strengths, qualities, favourite things, achievements and experiences. Pupils then created their own "All About Me" artwork, using words, drawings, symbols and colours to represent themselves.	- Art boards - colouring pencils, felt-tip pens, scissors, glue - photographs identity - word banks

WILLOW CLASS: AUTUMN 1 2026 – ID