

Topic / History

- *How the land is used in and around Ashford (housing/industrial/recreation/water/services)
- *Maps of Ashford past and present - why has the area changed? How? Compare similarities and differences.
- *Local historian to talk about the area around the school and also Ashford. How has it changed and why? Contact Mrs Hawes to support this.
- *Town planning and building - how do people design towns. Contact Mr Michael to see if he has any contacts from Ashford Borough Council who would come in and talk to the children.
- *Local study - the market. Why was it important? What was it like in the past? Why did it move? How did it change?

English - cross curricular links

- Sandman - Year 3
- Leon and the place in between - Year 4
- Individual news report on the changes in Ashford (green screen/IT links) what's new, what's happening? This can also be used as the assessment piece.

Art / DT

Trip into Ashford - sketch old and new buildings. Take photos to use back in school to develop their sketches. Evaluate and improve.

Assessment:

How and why has Ashford changed?

Local study - comparing maps

PSHCE

Road safety - in and around Ashford
Public decorum in the town.

PE

Yr 3 / 4 - Dodgeball & football

Science

Yr 3 - Forces & Magnets
Yr 4 - Sound

French

Yr 3 - revision numbers 10-100 and phonetics
Yr 4 -Presenting myself

RE

Yr 3 - What does it mean to be a Christian in Britain today?
Yr 4 - What does it mean to be a Hindu in Britain today?

Stunning start - trip into Ashford, sketch the buildings, visit museum?
Marvellous middle - Designing own map of the local area and Ashford. What's important to you - what will you include?
Epic ending - 3D model of an area of Ashford town OR creating a large map on paper outdoors. Each group to have a different section, then put it all together.

Extended school curriculum