

The Wild West : Cross-Curricular Topic : Year 3/4

DT

1	Discovering the uses and designs of a prairie schooner and making one using different materials.
2	Designing, making and evaluating a patchwork quilt.

- KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Art

1	Researching and creating a dreamcatcher based on ones made by Native Americans.
2	Designing and making an Iroquois false face mask after exploring their features and uses.

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials

The Wild West

A KS2 cross-curricular topic for Year 3/4

Science

1	Discovering what kind of animals live on the Great Plains and identifying characteristics of each group.
2	Classifying plants and animals that live on the Great Plains.
3	Investigating the food chains of the Great Plains' animals and plants.

- Year 3 - asking relevant questions and using different types of scientific enquiries to answer them
- Year 3 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Year 3 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Year 4 - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Year 4 - construct and interpret a variety of food chains, identifying producers, predators and prey

RE

1	Learning about Christians' beliefs and their holy book.
2	Reflecting on how Christianity impacted on the lives of the pioneers.
3	Discussing the role of missionaries and their attempts to convert the Native Americans to Christianity.

History

1	Finding out who the pioneers were and how they crossed the Western Frontier.
2	Exploring the lives of Native Americans and how they lived their day-to-day lives.
3	Investigating how the Native American tribes were affected by the new settlers and the conflicts this resulted in.
4	Finding out who the homesteaders were and how they came to live on the Great Plains.
5	Comparing the idealised view of a cowboy and the reality of being a cowboy. Discovering what a cowboy's job was and the clothes they wore.

Geography

1	Discovering where in the world the Great Plains are and exploring the 50 states in America.
2	Describing the Great Plains' physical features and climates using pictures.

- KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

The Wild West

Teacher's Topic Planner

Maths

Computing

English

Science
3 Lessons

PlanBee 

History
5 Lessons

PlanBee 

Geography
2 Lessons

PlanBee 

RE
3 Lessons

PlanBee 

Art
2 Lessons

PlanBee 

DT
2 Lessons

PlanBee 

Languages

Music

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Teacher's notes:

Geography

Science

Art

DT

RE

History

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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the European settlement of America and to find out how pioneers crossed the Western frontier.	This first lesson introduces the children to the birth of the USA and its people. From the discovery of America by Christopher Columbus, the children use pictures and information to piece together what life might have been like for the pioneers who ventured past the Great Frontier.	<ul style="list-style-type: none"> Do children know what the Western frontier is? Do children understand the meaning of the term 'pioneer'? Can children suggest what life might have been like for pioneering families? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Picture Cards Large sheets of paper (FSD? activity only) Sticky notes (FSD? activity only)
Lesson 2	To find out about the Native American way of life.	Children investigate the lives of the Native Americans and their culture. They are introduced to their history and why they used to be known as American Indians. The children then use pictures and fact files as sources of information to find out more about the Native American way of life.	<ul style="list-style-type: none"> Can children explain who the Native Americans were? Can children describe aspects of the way of life of the indigenous Americans? Can children use a variety of sources to find out about the way of life of Native Americans? 	<ul style="list-style-type: none"> Slides Question Cards Information Sheet Worksheet 2A/2B Picture Cards Worksheet 2C (FSD? activity only)
Lesson 3	To find out what happened to Native Americans when European settlers arrived in America.	Children learn about the effects that European settlers had on the Native American tribes and how this led to intense conflicts between the two groups. The children use this information to set up debates and discussions about who made the right actions and what they think should have happened.	<ul style="list-style-type: none"> Do children know some of the ways in which American Indians were treated by the US government? Can children describe the opinions of different groups of people about the same historical events? Can children give their own opinions using facts to back up their choices? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Character Cards (FSD? activity only)
Lesson 4	To find out who the homesteaders were and how they lived their lives on the Great Plains.	This lesson focuses on the lives of the travellers and settlers who made homesteads on the Great Plains. The children explore the problems and solutions that had to be made as people began to build houses, farms and towns within the land they were given.	<ul style="list-style-type: none"> Can children suggest reasons why people settled on the Plains? Can children describe what life was like for homesteaders? Can children identify the difficulties of settling on the Plains? 	<ul style="list-style-type: none"> Slides Worksheet 4A Question Cards A/B Picture Cards Story Planner sheet (FSD? activity only)
Lesson 5	To investigate the life of cowboys in the American west.	This final lesson compares the romantic version of cowboys that the children may picture to the realities of a cowboy's life. The children investigate the clothing that might be worn by a cowboy and the practical reasons for wearing it. They also find out about the job of a cowboy and how different it may be from the ideas portrayed in western movies.	<ul style="list-style-type: none"> Do children know some of the jobs and responsibilities of a cowboy? Can children suggest what the life of a cowboy was like? Can children name the purposes of different parts of a cowboy's outfit? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Information Sheet Access to books, internet and other sources of information about cowboys

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SCIENCE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify some of the plants and animals that live on the Great Plains.	Children are introduced to the environment of the Great Plains. They must use this information to think about what animals and plants might live in this habitat. After exploring what different types of animal there are the children go on to use descriptions to match animals with their descriptions.	<ul style="list-style-type: none"> Can children identify some of the plants of the Great Plains? Can children identify some of the animals of the Great Plains? Can children describe the difference between mammals, reptiles, amphibians, insects and birds? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Animal/Plant/Description Cards Worksheet 1C (FSD? activity only) Access to internet (FSD? activity only)
Lesson 2	To be able to classify animals and plants of the Great Plains.	This lesson expects the children to look closely at the animals and plants studied in the previous lesson to observe features which could help them classify and sort them into groups. When classifications have been decided upon, the children can sort the animals and plants using Carroll diagrams.	<ul style="list-style-type: none"> Can children identify animals and plants of the Great Plains? Can children classify animals and plants of the Plains by putting them into groups and categories? Can children suggest reasons why classifying animals and plants is important? 	<ul style="list-style-type: none"> Slides Animal Cards A/B Worksheet 2A/2B/2C (FSD? activity only)
Lesson 3	To investigate food chains on the Great Plains.	Children discover the food chains across the Great Plains and begin to define scientific words such as producer and consumer. They also classify animals according to their diet and use the words carnivore, omnivore and herbivore. Then then use this knowledge to construct a food chain from a given set of animals, thinking carefully about the energy being passed along the chain.	<ul style="list-style-type: none"> Do children understand that animals and plants in an ecosystem are linked by what they feed on? Do children understand the terms herbivore, carnivore, omnivore, producer and consumer? Can children construct accurate food chains? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Food Chain Cards (FSD? activity only) Worksheet 3D (FSD? activity only)

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RE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate what Christianity is and what Christians believe.	Children begin by identifying the key facts about Christianity and Christian beliefs. They create a mind map of their existing knowledge and go on to discuss the Bible and the structure of the stories and teachings within it. They then discuss the Ten Commandments and their opinions of these rules. They can use these opinions to order the commandments from most to least important to them.	<ul style="list-style-type: none"> Can children describe some of the principal Christian beliefs? Do children know that the Bible is the Christian holy book? Can children use and interpret information about Christianity from a range of sources? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Ten Commandments sheet Bibles Question Cards (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 2	To investigate how Christianity impacted on the lives of the pioneers.	Children investigate how the teachings from the Bible would help people who settled in America. They are given several situation where a verse from the Bible may have helped someone in a difficult situation. They also discuss the importance of a church within these new communities and how they would help people after a long week's work.	<ul style="list-style-type: none"> Do children know that being a Christian was an important part of life for many pioneers? Can children explain how Christian beliefs helped the pioneers in their everyday lives? Do children understand that the Bible contains help and support for Christians? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Bibles Interview Questions sheet (FSD? activity only)
Lesson 3	To find out what a missionary is and to investigate why many pioneers tried to convert Native Americans to Christianity.	Children are led to think about the Christian belief that unless you believe in God and Jesus, you will not be allowed into heaven. In the context of early American civilisations the children must discuss if the missionaries of the time were right in trying to convert the Native Americans from their existing beliefs.	<ul style="list-style-type: none"> Do children understand what a missionary is and what they are trying to achieve? Do children know that until the arrival of Europeans settlers, Native Americans had never heard of Christianity and had a completely separate belief system? Can children discuss their own views on life and death and whether it is acceptable to challenge people's beliefs? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B

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	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to design, make and evaluate a prairie schooner.	Children use pictures and information to investigate prairie schooners and their uses. They must think about the purpose of the wagons and how they moved. They then design, make and evaluate a schooner that they have made using materials of their choice.	<ul style="list-style-type: none"> Do children know what a prairie schooner is and what it was used for? Can children use a variety of different materials and techniques to create a prairie schooner? Can children discuss their finished products and say what they think and feel about them? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Variety of materials e.g. cardboard, paper, straws, matchsticks, pipe cleaners, fabric, etc. Variety of tools e.g. scissors, glue, staplers, sticky tape, craft knives, etc.
Lesson 2	To be able to design, make and evaluate a class patchwork quilt.	Children explore the origins of the patchwork quilt and how it was made to use the little resources that were available to the pioneers at the time. They look at existing quilts and the patterns that can be made. They then go on to think about how some quilts would include a patch to show generations of people who have worked on the quilt by displaying parts of their personality. They use this idea to make a class patchwork quilt.	<ul style="list-style-type: none"> Can children design their own patchwork square or patchwork quilt? Can children use textiles and sewing techniques accurately? Can children evaluate their finished products and say what they think and feel about them? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Help Sheet Fabric squares Textile scissors Needles/pins Variety of coloured threads

Art				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to make a Native American dreamcatcher.	Introduce the children to the Ojibwa tribe's tradition of making dreamcatchers to stop children from having bad dreams. Look at the intricate designs of existing dreamcatchers and how they are decorated to help the good dreams before moving on to create their own dreamcatcher designs.	<ul style="list-style-type: none"> Can children recognise the work of artists from different periods and cultures? Can children design and make their own dreamcatcher with care and attention to detail? Can children evaluate their work and the work of others? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Help Sheet Picture Cards Paper plates Hole punches Coloured wool Coloured feathers Beads if appropriate
Lesson 2	To be able to create an Iroquois false face mask.	Children investigate the tradition of the False Face Society of the Iroquois tribes. They find out who they were and how they cured people by wearing masks to scare away evil spirits. They use this as inspiration to create their own false face mask using newspaper to create a relief.	<ul style="list-style-type: none"> Do children understand that the Iroquois used art and crafts in their religious and daily lives? Can children design and make their own false face mask with care and attention to detail? Can children evaluate their own work and the work of others? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Help Sheet Picture Cards Stiff cardboard Newspaper PVA glue Wool

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Geography				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify America and the Great Plains on a map.	Children are challenged to investigate North America on a map and locate the position of the Great Plains within the USA. They are asked to describe and name the position of the rivers, mountains and states that the Great Plains cover.	<ul style="list-style-type: none"> Can children identify the Great Plains on a map? Can children describe the Great Plains as being between the Rocky Mountains and the Mississippi River? Can children use maps and atlases? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Maps of America/Atlases Worksheet 1D (FSD? activity only) States Map (FSD? activity only)
Lesson 2	To investigate what the Great Plains are like.	This lesson challenges the children to explore the climate of the Great Plains based on its location. They look at the summers and winters and the extreme weather that can occur during these times of year. They use what they have found out to describe the Great Plains in a variety of ways.	<ul style="list-style-type: none"> Can children explain what the Great Plains are like geographically? Can children describe the landscape of the Great Plains? Can children use a variety of sources to discover information about the Great Plains? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Information Sheet Books, atlases, access to internet, etc. Picture Cards (FSD? activity only) Worksheet 2D (FSD? activity only)

