

What does it mean to be a “Yorkshireman?”



This is the first image Google shows when you search for “Yorkshireman”. Does this represent who we are and why is this the picture the world has of us?

Birdwell Primary Topic Plan
Year 3&4 Spring 2020

Mr Mathieson & Mr Swallow

Unit 1: Where is Yorkshire?



- Where is Yorkshire in the World? In the country? What other counties are there? How does Yorkshire compare to other counties? (Geog)
- How big is it and what is it near? Planning journeys around the county. Where can we go for 80p? (Geog, maths)
- What places of interest are there in Yorkshire?
- Where have we visited and where would we like to go? (Geog, Lit)
- Representing our county in artwork, landscape & architectural drawing/painting technique. (Art)

We are going to use our new-found Geographical understanding of Yorkshire to write section 1 in our guide book, ‘Where is Yorkshire?’ accompanied by our artwork.

Unit 2: Who lives there?



- The Barnsley accent: What is the difference between accent and dialect? What is standard English and why do we need to be able to use it? Programming and interactive Yorkshire phrasebook (Lit, Comp)
- What does my accent say about me? What is a stereotype? Are first impressions fair? What stereotypes do people have about Yorkshire? (PSHE, Lit)
- Famous Yorkshire faces. Character profiles and biography writing for some famous local faces. Portrait drawing. (Lit, Art)
Yorkshire poetry and songs (Music)

Children choose the content they wish to add to their guide book on ‘Yorkshire Folk’. Using their learning from the unit to write their own content. A link to the online phrasebook will be added through a QR code.

Unit 3: What was Yorkshire like in the past?



- What industries are the different regions of Yorkshire known for? Create a timeline of where the industries rose and declined since the Industrial revolution. [\(History\)](#)
- Coal mining. Barnsley was a mining town. What was mining and what was it like? How did mining change over time? What was coal mining like for children during the Industrial Revolution? [\(History, Art\)](#)
- Birdwell in the past. Our school has stood here for over 100 years. What was it like then and who were the teachers and children? Compare our school day to that of the first pupils. Looking at old, local photographs. Find the locations and photograph them to compare. What has changed? [\(History, Art\)](#)
- What is life like under our feet? A history into mining – rocks and fossils. [\(Science\)](#)
- Was light essential for miners to carry out their work? [\(Science\)](#)

Unit 4: Would my life be really different if I lived somewhere else?



- What do we take for granted as “normal” living in Yorkshire? (Food, sport, leisure facilities, technology, culture) [\(Geography\)](#)
- Investigate life for a child in a similar Geographic region in Italy. What food would they eat? How would they dress? What would they do for fun? What places around them could they visit? What does the world look like there?
- FOOD!!! Split the 2 classes into rival teams. 1 team creating a selection of Yorkshire dishes and the other, traditional Italian food. (To be served at our presentation evening for parents)

Unit 5: Are you a Yorkshireman??



- Children to produce a presentation evening to parents?
- How do we feel about how we are portrayed in the media? Is it a fair representation of who we are?
- We should be proud of our culture and our heritage but we also want to be prepared for the future in becoming global citizens...
- What are our ambitions for the future and where in the world will they take us?

Outcome:

The children will use the knowledge they gain from each unit to add a section to their “Welcome to Yorkshire” leaflet. Selecting the content and the Point Of View will be largely up to the children as they follow the examples supplied by the class teachers.