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| Urban PioneersYear Group: 3 and 4Cycle A |

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| **History*** Local history study: Silk Mill and Cathedral
 | **Science*** Plants
* Working Scientifically
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| **Art and Design** * Artist Knowledge: History of Graffiti: Banksy and Jean-Michel Basquiat
 | **Geography*** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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| **Climate/Environment*** Local environment, carbon emissions and air pollution - how can we reduce it?
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| History |
| **National Curriculum (Knowledge and Skills):** Pupils should be taught about:* Local history study (Silk Mill and Cathedral)
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| **Curriculum Intent (Key knowledge to be learned):** * The Silk Mill was possibly the first fully mechanised factory in the world.
* It was built by John Lombe, who had visited Italy and stolen their methods of ‘silk throwing’.
* John Lombe’s factory was very successful, but the Italians were angry with him for stealing their ideas and their trade – he was poisoned and later died.
* The ‘lockout’ of 1833-1834 was a key moment for trades unions fighting for workers’ rights and this is commemorated by the mural on the side of the silk mill pub
* The Cathedral sits on the site of the original All Saints Church, built around 943AD.
* The existing tower of the cathedral was built around 1510-32, the rest of the current building was built in 1725.
* All Saint’s Church became Derby Cathedral in 1927
* The Cathedral contains monuments of Derby’s past including the tomb of Bess of Hardwick, the memorial of Florence Nightingale and the wrought iron screen by Robert Bakewell
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| **Age Related Subject Skills (Progression Guidance):*** Develop increasingly secure chronological knowledge and understanding of history, local, British and world
* Put events, people, places and artefacts on a time- line
* Use correct terminology to describe events in the past
* Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
* Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
* Suggest where we might find answers to questions considering a range of sources
* Understand that knowledge about the past is con- structed from a variety of sources
* Construct and organise responses by selecting relevant historical data
* Be aware that different versions of the past may exist and begin to suggest reasons for this
* Describe and begin to make links between main events, situations and changes within and across different periods and societies
* Identify and give reasons for historical events, situations and changes
* Identify some of the results of historical events, situations and changes
* Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
* Identify and begin to describe historically significant people and events in situations
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| **Prior Learning** |
| **Forever Firs children working at ARE should already be able to:*** Develop, then demonstrate an awareness of the past, using common words/phrases relating to the passing of time
* Show where places, people and events fit into a broad chronological framework
* Begin to use dates
* Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my… were younger, years, decades, centuries
* Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
* Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
* Choose and use parts of stories and other sources to show understanding of events
* Communicate understanding of the past in a variety of ways
* Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
* Discuss change and continuity in an aspect of life e.g. holidays
* Recognise why people did things, why some events happened and what happened as a result of people’s actions or events
* Identify similarities and differences between ways of life in different periods, including their own lives
* Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why
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| **Key Vocabulary** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| Change | Silk throwingTradeIndustrialEspionagePoisonedCathedralMechanisedCenturiesCommemorateRights | Silk throwingIndustrial revolutionTrade Union |

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| History Assessment |
| **Children working below ARE** | **Children working towards ARE** | **Children working at ARE** | **Children working above ARE** |
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| Geography |
| **National Curriculum:** Pupils should be taught to:* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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| **Climate/Environment Link:*** Local environment, carbon emissions and air pollution - how can we reduce it?

*Suggested Activities: Children could undertake a traffic survey in the area around school and investigate the contribution cars and road transport make to carbon emissions. They could focus on school drop off and pick up times – are cars keeping engines running even when parked? School transport survey – how do children get to school?* |
| **Age Related Subject Skills (Progression Guidance):** |
| **Year 3**Using maps* Follow a route on a map with some accuracy
* Locate places using a range of maps including OS & digital
* Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
* Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

Map knowledge* Locate the UK on a variety of different scale maps
* Name & locate the counties and cities of the UK

Making maps* Try to make a map of a short route experiences, with features in current order
* Create a simple scale drawing
* Use standard symbols, and understand the importance of a key
 | **Year 4**Using maps* Follow a route on a large-scale map
* Locate places on a range of maps (variety of scales)
* Identify features on an aerial photograph, digital or computer map
* Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge* Locate Europe on a large-scale map or globe,
* Name and locate countries in Europe (including Russia) and their capitals cities

Making maps* Recognise and use OS map symbols, including completion of a key and understanding why it is important
* Draw a sketch map from a high viewpoint
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| **Prior Learning****Forever Firs children working at ARE in Year 3 should already be able to:**Using maps* Follow a route on a map
* Use simple compass directions (North, South, East, West)
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge* Locate and name on a world map and globe the seven continents and five oceans.
* Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps* Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
* Use and construct basic symbols in a key
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| **Key Vocabulary** |
| **Tier 1** | **Tier 2** | **Tier 3** |
|  | ObserveMeasureRecordPlansGraphsScaleSymbolsKey | Human featuresPhysical featuresSketch maps |
| Geography Assessment |
| **Children working below ARE** | **Children working towards ARE** | **Children working at ARE** | **Children working above ARE** |
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| Science |
| **National Curriculum (Knowledge and Skills):** Pupils should be taught to:**Plants*** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
* explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
* investigate the way in which water is transported within plants
* explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

**Working Scientifically*** ask relevant questions and use different types of scientific enquiries to answer them
* set up simple practical enquiries, comparative and fair tests
* make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
* record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* gather, record, classify and present data in a variety of ways to help in answering questions
* identify differences, similarities or changes related to simple scientific ideas and processes
* report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
* use straightforward scientific evidence to answer questions or to support their findings
* use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
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| **Investigation Focus:** * Room for Growth

<https://www.farmafrica.org/downloads/2016-ghtb/science-ks2---plant-growth-2017.pdf> |
| **Prior Learning** |
| **Forever Firs children working at ARE should already be able to:*** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* identify and describe the basic structure of a variety of common flowering plants, including trees
* observe and describe how seeds and bulbs grow into mature plants
* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
* ask simple questions and recognise that they can be answered in different ways
* observe closely, using simple equipment
* perform simple tests
* gather and record data to help in answering questions
* identify and classify
* use their observations and ideas to suggest answers to questions
 |
| **Key Vocabulary** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| LeavesFlowersLightAirWaterSoilseed |  | FunctionFlowering RootsStemTrunkLifeGrowthRequirementNutrientsTransportedFormationDispersal | EnquiryPracticalSystematicObservationFindingsTableRecordDataDifferencesSimilaritiesEvidenceFindingsPredictionsConditionsFactors | PollinationSeed dispersalLife cycle | Comparative testFair test |

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| Science Assessment |
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| Art and Design  |
| **National Curriculum:** Pupils should be taught to:* create sketch books to record their observations and use them to review and revisit ideas
* improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:* about great artists, architects and designers in history
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| **Curriculum Intentions (Key Knowledge and Skills to be learned):** * Artist Knowledge: History of Graffiti: Banksy and Jean-Michel Basquiat
* Developing ideas: Sketch Books

*Suggested teacher resource for information:* [*https://www.canvasdesign.co.uk/blog/2016/10/the-history-of-graffiti/*](https://www.canvasdesign.co.uk/blog/2016/10/the-history-of-graffiti/) |
| **Age Related Subject Skills (Progression Guidance):** |
| **Year 3****Developing Ideas (Sketchbooks)*** Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
* Identify interesting aspects of objects as a starting point for work.
* Use a sketch book to express feelings about a subject
* Make notes in a sketch book about techniques used by artists.
* Annotate ideas for improving their work through keeping notes in a sketch book

**Artist Knowledge** * Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
* Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
* Respond to art from other cultures and other periods of time.
 | **Year 4****Developing Ideas (Sketchbooks)*** Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
* Express likes and dislikes through annotations
* Use a sketch book to adapt and improve original ideas
* Keep notes to indicate their intentions/purpose of a piece of work

**Artist Knowledge*** Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
* Begin to explore a range of great artists, architects and designers in history.
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| **Prior Learning** |
| **Forever Firs children in Year 3 working at ARE should already be able to:****Artist Knowledge*** Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
* Express thoughts and feelings about a piece of art.
* Reflect and explain the successes and challenges in a piece of art created.
* Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

**Developing Ideas (Sketchbooks)*** Use a sketchbook to plan and develop simple ideas.
* Use a sketchbook to plan and develop simple ideas
* Build information on colour mixing, the colour wheel and colour spectrums.
* Collect textures and patterns to inform other work
 | **Forever Firs children in Year 4 working at ARE should already be able to:*** See Progression guidance for year 3 above
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| **Key Vocabulary** |
| **Artist Knowledge** | **Developing Ideas** |
| Like, dislike, describe, similarities, differences, linksExplore, comparison, thoughts, feelings, emotions, feelingsSuccesses, challengesChange, developPractices, disciplines, techniquesCultures, periods of timeModifications, changes, review | Record, sketch book, plan, developColour mixing, colour wheel, colour spectrumTexture, patternMedia exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques,Like, dislike, improve, adaptIntention, purpose |
| Art and Design Assessment |
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