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| Urban Pioneers  Year Group: 3 and 4  Cycle A |

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| **History**   * Local history study: Silk Mill and Cathedral | **Science**   * Plants * Working Scientifically |
| **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 |
| **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) | | |
| **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 | | |
| **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 | | |
| **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 | | |
| **Key Vocabulary** | | |
| **Tier 1** | **Tier 2** | **Tier 3** |
| Change | Silk throwing  Trade  Industrial  Espionage  Poisoned  Cathedral  Mechanised  Centuries  Commemorate  Rights | Silk throwing  Industrial revolution  Trade 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 | | | | | |
| **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 | | |
| **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 | | | | | |
| **Key Vocabulary** | | | | | |
| **Tier 1** | | **Tier 2** | | **Tier 3** | |
|  | | Observe  Measure  Record  Plans  Graphs  Scale  Symbols  Key | | Human features  Physical features  Sketch maps | |
| Geography Assessment | | | | | |
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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 | | | | | |
| **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** | |
| Leaves  Flowers  Light  Air  Water  Soil  seed |  | Function  Flowering  Roots  Stem  Trunk  Life  Growth  Requirement  Nutrients  Transported  Formation  Dispersal | Enquiry  Practical  Systematic  Observation  Findings  Table  Record  Data  Differences  Similarities  Evidence  Findings  Predictions  Conditions  Factors | Pollination  Seed dispersal  Life cycle | Comparative test  Fair 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 | | | | | |
| **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. | | | |
| **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 | |
| **Key Vocabulary** | | | | | |
| **Artist Knowledge** | | | **Developing Ideas** | | |
| Like, dislike, describe, similarities, differences, links  Explore, comparison, thoughts, feelings, emotions, feelings  Successes, challenges  Change, develop  Practices, disciplines, techniques  Cultures, periods of time  Modifications, changes, review | | | Record, sketch book, plan, develop  Colour mixing, colour wheel, colour spectrum  Texture, pattern  Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques,  Like, dislike, improve, adapt  Intention, purpose | | |
| Art and Design Assessment | | | | | |
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