

Unit planner: Why is London such a cool place to live? Year 4 6 Weeks

<p>Lead Subjects: Literacy, Geography, History, Art/DT, Science</p> <p><u>National curriculum subject</u> <u>Writing</u> Pupils should be taught to: Plan writing by discussing writing that is similar then recording ideas. Draft and write by composing and writing orally. Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2 Draft and write non-narrative material using simple organisational devices - sub-headings and headings. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit work using Purple Polishing Pens. Proof read for spelling and punctuation errors. Confidently read own writing out loud to a group or the whole class.</p> <p><u>Geography</u> Pupils should be taught to: Know features about places around them. Describe human features of UK regions, cities and/or counties. Understand why there are similarities and differences between places. Recognise that people have differing quality of life living in different locations and environments. Know how the locality is set within a wider geographical context. Explain about key natural resources e.g. The Thames</p> <p><u>History</u> Pupils should be taught to: Use historic terms related to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Understand that sources can contradict each other. Use a variety of resources to find out about aspects of life in the past.</p> <p><u>Art/DT</u> Pupils should be taught to: Draw familiar objects with correct proportions. Plan a sculpture through drawing and other preparatory work. Use research and develop design criteria to inform the design. Use a variety of techniques and tools. Select from a wide range of materials and components including construction materials and cooking ingredients. Evaluate their own ideas and products against their design criteria.</p> <p><u>Science</u> Pupils should be taught to: Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors.</p> <p><u>PSHE</u></p>	<p>Starter: Look at a variety of photographs and videos about London/ start reading the book Oliver Twist Outcome: pitch to another year group why they should choose either a city or village.</p> <p>Objective: Where is London? Geography Unit</p> <ul style="list-style-type: none"> ICT - Use google maps to locate London. Look at and research capital cities - what are they? Research which countries make up the UK- map work (using globes and atlases) <p>Look at and locate cities in the UK and locate them on a map (with reference to where London is).</p> <p>Objective: Why do so many people live in London? History/Geography</p> <ul style="list-style-type: none"> Carry out a survey about whether people like or dislike the city. Trace the growth in population over the last 100 years. Look at the main features of a well-known city and the main features of a village. ICT - Research why people might be attracted to live in cities and why others may prefer to live in villages. Debate- living in a city vs. living in a village. Write a persuasive letter to persuade someone to live in London/ a city. <p>Objective: What is the history of London? - Oliver link</p> <ul style="list-style-type: none"> History - Create a timeline of key events in London history- link to democracy and voting etc. History - Research key London events Importance of the River Thames in Industrial London (as a natural resource) and modern day. Write a newspaper report about a historic London event. ICT - Create QR code of Drama based on chapter in Oliver twist- workhouses DT - Cooking - Write instruction for and make gruel 3 week unit- Stories in a historical setting (London) based on Oliver Twist leading to outcome piece. <p>Objective: Why was the industrial revolution so revolutionary? History unit</p> <ul style="list-style-type: none"> Create a time line of the events of the industrial revolution and the significant changes. Look at the changes from a rural society to an urban one e.g. electricity Research change in jobs, pollution and health, wealth, the power of steam. Write a diary entry from the perspective of a child working in a factory. Comparison of life in London for a child in the 1830's (Oliver Twist) and life for a child now. Music- Creation of soundscape linked to factory sounds (Graphic notations) - Madpad ICT - On iPad Create a soundscape based on the industrial revolution <p>Objective: What are London's most popular landmarks and monuments and why?</p> <ul style="list-style-type: none"> Research London Landmarks and find out why people visit them Choose their favourite landmark and write a fact file about their history/purpose. Art - Sketch London Landmarks in the style of Stephen Wiltshire using photographs. DT - Make 3-D models of London landmarks and evaluate their product. Design their own landmarks (be an architect) <p>Objective: Who was Oliver's true friend? RE Unit- Who is my neighbour?</p> <ul style="list-style-type: none"> Look at what makes a good friend and what is most important to them - are you a good friend? Describe and evaluate some key events in the lives of contemporary figures who have inspired believers Explore what makes a bad friend - link to book and who really helps Oliver (link to the good Samaritan and other religious stories) Explore forgiveness, justice and fairness - discussion and debate with given scenarios <p>Objective: How could we cope without electricity for one day? (Discrete science topic)</p> <ul style="list-style-type: none"> Electricity investigation: (Noticing patterns between circuits.) Draw symbols of circuits <ul style="list-style-type: none"> Investigate insulators and conductors List all the things that use electricity and list the alternatives 'How can we make a lightbulb brighter?' investigation: <ul style="list-style-type: none"> Create own circuits and investigate switches Electricity independent learning project (IPL) Research Thomas Edison and his work - create Scientist sheet <p>Pupil lead learning:</p> <ul style="list-style-type: none"> Designing their own landmark and evaluating Pitch to the other class why they should choose either a city or a village. ICT - Opportunities for independent research Pupil led debate (living in a city vs. living in a village)] Homework piece- research a good Samaritan <p>Reflection:</p>
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Pupils should be taught to: Be aware of different types of relationships, including those between friends and families Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help <u>RE</u> See SACRE document <u>ICT</u> With support select and use a variety of software on a range of digital devices. With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. Use technology responsibly and understand that communication online may be seen by others. Understand where to go for help and support when they have concerns about content or contact on the internet.		<ul style="list-style-type: none"> • Writing a story set in a historical setting (London) • Where would you rather live- London or a village? 		<ul style="list-style-type: none"> • Creating own London landmark 			
Text types:		Literature:		ICT:		Assessment Opportunities:	
<ul style="list-style-type: none"> • 4 weeks novel based: <ul style="list-style-type: none"> - Diary entry - Letter - Character description - Newspaper report • 3 weeks- story set in a historical setting 		<ul style="list-style-type: none"> • Oliver Twist • Examples of text types e.g. diary entries, letters etc. • Non- fiction books on London. 		<ul style="list-style-type: none"> • Google maps • Ipads • Word • Powerpoint • Internet research • Seesaw 		<ul style="list-style-type: none"> • Outcome story set in a historical setting • Various Outcome pieces from novel based. • Design your own landmark • Star Reader test • Brilliant Reading weekly. 	
Enrichment		Trips: N/A		School environment: Assembly-Hall Train Station for Sound Scapes.			