

Unit planner: Why is London so revolutionary?

Weeks: 7 weeks

<p>Key Concepts: Friendship, poverty, human rights, home, emotions, respect, safety</p>	<p>Intent: To understand how the population of the UK has changed and how technology has influenced this. To be able to explain where cities are in the UK and other capital cities around the world are and how they are different. To be able to create art work using different mediums. To understand how the use of electricity has changed over the last 100 years and how it is made.</p>		
<p>National Curriculum Statements (Target Tracker)</p> <p>Pupils will be taught to –</p> <p><u>RE</u> See SACRE document – Unit 1</p> <p><u>Science</u> 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. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings. 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>Art</u> Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Draws familiar objects with correct proportions Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>	<p>Starter: Have a morning as if children were in school in the 1900s.</p>		
	Key Vocabulary:		
	<p>Subject: History</p> <p>Can I trace the growth of the population (UK and London) over the last 100 years? Can I carry out a survey about where people prefer to live? Can I create a timeline of key events in London history? Can I research information about a specific historical event using books and IT? Can I research the role of the River Thames had in the industrial revolution? Can I create a timeline about the industrial revolution and see the significant changes? Can I compare life in London for a child now and in the 1830's?</p>		<p>Chronology Time lining Sequencing Compare Contrast Cause/ effect Sources</p>
	<p>Subject: Geography</p> <p>Can I use google maps to locate London and other cities in England? Can I find a range of capital cities across the world using a globe, atlas or map? Can I understand the features of a village and research why people would want to live there? Can I understand the features of a city and research why people would want to live there? Can I create a well evidence argument in order to debate an idea? (City v Village) Can I understand how a society can change from rural to urban? Can I research London landmarks and why people visit them?</p>		<p>Buildings Countryside Countries Counties Village Cities Location Population Rural Urban Landmarks</p>
	<p>Subject: RE / PHSE Unit 1 - Who is my neighbour?</p> <p>Can I understand how to be a good friend and the qualities are needed? Can I begin to explore forgiveness, justice and fairness? Can I plan and perform a debate linked to the environment?</p>		<p>Morals Traits Friendships Justice Fair Relationships Debate</p>
	<p>Subject: Art</p> <p>Can I create a texture painting of a bridge? Can I make and match colours with increasing accuracy? Can I create a sketch of a London landmark in the style of Steven Wiltshire? Can I use research to inspire drawings from memory and imagination?</p>		<p>Tint Tone Shade Hue Imitation</p>
	<p>Subject: Design and Technology</p> <p>Can I create instructions to prepare ingredients safely and follow them? (Gruel) Can I cut and chop food safely? Can I design my own landmark from a range of ideas gathered from existing landmarks?</p>		<p>Hygiene Safety Precaution Recipe Hazard Risk</p>
	<p>Subject: Music</p> <p>Can I understand what graphic notation is and how to use it? Can I create an industrial sound scape using graphic notation? Can I use repeated patterns? Can I plan and perform a simple part rhythmically? Can I understand the importance of silence in a piece of music?</p>		<p>Rhythm Repeat Duration Pattern</p>

Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.

Use taught technical skills to adapt and improve his/her work.

DT

Read and follow recipes which involve several processes, skills and techniques.

Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.

Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them

Geography

Understand and use a widening range of geographical terms e.g. specific topic vocabulary

Demonstrate knowledge of features about places around him/her and beyond the UK.

Identify where countries are within Europe.

Describe human features of UK regions, cities and /or counties.

Describe how people have been affected by changes in the environment.

Explain about key natural resources e.g. water in the locality.

Know about the wider context of places - region, country.

Understand why there are similarities and differences between places.

History

Place some historical periods in a chronological framework.

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.

Use a variety of resources to find out about aspects of life in the past.

Understand that sources can contradict each other.

Communicate his/her learning in an organised and structured way, using appropriate terminology.

Music

Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.

Play and perform in solo or ensemble contexts with increasing confidence.

Develop an understanding of formal, written notation which includes minims and quavers.

Subject: Science			
Can I identify common appliances that run on electricity? Can I construct a simple series electrical circuit, identifying and naming its basic parts? Can I identify what is needed in order to make a bulb brighter in a circuit? Can I recognise that a switch opens and closes a circuit and associate this with whether or not lamplights? Can I use results to draw simple conclusions from experiments and tests? Can I recognise some common conductors and insulators and why they do that job? Can I research a given scientist and understand the important of the scientific work? Thomas Eddison Can I conduct a scientific test?			Electricity Diagram Symbols Circuit Appliances Conductors Insulators
Text types: <ul style="list-style-type: none"> Character Description- Oliver Twist. Diary Entry- Journal of Oliver's day. Story of change- Writing their own version of OT. Poetry- London/ revolution 	Literature: <ul style="list-style-type: none"> Oliver Twist 	Math Links: <ul style="list-style-type: none"> Cooking- scales, measure, temperatures, time. 	Published Outcomes: <ul style="list-style-type: none"> Oliver Twist description written onto the picture of Oliver Twist. Diary Entry - tea stained paper to show old date of writing. Story of change written into polished piece.

Enrichment:

Abbey Pumping Station- look at industrial technology.