



Overview and rationale:

Mancunians have so much **pride** for where they live and it is in this topic where our Year 4s find out why, when they learn about the wonders of Manchester! They begin with a sightseeing tour of the city and use what they have learnt back in the classroom to discuss the differences between city and rural living and the advantages and disadvantages associated with these. Children, through historical photographs, are given the opportunity to see the changes over time to Manchester, linking it to the famous landmarks they know today. Children are also given a taste as to why Manchester is such a cool place to live by looking at various cultural aspects of the city such as; music, art, football and fashion. The children use Manchester as inspiration for their own artwork in class too. They look at modern artist Angela Wakefield and try to produce their own painting of Manchester in her style and create a 3D piece based on John Brickel's work of a famous Manchester landmark. But it isn't all positive fun and games for the children here as some home truths hit home too. During this local history and geography topic, the children touch on how Manchester came to be, how it grew during the industrial revolution and how it benefitted from the cotton trade. Here, the children explore what made Manchester such a prominent northern city, but also touch on how exploitation and inequality formed part of its growth, like much of the British Empire. While doing so, they also respect local heroes who have taken responsibility for doing what's right and have shown the real spirit of the city.

HISTORY LEARNING STATEMENTS

| Area of Learning | Knowledge and Skills |
|-----------------------|---|
| Historical chronology | I can understand that the past is divided into differently names periods of time and use some dates to explain British, local and world history. |
| | I can place events, people and changes of British, local and world history, on a timeline, using appropriate dates/chronological conventions eg BC, BCE and AD. |
| Historical concepts | I can give a few reasons for the results of the main events and changes of a time studied. |
| | I can make a few connections and contrasts eg change, cause, similarity, difference and significance. |
| | I can tell you a range of similarities/differences between different times in the past in periods covered so far. |

KEY HISTORICAL VOCABULARY

| | |
|-----------------|--|
| Key | century/ decade, time period, similarities, differences, evidence, primary/secondary sources, contrasts, trends overtime, influence, significant, impact |
| Skills | interpretation, facts/opinion, evidence , chronology - constructing a timeline ordering artefacts, research, enquiry, comparison, reliability, historically-valid, draw contrasts, analyse trends |
| General | achievements, process of change, landscape, settlements, Empire, diversity, society, culture, slave, citizen, influence, reveal, technology, climate, travel, road system, trade, art and culture, overview, connections, regional, national and international, architecture, religion, inventions, peace, power, conquer, laws, justice |
| Specific | industrial revolution, cotton trade, textiles, slavery, oppression, British Empire, railways, Emmeline Pankhurst, votes for women, suffragette, music, Roman fort of Mamucium or Mancunium, capitalism, bread and labour riot, class struggle, Peterloo Massacre, slavery, Sarah Parker, Olaudah Equiano, Frederick Douglass, Thomas Clarkson, abolition, abolitionist, cotton famine, Abraham Lincoln, cotton famine, cotton and slave merchants/traders https://www.manchestereveningnews.co.uk/news/how-manchester-fought-profited-slavery-18401310 |

Possible Enrichment activities (including trips/visitors, etc)

Manchester bus trip
Quarry Bank Cotton Mill

| KEY GEOGRAPHICAL VOCABULARY | | 'CORE' KNOWLEDGE | 'ADDITIONAL' KNOWLEDGE |
|--|---|---|--|
| Human Geography | settlement, urban, rural, borough, region, Europe, country, county, economy, trade, energy, infra-structure, culture, bars, shops, cafes, museums, transport, roads, trams, recycling, local charities | 1) I know that Manchester is a city in England and I can locate it on a map. | a) I know Greater Manchester is split into 10 boroughs, such as Salford and Trafford. b) I know the difference between the UK, Great Britain and the British Isles. c) I know that some people prefer to live in cities and some in rural villages and that pollution, noise, transport, access to goods and jobs are important factors in their decision. |
| Physical Geography | landscape, hills and mountains – N.B. including UK names, e.g. Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds (North and South Downs etc.), coast, rural, climate, mountainous | 2) I know that Manchester was the first city to industrialise because of the industrial revolution and became the main place for making cloth and fabric. | a) I know the industrial revolution began in Britain around 1760. b) I know Manchester was known as 'Cottonopolis' during the 19 th century because it had so many cotton mills. c) I know Manchester's network of canals and large mills made it particularly effective during the industrial revolution for transporting goods. |
| UK Map-based vocabulary | land use, towns, cities, energy, transport, food and farming, holidays and tourism, landscapes, rivers, coasts, weather, threatened habitats, environmental issues | 3) I know that the Peterloo massacre happened at St. Peter's field in Manchester in 1819. | a) I know people were demonstrating against unemployment, poor working conditions and famine in Manchester 1819. b) I know that the cavalry charged at the demonstrators with sabres and 15 were killed (around 500 were injured). c) I know the name 'Peterloo' was used as a comparison to Waterloo which happened 4 years earlier. |
| Other useful vocab | globally significant, river features, equator, hemisphere, differences/similarities, Compare/ contrast, city/country/continent, atlas/map/globe, United Kingdom, Great Britain, interconnected and change over time | 4) I know that the cotton trade in Manchester was built on the West Indies slave trade. | a) I know the cotton used was mostly imported from slave plantations. I know that slavery provided the raw material for industrial change and growth. b) I know that in 1807 the British government abolished the trading of slaves from Africa. c) I know that slavery was abolished in 1833 in all British colonies. |
| | | 5) I know that Manchester has changed dramatically over the last 100 years. | a) I know Deansgate station was known as Knott Mill station. b) I know many Manchester city streets, such as Mosley street were used exclusively by trams – no cars or horses and carts were allowed! c) I know that St. Anne's square was home to the Manchester Cotton Exchange. |
| | | 6) I know that Manchester is world famous for its arts, architecture, sports and music! | a) I know Manchester has produced amazing music from artists such as The Smiths, Oasis, The Stone Roses, Joy Division and the Buzzcocks. b) I know there are many iconic Manchester buildings, such as Beetham tower, Urbis, the Imperial War museum North, John Rylands Library, Manchester town hall and Central Library to name a few. c) I know that Angela Wakefield is a modern painter who often paints Manchester street scenes. |
| GEOGRAPHY LEARNING STATEMENTS | | | |
| Area of Learning | Knowledge and Skills | | |
| Locational and place knowledge | I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. I understand how some aspects have changed over time. I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country. | | |
| Fieldwork | I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. I can also investigate the types of shops, services and housing in the local area. I can carry out a simple questionnaire. I can apply mathematical skills in data handling to Geography fieldwork. | | |
| Use of basic geographical vocabulary | I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes. | | |
| Using globes, maps and plans | I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns; I can use atlases to find places using index/ contents. | | |
| Mapping skills | I can map evidence from fieldwork e.g. sketch annotated views. I can use aerial photos and satellite images. I can use oblique aerial views. | | |
| Human and physical: enquiry skills and communication | I can describe & understand key aspects of: physical geography, including rivers and mountains. | | |
| Specific content including country and capital city names | Manchester, London, England, Northern Ireland, Irish Republic, Scotland, Wales, United Kingdom, Great Britain, Edinburgh, Cardiff, Belfast, Dublin | | |
| Words linked to the local area | Urmston, Manchester, M60, M62, M56, M6, Lancashire, railways, Pennines, Peak District, River Medlock, River Irwell, River Mersey, Manchester Ship Canal, Style Cotton Mill, Irish Sea, North Sea, Atlantic Ocean, Pacific Ocean | | |

ART AND DESIGN

Exploring and Developing

| | |
|---------------------------------------|---|
| Exploring and developing ideas | Select and record from first hand observation, experience and imagination and explore ideas for different purposes. |
| | Question and make thoughtful observations about starting points and select ideas to use in their work. |
| | Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. |
| Evaluating and developing work | Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. |
| | Adapt their work according to their views and describe how they might develop it further. |

Painting

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|---|--|
| <i>Use more specific colour language e.g. tint, tone, shade and hue, showing increasing independence and creativity with the painting process.</i> | <ul style="list-style-type: none"> -Use primary colours to make secondary and tertiary colours effectively and apply when painting. -Blend with water colours. -Explore how blurred lines a can be achieved by painting. -Mix and use tints, shades and tones. | <ul style="list-style-type: none"> -Know how to mix flesh colours on hands and faces. -Know how to use colours to reflect mood in artwork. -Know that paint can be applied in different ways (using the paintbrush) to create straight lines and detail (e.g. side and tip of the brush) -Know that paint can be mixed with different media (e.g. sand, wood shavings) to create new effects and texture. -Know and explain the different types of paint have on a painting. -Know which tools and materials to use to make blurred and straight lines. | Blurred lines, straight lines, texture, blend, tints, shades, tones, primary, secondary, tertiary colours. |

3d Form

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|---|--|---|---|
| <i>Plan, design, make and adapt models. (clay/papier Mache/woodwork/choice for purpose)</i> | <ul style="list-style-type: none"> -Cut complex shapes from different mediums. -Decorate, coil and produce marquettes (rough draft or scale model) -Make informed choices about the 3D technique chosen. -Show an understanding of shape, space and form. -Plan, design, make and adapt models. -Talk about their work, understanding that it has been sculpted, modelled or constructed | <ul style="list-style-type: none"> -Know how to use nets to make 3D shapes to use in models. -Know that colour can be added once papier mache is dry -Know that an armature can be used to build upon papier mache | Clay, natural materials, rolling, stretching, pressing, pulling, clay, sculpture, manipulate, form, air dried clay. Join, hatching, tools, texture, slip water, finish, patterns, texture, form, nets, 3D shapes, models, marquettes, draft, scale model, sculpt, construct |

Artist/Style/Activities

Angela Wakefield: using painting techniques to depict a famous Manchester street scene with bright colours and contrasting darks (in the style of the artist).
John Bricksels: design and create a clay model of a famous Manchester landmark in the style of the artist.

| School Value | Topic relevance: How/when/where/why is it needed? |
|-----------------------|--|
| Resilience | <ul style="list-style-type: none"> - There have been many times in history when 'Mancunians' have had to show tremendous resilience, through war, through recessions and through poverty. - Many working class people have had to show incredible resilience, children working in the cotton mills being an example of this. |
| Respect | <ul style="list-style-type: none"> - We respect everyone's uniqueness and differences, particularly considering where they come from and what they stand for. We love and celebrate Manchester's diversity. - We can respect Manchester's rich history, how it has changed and how much we love it now. But what was it built on? Does Manchester have a past that we'd rather forget too? |
| Responsibility | <ul style="list-style-type: none"> - Emmeline Pankhurst and the likes of Sarah Parker, Olaudah Equiano and Frederick Douglass took responsibility for doing what is right in campaigning for the abolition of slavery and Manchester benefitting from the slave trade. - Manchester did play a leading role in the abolition of slavery with people like Thomas Clarkson taking responsibility for doing what was right. |
| Happiness | - Manchester is a wonderful place to live and we have many reasons to be happy. |
| Kindness | - There are many kind people and organisations in Manchester who make the world better. |
| Pride | - We can be proud of many of the British values that we stand for in the UK and as part of a global community. We are also proud to live in Manchester and be part of UPS! |

| Possible 'higher order' questioning | |
|-------------------------------------|--|
| Remember | What is the industrial revolution? When did it happen? How did Manchester start? |
| Understand | Can you explain how Manchester benefitted from slavery in its development? |
| Apply | What would you have said to Sarah Parker when she said, "When I walk through the streets of Manchester and meet load after load of cotton, I think of those 80,000 cotton plantations on which was grown the \$125m worth of cotton which supply your market, and I remember that not one cent of that money ever reached the hands of the labourers.'?" |
| Analyse | What was it like to be a woman in Victorian Manchester? Can you see why Emmeline Pankhurst did what she did? |
| Evaluate | Manchester is a fantastic place to live. Can you explain why, considering transport, culture and the economy? What was the impact of the cotton trade on the lives of Mancunians? |
| Create | Create an equal society in Victorian Manchester. If you were Robert Peel, how would you ensure equality? |

MUSIC

Controlling sounds through Singing

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|---|---|--|--|
| <ul style="list-style-type: none"> - Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression - Sing songs from memory with accurate pitch. | <ul style="list-style-type: none"> - Re-join the song if lost - Listen to the group when singing - Sing a range of songs in tune with expression as part of a group or individually. - Perform with an awareness of tempo and dynamic. - Evaluate their own singing and make improvements. | <ul style="list-style-type: none"> - Know that a solo singer makes a thinner texture than a large group | <ul style="list-style-type: none"> texture (layers of sound), solo, pitch, control, expression, tempo, dynamics |

Controlling sounds by Playing (and Performing)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|---|---|--|--|
| <ul style="list-style-type: none"> - Play instruments and perform in solo and ensemble contexts. Non-tuned percussion - Perform with control and awareness of what others are playing. | <ul style="list-style-type: none"> - Treat instruments carefully and with respect. - Rehearse and perform their part within the context of the song. - Listen to and follow musical instructions from a leader. - Experience leading the playing by making sure everyone plays in the playing section of the song. - Present a musical performance designed to capture the audience. - Communicate the meaning of the words and clearly articulate them. - Talk about the best place to be when performing and how to stand or sit. - Record the performance and say how they were feeling, what they were pleased with what they would change and why. | <ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *The instruments used in class *How performing is sharing music with other people, an audience - it can be to one person or to each other. *how you need to know and have planned everything that will be performed. *How lyrics must be sung or rapped clearly and with confidence *How a performance can be a special occasion and involve an audience including of people you don't know *How a performance is planned and different for each occasion *How it involves communicating feelings, thoughts and ideas about the song/music. | <ul style="list-style-type: none"> names of instruments being played, solo, ensemble, band, audience, rehearse, leader, conductor, record, video, playback, clear feedback, perform |

Creating and developing musical ideas (Improvisation and Composing)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|---|---|
| <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Begin to use notation to record compositions in a small group or individually | <ul style="list-style-type: none"> - Improvise using instruments in the context of a song they are learning to perform. - Play and Improvise: Using instruments - Plan and create a section of music that can be performed within the context of the song. - Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *Improvisation - is making up your own tunes on the spot *When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -Know and be able to talk about: <ul style="list-style-type: none"> * A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. | <ul style="list-style-type: none"> names of instruments being played, solo, ensemble, band, audience, rehearse, leader, conductor, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, silent, loud crescendo, diminishing, musicians Notation: rhythm, pause, rest symbol, notation |

Responding and reviewing (Appraising)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|---|--|---|
| <ul style="list-style-type: none"> - Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Explain why silence is often needed in music and explain what effect it has. - Identify and describe the different purposes of music | <ul style="list-style-type: none"> - Identify and describe the different purposes of music. - Confidently identify and move to the pulse. -Talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. - When talking try to use musical words. - Listen to several layers of sound (texture) and talk about the effect on mood and feelings. - Identify orchestral family timbres. - Identify cyclic (repeated) patterns. | <ul style="list-style-type: none"> - Know 5 songs from memory and who sang them or wrote them (over the year). - Know the style of the 5 songs. - Choose one song and be able to talk about: <ul style="list-style-type: none"> *Some of the style indicators of that song (musical characteristics that give the song its style) *The lyrics: what the song is about *Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the song (introduction, verse, chorus etc.) *Name some of the instruments they heard in the song -Know how pulse stays the same but rhythm changes in a piece of music. -Use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. | <ul style="list-style-type: none"> Pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody. orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, brit pop |

Listening and applying knowledge and understanding (Theory)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|---|---|--|
| <ul style="list-style-type: none"> - Begin to develop an understanding of the history of music. - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure. | <ul style="list-style-type: none"> - Combine sounds expressively (all dimensions). | <ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *How pulse, rhythm and pitch work together *Pulse: Finding the pulse – the heartbeat of the music *Rhythm: the long and short patterns over the pulse *Pitch: High and low sounds that create melodies *How to keep the internal pulse - Know the difference between pulse and rhythm - Musical Leadership: create musical ideas for the group to copy or respond to - Know that sense of occasion affects performance. - Describe different purposes of music in history/ other cultures. | <ul style="list-style-type: none"> Names of some composers, long and short patterns, high, low, musical ideas, notation, sequences, pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody. orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords |

Composers/Musicians/Artists/Styles

Wonderwall (You Tube)

Genre of the half term – Rock and Brit Pop