

GEC	OGRAPHY LEARNING STATEMENTS	Ν
Locational and place	I can name and locate geographical regions of the UK and	1 .
knowledge	their identifying physical and human characteristics,	Ĩ
	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 and physical geography of a region of the UK and	II (
	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.	C
	I can also investigate the types of shops, services and	
	housing in the local area.	
	I can carry out a simple questionnaire.	1
	I can apply mathematical skills in data handling to	
	geography fieldwork.	
Use of basic	I am beginning to apply the vocabulary of other subjects	
geographical	such as maths and science when describing geographical	
vocabulary	features and processes.	ŀ
Using globes, maps	I can use a globe and maps and some OS symbols on maps	
and plans	(and digital mapping) to name geographical regions and	F
	identifying physical and human characteristics, including.	
	cities, rivers, mountains, hills, key topographical features,	1
	land-use patterns;	
	I can use atlases to find places using an index and contents.	י 1
	I am beginning to understand scale and distance on a map,	
	using and applying mathematical skills.	۱IV
Mapping skills	I can use and understand Ordnance Survey symbols and	IF
	keys to build up my knowledge of a local place, the UK and	0
	the wider world.	10
	I can map evidence from fieldwork (e.g. sketch annotated	۱V
	views).	
	I can use aerial photos and satellite images.	
	I can use oblique aerial views.	
	I am beginning to use the 8 compass points.	
Human and physical:	I can describe and understand key aspects of physical	
enquiry skills and	geography, including rivers and mountains.	
communication	I can describe key aspects of human geography including	
	types of settlement and land use, economic activity and	
	the distribution of some natural resources of the countries	
	studied.	
	I apply mathematical skills when using geographical data.	
	I can communicate geographical information in a variety of	



Manchester Pride!

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 discuss the differences between city and rural living and the advantages and disadvantages associated with these. Through historical photographs and other sources, the children are given the opportunity to see the changes over time to Manchester, linking it to the famous landmarks they know today and the geographical concepts that have shaped those changes. 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, we touch on how Manchester came to be, how it grew during the industrial revolution and how it benefitted from the cotton trade, the Mersey river and Manchester Ship Canal an example of how human and physical processes work together. We take the opportunity to look at rivers and use the Mersey as an example of how important they are to cities across Europe. Here, the children explore the impact of human processes on the area, what made Manchester such a prominent northern city, but also touch on how exploitation and inequality formed part of its growth. 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. This topic is also key on drawing comparisons with two other European city – Rome and Paris. The children will have already looked at so many aspects of what Rome is like physically and geographically, historically and culturally, and looking at the similarities and differences here will assist our pupils in comparing life in our great city, with that of our European neighbours. Around the same time, the geography and historical development of Paris will also be looked at, furthering the children's understanding of how human and physical geography impact on one another.

s al	GEOGRAPHICAL VOCABULARY AND CONCEPTS								
	Human Geography	trade,	, economy, settlement, town, city, urban, rural, parks, borough,	region, Europe, country, county, economy, trade, tourism, energy, infra-structure,					
aps	culture, bars, shops, cafes, museums, transport, roads, trams, recycling, local charities, urban sprawl, growth, services, business, motorway								
i g.	Physical Geography	land	scape, hills and mountains, topography, Peak District, Lake Distr	rict, river, ocean, sea, coast, weather, climate, biomes, vegetation, farmland (human)					
s,	Map-based vocabula	iry	Equator, Northern/Southern hemisphere, Tropic of Capricorn/Cancer, atlas/map/globe, longitude, latitude, time difference, Greenwich Meantime						
ents.	Tier 3 Place and	Manc	hester, London, England, Northern Ireland, Irish Republic, Scotla	nd, Wales, United Kingdom, Great Britain, Edinburgh, Cardiff, Belfast, Dublin,					
ap,	locational	Urms	ton, Manchester, M60, M62, M56, M6, Lancashire, railways, Per	nnines, Peak District, River Medlock, River Irwell, River Mersey, Manchester Ship					
	vocabulary Canal, Style Cotton Mill, Irish Sea, North Sea, Atlantic Ocean, Pacific Ocean								
i and	Geographical	ieographical Place: changed, developed							
and	concepts and tier 2								
ed	vocabulary								
	Environment (physical and human processes: topography, changes over time, natural resources, settlement								
	Interconnections: significance, connections, links, interdependent, economic, trade, social, break down								
	Cultural awareness, diversity: lives, communities, disparity, inequality, religion, similarities and differences								
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		MAT	HS AND SCIENCE ACROSS THE CURRI	CULUM – Data Handling and Statistics					
g	Science NC: recording findings using simple scientific language, drawings, labelled diagrams; line graphs and scatter graphs								
ries									
а.			Enrichment activities	Manchester bus trip					
y of	(includ	ing	g trips/visitors, etc)	Quarry Bank Cotton Mill					
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ways, including through maps and writing

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Still LEARNINGS TATEMENTS Using Evidence Lan bit with critically, weigh evidence, aft arguments and device parepactive and judgement. Lan describe how the past can be represented or interpreted in a few different ways. Historical Lan answer and sometimes device my own historically valid questions. Communication Lan use one or more sources of information to help me enswer questions about the past in sentences. Communication Lan beginning to use place value in the context of timelines. General empte, achievement, trade, economy, settlement, diversity, society, culture, connections, local, regional, national Topic Specific industrial revolution, cotton trade, textiles, sharey, oppression, British Empier, anglike, Paterico Mascare, davery, sarsh Parker, Olaudah Equiano, Frederick Douglass, Toman Carkens, and and the winder world. 11 Isnow the functional trade conomy, settlement, diversity, society, culture, connections, local, regional, national 01 Isnow the difference between the Lik, Great Birtain and the entrich likes. 01 Isnow ther the Mersey runs. I know it is formed from three tributaries: the River Chercov, the River Carest to goods and jobs are important factors in their decision. 01 Isnow where the Mersey runs. I know it is formed from three tributaries: the River Chercov, the River Carest to and save merchance for a single merchance. 11 Isnow there the Mersey runs. I know it is formed from three tributaries: the River Tarest, a few merchance										
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Plan, design, make and -Cu		3d Form Knowledge					
Plan, design, make and -Cu		Knowledge					
Plan, design, make and -Cu							
	ut complex chapes from different mediums	-Know how to use nets to make 3D shapes to use in					
	at complex shapes from unreferit mediums.		Clay, natural materials, rolling,				
	ecorate, coil and produce marquettes (rough	models. stretching, pressing, pulling, cla					
	aft or scale model)	-Know that colour can be added once papier mache is sculpture, manipulate, form, air					
	Make informed choices about the 3D technique						
	iosen. how an understanding of shape, space and fo	-Know that an armature can be used to build upon prm. papier mache	texture, slip water, finish, patterns, texture, form, nets, 3D				
I	lan, design, make and adapt models.		shapes, models, marquettes,				
	alk about their work, understanding that it ha	as	draft, scale model, sculpt,				
	een sculpted, modelled or constructed		construct				
	А	Artist/Style/Activities					
Angela Wakefield: using pain		chester street scene with bright colours and contrasting da	rks (in the style of the artist).				
Je	Iohn Brickels: design and create a clay mo	odel of a famous Manchester landmark in the style of the a	rtist.				
	ance: How/when/where/why is it needed?	Possible 'higher order' question	ning				
	in history when 'Mancunians' have had to show tremendous gh recessions and through poverty.	Remember What is the industrial revolution? When did it happen? H					
- Many working class people have	ave had to show incredible resilience, children working in the	Understand Can you explain how Manchester benefitted from slaven	ry in its development?				
cotton mills being an example o	of this. eness and differences, particularly considering where they come		What would you have said to Sarah Parker when she said, "When I walk through the streets of				
	We love and celebrate Manchester's diversity.		Manchester and meet load after load of cotton, I think of those 80,000 cotton plantations on				
	s rich history, how it has changed and how much we love it now.	which was grown the \$125m worth of cotton which supply your market, and I remember that no					
But what was it built on? Does N	Manchester have a past that we'd rather forget too?						
	likes of Sarah Parker, Olaudah Equiano and Frederick Douglass		one cent of that money ever reached the hands of the labourers.'?				
took responsibility for doing what Manchester benefitting from the	hat is right in campaigning for the abolition of slavery and he slave trade	Analyse What was it like to be a woman in Victorian Manchester	r can you see why Emmeline Pankhurst				
5	g role in the abolition of slavery with people like Thomas Clarkson	did what she did?					
taking responsibility for doing w			valuate Manchester is a fantastic place to live. Can you explain why, considering transport, culture and the				
Happiness - Manchester is a wonderful place	lace to live and we have many reasons to be happy.	economy? What was the impact of the cotton trade on t	economy? What was the impact of the cotton trade on the lives of Mancunians?				
	the British values that we stand for in the UK and as part of a	equality?					
giobal community. We are also	o proud to live in Manchester and be part of UPS!						

1	MUSIC									
	Controlling sounds through Singing									
	· · · · · · · · · · · · · · · · · · ·									
	and ensemble contexts, usir									solo, pitch, control,
	musical instruments with in				ssion as nart	of a group or individually.	texture than a l	texture than a large group		expression, tempo,
	and expression	creasing, indency, control		awareness of tempo ar		or a group of manually.				dynamics
		vith accurate pitch.						dynamics		
	- Sing songs from memory with accurate pitch Evaluate their own singing and make improvements. Controlling sounds by Playing (and Performing)									
										Key Vocabulary
	- Play instruments and	- Treat instruments car	efully and with respect.	Knowledge - Know and be able to talk about:			Meuge			names of instruments being
	perform in solo and		n their part within the c							played, solo, ensemble, band,
	ensemble contexts.		nusical instructions from			performing is sharing music with	other people, an	audience - it can	beto	audience, rehearse, leader,
	Non-tuned percussion		e playing by making sur			rson or to each other.				conductor, record, video,
	- Perform with control and	the playing section of t		, , ,		ou need to know and have plan	ned everything th	at will be perform	med.	playback, clear feedback,
	awareness of what others	- Present a musical per	formance designed to c	apture the audience.	*How I	yrics must be sung or rapped cle	early and with con	fidence .		perform
	are playing.	- Communicate the me	aning of the words and	clearly articulate then	n. *Howa	a performance can be a special o	occasion and invol	ve an audience		
			ace to be when perforn	ning and how to stand		ng of people you don't know				
		or sit.				a performance is planned and di				
			ice and say how they we			t involves communicating feelin	gs, thoughts and i	ideas about the		
		were pleased with what	t they would change an		song/n					
				5 1 5	nusical ideo	as (Improvisation and Compo	57			
	National Curriculum		Additional Skill				vledge			Key Vocabulary
		Improvise using instrume		ong they are learning	o perform.	- Know and be able to talk ab				f instruments being played, solo,
		Play and Improvise: Using				*Improvisation - is making up				e, band, audience, rehearse,
		Plan and create a section	of music that can be pe	erformed within the		*When someone improvises,				onductor, improvisation,
		context of the song.				that has never been heard be and belongs to them.	fore. It is not writ			tion, tempo, dynamics, timbre,
		 Talk about how it was cre Listen to and reflect upor 		cition and make music	al	-Know and be able to talk abo				pulse, rhythm, silent, loud lo, diminishing, musicians
		decisions about pulse, rhyt			ai	* A composition: music that i			crescenc	io, uiminishing, musicians
		Record the composition i			nection	some way. It's like writing a s			Notation	: rhythm, pause, rest symbol,
		between sound and symbo			needon	performed again to your frier		yea or	notation	
					a and revie	wing (Appraising)				
	National Curriculum	Ac	Iditional Skills		<u> </u>	Knowledge	2			Key Vocabulary
	- Appreciate and understand		e the different purpose	s of music Know 5	songs from	memory and who sang them or		r the vear).		Pulse, duration, timbre, pitch,
	a range of high-quality live		and move to the pulse.		he style of t			, ,		dynamics, tempo, texture,
	and recorded music drawn		al dimensions working			nd be able to talk about:				structure, rhythm, melody.
	from different traditions and	d in the songs e.g. if th	e song gets louder in th	e chorus *Some (of the style ir	ndicators of that song (musical c	haracteristics that	t give		orchestral family timbres,
	from great composers and	(dynamics).			; its style)					cyclic patterns, repeating
	musicians.		c and how it makes the			e song is about				phrases, different pitches, fast
	- Explain why silence is often - Listen carefully and respectfully to other people's *Any musical dimensions featured in the song and where they are used (texture, moving, melodic phrases, brit									
	needed in music and explain thoughts about the music. dynamics, tempo, rhythm and pitch) *Identify the main sections of the song (introduction, pop									
	what effect it has When talking try to use musical words. Verse, chorus etc.) Identify and describe the									
	 Identify and describe the different purposes of music - Listen to several layers of sound (texture) and talk * Name some of the instruments they heard in the song - Know how pulse stays the same but rhythm changes in a piece of music. 									
	- Identify orchestral family timbres Use more musical dimensions vocabulary to describe music – duration, timbre, pitch,									
	- Identify cyclic (repeated) patterns. dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.									
		, , , , , , , , , , , , , , , , , , ,				e and understanding (Theor				
	National Cur	rriculum	Additional Skills			Knowledge			Kev	Vocabulary
- Begin to develop an understanding of the history - Combine sounds - Know and be able to talk about: Names of some composers, long a										
	of music.	,		pulse, rhythm and pitch work together			high, low, musical ideas, notation, sequences, pulse,			
	- Understand and explore ho			Finding the pulse – the heartbeat of the music			duration, timbre, pitch, dynamics, tempo, texture,			
					m: the long and short patterns over the pulse			structure, rhythm, melody. orchestral family timbres,		
	the inter-related dimensions			ligh and low sounds that create melodies			cyclic patterns, repeating phrases, different pitches,			
dynamics, tempo, timbre, texture and structure. + How to keep the internal puls					ternal pulse			fast moving, m		
				- Know the differen	e between p	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.				
	Composers/M	lusicians/Artists/St	yles	Wonder	vall (You 1	Tube)	Genre of	the half term	- Rock	and Brit Pop
H						•				·