



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.

GEOGRAPHY LEARNING STATEMENTS

Locational and place knowledge	I can name and locate geographical regions of the UK and 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 and 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.
Use of basic geographical vocabulary	I can apply mathematical skills in data handling to geography fieldwork.
	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 and maps and some OS symbols on maps (and digital mapping) to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns;
	I can use atlases to find places using an index and contents.
	I am beginning to understand scale and distance on a map, using and applying mathematical skills.
Mapping skills	I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.
	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 am beginning to use the 8 compass points.
	I can describe and understand key aspects of physical geography, including rivers and mountains.
	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 ways, including through maps and writing.

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, culture, bars, shops, cafes, museums, transport, roads, trams, recycling, local charities, urban sprawl, growth, services, business, motorway
Physical Geography	landscape, hills and mountains, topography, Peak District, Lake District, river, ocean, sea, coast, weather, climate, biomes, vegetation, farmland (human)
Map-based vocabulary	Equator, Northern/Southern hemisphere, Tropic of Capricorn/Cancer, atlas/map/globe, longitude, latitude, time difference, Greenwich Meantime
Tier 3 Place and locational vocabulary	Manchester, London, England, Northern Ireland, Irish Republic, Scotland, Wales, United Kingdom, Great Britain, Edinburgh, Cardiff, Belfast, Dublin, 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
Geographical concepts and tier 2 vocabulary	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact 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

MATHS AND SCIENCE ACROSS THE CURRICULUM – Data Handling and Statistics

Science NC: recording findings using simple scientific language, drawings, labelled diagrams; line graphs and scatter graphs

Possible Enrichment activities (including trips/visitors, etc)

**Manchester bus trip
Quarry Bank Cotton Mill**

		HISTORY	
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY	
Chronology	I am starting to develop a chronologically secure knowledge of history. I can tell a story within and across different time periods.	periods of time, timeline, chronological conventions (e.g. BC, BCE & CE/AD), chronological order, story of events within and across the time periods, changes	
Causes and Consequences	I am beginning to identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, result/impact, identifying reasons, links, change, difference, context, similarity, difference, relationships, legacy	
Continuity and change	I have started to describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods	
Significance	I can identify some historically significant people and events in situations.	significant events, significant people, leaders, invasion, war, conflict, changes, legacy, impact	
Historical evidence and interpretation	I am beginning to understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, bias, anachronism, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid	
Similarity, difference and diversity	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, legacy	
SKILLS		LEARNING STATEMENTS	
Using Evidence	I can think critically, weigh evidence, sift arguments and develop perspective and judgement.		
	I can describe how the past can be represented or interpreted in a few different ways.		
Historical Enquiry	I can answer and sometimes devise my own historically valid questions.		
	I can use one or more sources of information to help me answer questions about the past in sentences.		
Communication	I can present recalled or selected information in a variety of ways using specialist terms.		
	I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.		
	I am beginning to use place value in the context of timelines.		
		TIER 3 VOCABULARY	
General	empire, achievement, trade, economy, settlement, diversity, society, culture, connections, local, regional, national		
Topic 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, canal, mill		
KNOWLEDGE (substantive)			
'Core'		'Additional'	
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.		
2) I know other European some cities that are situated on a river and why they are so important to the people who live there.	a) I know where the Mersey runs. I know it is formed from three tributaries: the River Etherow, the River Goyt, and the River Tame. The official start of the Mersey is at the confluence of the rivers Tame and Goyt in central Stockport, a few miles south of Manchester.		
	b) I know why the Mersey was important for Manchester and how it helped create jobs, particularly with the cotton trade.		
	c) I know how people have adapted rivers for their own use.		
4) I know Manchester's network of canals and large mills made it particularly effective during the industrial revolution for transporting goods...which was key to TRADE!	a) I know that the Manchester Ship Canal opened in 1814 and was the largest river navigation canal in the world.		
	b) I know that it helped goods to be transported between Manchester and Liverpool – cargo ships from the ocean could now sail from the Mersey estuary into the centre of Manchester...it turned a landlocked city into a port!		
	c) I know that this is an example of how human and physical processes work together.		
3) 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 how Manchester is connected to the rest of the UK and the world and how and why this has developed over time.		
5) 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.		
6) 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.		
7) 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.		

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	<ul style="list-style-type: none"> - Manchester is a wonderful place to live and we have many reasons to be happy.
Kindness	<ul style="list-style-type: none"> - There are many kind people and organisations in Manchester who make the world better.
Pride	<ul style="list-style-type: none"> - 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