



Archbishop Cranmer C of E Primary Academy  
Foundation Subjects Medium Term Planning Front Cover Sheet



<b>Year Group and Teacher:</b>	Miss Miranda – Year 4	<b>Term:</b>	Autumn 2023	
<b>Unit Outcomes/ Objectives (Future):</b> <ul style="list-style-type: none"><li>• <b>Science:</b> Understanding how the human digestive system works. Looking at human teeth and knowing the difference between primary and permanent teeth. Drawing on prior knowledge of dental hygiene to advise how we can take care of our teeth. Identifying the differences in animal teeth and how this correlates to their diets. Putting animals onto a food chain based on whether they are a producer, prey or predator.</li><li>• <b>Geography:</b> Looking at where our food comes from and why it is important to ensure all traders receive a fair price for playing their part. Investigating the journey of a cocoa bean and how this ends up in our supermarkets today.</li><li>• <b>History:</b> Reflecting on our own childhoods and how this has changed over the years. Comparing both the Victorian and Tudor period to understand when children were considered adults, their working conditions and how they lived differently to use today.</li><li>• <b>Computing:</b> Conducting internet research, data handling using Excel and understanding e-safety.</li><li>• <b>Art and Design:</b> Investigating artwork by Henry Moore, Henri Matisse and Ed Ruscha. Learning how to create a 3D effect by using different tones and experimenting with holding our pencils in multiple ways. Using charcoal and rubber to show areas of light and dark in drawings. Using different tools to create marks and patterns when scratching into a painted surface.</li><li>• <b>Design and Technology:</b> Produce a range of freestanding frame structures of different shapes and sizes. Designing a pavilion that is strong and aesthetically pleasing from a range of different materials using different construction techniques.</li></ul>		<b>Cross Curricular Writing Opportunities:</b> <p>Biography of Lord Shaftesbury Recount of ‘The Journey of a Cocoa Bean’ Letter to home from a child in the Victorian era Diary entry</p> <b>Quality Text:</b> <p>The Boy who Saved a Bear</p>	<b>Local Context Links:</b> <p>York residential trip – Chocolate Story Sudbury Hall and the museum of childhood Bingham Leisure Centre</p>	

<p><b>SMSC links:</b></p> <p>Facilitating a better understanding of global interconnectedness, promoting empathy and respect towards people of different faiths, beliefs, and socio-economic backgrounds worldwide.</p> <p>Raising awareness of the impact that humans have on our planet and encouraging pupils to consider how they can limit their negative impact on the planet, to the benefit of future generations.</p> <p>Offering opportunities to marvel at human achievements and discoveries that influence our lives today.</p> <p>Offering them opportunities to present their work to others.</p>	<p><b>British Values/ PSHE links:</b></p> <p>Learning about the way life has changed and the importance of learning about significant events which have influenced how we live today.</p> <p>Working in teams and partners to complete investigations, research and complete tasks.</p> <p>Discussion and debate – Should the Vikings have invaded Britain?</p> <p>Reflect on their rights and responsibilities as citizens and understand the importance of the fundamental British values of democracy, rule of law and individual liberty.</p>	<p><b>Maths Missions:</b></p> <p>Calculating the difference between the different periods (Victorian and Tudor)</p> <p>Creating charts and interpreting data from science experiments</p> <p>Timeline activities</p> <p>Calculating food miles</p> <p>Collecting and presenting data from interviews about where our food comes from</p>	<p><b>Christian Values/ SIAMs strands:</b></p> <p>The need for mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Learning about Pagan beliefs including their Gods.</p> <p>How Christianity spread across Britain.</p>
<p><b>Global Citizenship and Diversity (inc BLM) links:</b></p> <p>Diverse Food Origins: Start by explaining that the foods we eat often come from different parts of the world. Show them a world map and point out where some of their favorite foods like pizza, rice, or bananas come from.</p> <p>People and Places: Teach them that different people from different places grow and make these foods. Some places have lots of resources, while others have fewer. Just like in a game, some players might start with more advantages.</p> <p>Equal Opportunities: Explain that everyone should have a fair chance to grow, trade, and enjoy these foods. This is like the idea that everyone should be treated fairly and equally, which is what the Black Lives Matter movement talks about.</p> <p>Being Kind and Fair: Emphasize the importance of being kind and fair to people from all backgrounds. Encourage them to learn about and respect different cultures, just like they enjoy different foods from around the world.</p> <p>Change and Action: Share stories of how people work together to make the world more fair. This includes helping farmers, making fair trade choices, and supporting movements like BLM that aim to make sure everyone is treated equally.</p>	<p><b>Outdoor Learning Opportunities:</b></p> <p>Flintham show</p> <p>Nature walk</p>		

<b>Hook (Engage):</b>  Sudbury Hall and the Museum of Children Victorian Workhouse	<b>Focus reading children:</b>  <b>Action:</b> See provision map for targeted interventions Pre-reads, shortened texts, group reads Related texts for reciprocal reading sessions and homework tasks Reading comprehension activities	<b>Focus writing children:</b>  <b>Action</b> See provision map for targeted interventions Word mats/ year 4 writing mat Structured writing templates Focus Groups Group writes Teacher as writer	<b>SEN/ PP:</b>  <b>Action:</b> See provision map for targeted interventions Work modified where appropriate eg. Word mats / coloured paper/ enlarged texts Focus Groups
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**Archbishop Cranmer C of E Primary Academy**  
**Topic Sequence of Learning**

**Year: 4 Term: Autumn**



National Curriculum Coverage		Key Vocabulary
<p><b>Geography</b>  Identify that different foods grow in different biomes and say why.  Explain which food has the most significant negative impact on the environment.  Consider a change people can make to reduce the negative impact of food production.  Describe the intentions around trading responsibly.  Explain that food imports can be both helpful and harmful.  Describe the journey of a cocoa bean.  Locate countries on a blank world map using an atlas.  Use a scale bar correctly to measure approximate distances.  Collect data through an interview process.  Analyse interview responses to answer an enquiry question.  Discuss any trends in data collected.</p>		air freight carbon footprint distribution fertiliser food bank food miles import pesticides qualitative quantitative responsible trade sample size scale bar seasonal food source sustainability trade trend
Building on Prior Learning	Preparing for Future Learning	
In year 3, children will cover the topic 'Are all settlements the same?' which will pull on their knowledge of identifying features and following routes on OS maps and identifying different types of land use comparing to New Delhi.	In year 6, the children will study the topic 'Why does population change?' where pupils will build upon skills and knowledge learnt in this unit, for example, developing their use of an OS maps and how different factors influence the environments people live in.	

We also hope this unit will prepare our pupils with a variety of subject knowledge and practical skills that can be applied at secondary school and in the wider world.

### Key Knowledge and Skills ([Link to Progression Map](#))

#### Locational Knowledge

- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position and significance of both the Arctic and Antarctic Circle.
- To know where North and South America are on a world map.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).
- To know that biomes are areas of world with similar climates, vegetation and animals.
- To know the world's biomes.
- To know vegetation belts are areas of the world which are home to similar plant species.
- To know the main types of land use
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.

#### Place Knowledge

- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

#### Human and Physical Geography

- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.

- Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know the world's biomes.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- To know that climates can influence the foods able to grow.
- To know the main types of land use
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
- To know the UK grows food locally and imports food from other countries.

### **Geographical Skills and Fieldwork**

- Beginning to use maps at more than one scale. Geographical skills and fieldwork.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Beginning to choose the best approach to answer an enquiry question.
- Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.
- Asking and answering one- step and two-step geographical questions.
- Making digital audio recordings for a specific purpose.
- Designing a questionnaire / interviews to collect qualitative fieldwork data.
- Using a questionnaire / interviews to collect quantitative fieldwork data.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Finding answers to geographical questions through data collection.
- To know that grid-references help us locate a particular square on a map.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
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Sequence of Knowledge and Skills		Timeline of Events
<b>Lesson 1:</b>		
<b>Up2:</b>	Explaining the impact of food choices on the environment.	<b>Significant People</b>
<b>Ad+on:</b>	I can include suggestions for reducing food miles.	Edna Ruth Byler – Laid the groundwork for the first Fair Trade organisation
	describe how to make small changes to a diet to help fight climate change.	

<b>Go4:</b> <b>'I can'</b>	explain ways in which food choices can harm the environment.
	state why certain foods grow in different biomes.

**Lesson 2:**

<b>Up2:</b>	Understanding the importance of trading responsibly.
<b>Ad+on:</b>	I can explain our role in the trading process and how it links to individual liberty.
<b>Go4:</b> <b>'I can'</b>	explain what trading responsibility means and how it supports equality.
	explore prior problems with trading in Côte d'Ivoire and how working with an organisation benefitted them.
	understand what trading responsibly means.

**Lesson 3:**

<b>Up2:</b>	Describing the journey of a cocoa bean.
<b>Ad+on:</b>	Why is it important to look for the 'Fair Trade' symbol on chocolate packets?
<b>Go4:</b> <b>'I can'</b>	use time conjunctions to describe the process from cocoa bean to chocolate.
	recall the locations a cocoa bean travels through to reach the UK.
	understand there are different opinions on importing products.

**Lesson 4:**

<b>Up2:</b>	Mapping and calculating the distance food has travelled.
<b>Ad+on:</b>	How can I reduce my food mileage?
<b>Go4:</b> <b>'I can'</b>	ask questions about where the food I eat comes from.
	use the scale bar on a map to calculate approximate food mileage.
	label countries on a world map using an atlas.

**Lesson 5:**

<b>Up2:</b>	Designing and using data collection methods to find where our food comes from.
<b>Ad+on:</b>	
<b>Go4:</b> <b>'I can'</b>	describe the features of a questionnaire.
	analyse information from an interview.
	collect data from an interview.

**Lesson 6:**

<b>Up2:</b>	Discussing the advantages and disadvantages of buying both locally and imported food.		
<b>Ad+on:</b>			
<b>Go4: 'I can'</b>	present the answers to an enquiry question.		
	create a balanced argument about where to buy food from.		
	describe the limitations of questionnaires.		



**Archbishop Cranmer C of E Primary Academy**  
**Topic Sequence of Learning**

**Year: 4 Term: Auutmn**



National Curriculum Coverage		Key Vocabulary
<p><b>History</b>            Make observations and deductions from sources.            Suggest how children's lives have changed.            Explain why children needed to work.            Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.            Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.            Use sources to identify leisure activities and compare them over time.            Identify diseases from the past and discuss how effective the treatments were.</p>		continuity chronological order inference apprentice chaffing wheat master oath trapper hurrier/hurrying textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform leisure time plague smallpox flu
<p><b>Building on Prior Learning</b>            In year 3, children will cover the topic 'Are all settlements the same?' which will pull on their knowledge of identifying features and following routes on OS maps and identifying different types of land use comparing to New Delhi.</p>	<p><b>Preparing for Future Learning</b>            In year 6, the children will study the topic 'Why does population change?' where pupils will build upon skills and knowledge learnt in this unit, for example, developing their use of an OS maps and how different factors influence the environments people live in. We also hope this unit will prepare our pupils with a variety of subject knowledge and practical skills that can be applied at secondary school and in the wider world.</p>	

cholera  
treatments  
vaccination

**Key Knowledge and Skills (Link to Progression Map)**

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

**Sequence of Knowledge and Skills**

**Lesson 7:**

<b>Up2:</b>	Identifying how children's lives have changed using a range of sources.
<b>Ad+on:</b>	I can categorise inferences based on their significance.
<b>Go4:</b> <b>'I can'</b>	make observations and deductions from sources.
	suggest how children's lives have changed.
	ask enquiry questions about children's lives.

**Lesson 8:**

<b>Up2:</b>	Understanding why children worked in Tudor times and what the conditions were like.
<b>Ad+on:</b>	I can link my piece of work to protected characteristics.
<b>Go4:</b> <b>'I can'</b>	explain why Tudor children needed to work.
	identify the types of jobs that Tudor children would have.
	create questions about working conditions.

**Lesson 9:**

**Timeline of Events**

**1485:** The Tudor dynasty begins with the ascension of Henry VII to the English throne after the Battle of Bosworth Field.

**1496:** The "Act for the Punishment of Beggars and Vagabonds" is passed, leading to the persecution of poor and orphaned children.

**1536:** The Dissolution of the Monasteries under Henry VIII disrupts many monastic schools, impacting the education of children.

**1543:** The English Reformation intensifies, leading to changes in religious education and practices among children.

**1563:** The Statute of Artificers and Apprentices is enacted, regulating apprenticeships for young people in various trades.

<b>Up2:</b>	Understanding why children worked in Victorian times and what the conditions were like.
<b>Ad+on:</b>	I can draw on inferences and use show-not-tell to explain how the child might have felt.
<b>Go4:</b>	write a letter explaining the conditions Victorian children experienced.
<b>'I can'</b>	make observations and inferences.
	identify and understand the different types of jobs Victorian children had.

#### Lesson 10:

<b>Up2:</b>	Understanding how Lord Shaftesbury changed children's lives.
<b>Ad+on:</b>	I can evaluate the impact of his work.
<b>Go4:</b>	explain which of his achievements were most important.
<b>'I can'</b>	explain how he changed the lives of children.
	create a biography summarising the key events of Lord Shaftesbury's life.

#### Lesson 11:

<b>Up2:</b>	Understanding how and why children's leisure time has changed.
<b>Ad+on:</b>	I can compare my leisure time to children in other time periods.
<b>Go4:</b>	explain the reasons for leisure activities changing.
<b>'I can'</b>	compare leisure activities over time.
	use sources to identify historical leisure activities.

#### Lesson 12:

<b>Up2:</b>	Understanding which diseases children caught and how they were treated.
<b>Ad+on:</b>	I can compare my experiences of being ill to how children used to be treated.
<b>Go4:</b>	explain why some treatments worked and others did not.
<b>'I can'</b>	identify how effective treatments for diseases were.
	identify some of the diseases from the past and their symptoms.

### Victorian Era (1837-1901):

**1837:** Queen Victoria ascends to the throne, marking the beginning of the Victorian era.

**1833:** The Factory Act is passed, limiting the working hours of children in textile factories.

**1844:** The Ragged Schools Union is established, providing education to destitute and neglected children in urban areas.

**1847:** The Ten Hours Act further reduces the working hours for women and young people in factories.

**1861:** The Elementary Education Act, also known as the Forster Act, introduces the concept of compulsory elementary education for children aged 5 to 13.

**1870:** The Elementary Education Act of 1870 establishes the framework for elementary schools and allows local school boards to levy taxes for school funding.

**1880:** The Education Act of 1880 makes school attendance compulsory for children between the ages of 5 and 10.

**1891:** The Factory Act of 1891 raises the minimum working age to 11 and improves safety regulations for child labor.

**1893:** The Elementary Education (School Attendance) Act of 1893 raises the school leaving age from 10 to 11.

**1901:** Queen Victoria passes away, marking the end of the Victorian era.

These events provide an overview of the significant changes in the lives of Tudor and Victorian children, including their education, working conditions, and legal protections.

**Significant People**

Lord Shaftesbury – Helped to improve children’s work conditions