

**Topic Name: Canal Life- A local Study with links to Droitwich Salt**  
**Class and Year Groups: Orange Class Year 3/4**

<p><b>SUCCESS CRITERIA:</b> On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what life was like for those working and living on the canals.</li> <li>• Talk about the impact canal systems had on industry and leisure.</li> <li>• Describe how the lock works.</li> <li>• Investigate the historical features of the local canal.</li> <li>• Name some of the ways in which we use CANALS.</li> <li>• Explain the different risks and how to keep safe in and around water.</li> </ul> <p><b>KEY VOCAB:</b> Canal, Towpath, navigation, lock, barge, human and physical features, navvies, industry, rural , urban</p>	<p><b>KEY FOCUS AREAS:</b></p> <p>History: Local History study: The History of Birmingham to Worcester Canal system. Who built it? How and why?</p> <p>Geography:</p> <p>DT: Exploring Beam and arch bridges. Testing and evaluating. Explore building materials for various constructions</p>	<b>SYNOPSIS:</b>	
		Week 1	What is a canal? OS map and symbols in geography. Ariel photos of the canal
		Week 2	Building the canal. Who? How? Why? Local history: Droitwich. Who was John Corbett?
		Week 3	How have canals been used in the past? How does this compare to now? Link to local History: Droitwich Salt.
		Week 4	Local canal study/walk: what wildlife lives in and around the canal. plants and animals. How do people use the canal today?
		Week 5	Life on a canal boat. Dress. Adult/children jobs.
<b>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</b>		<b>KEY QUESTIONS (linking to topic factsheet):</b>	
<p><b>Geography:</b>  <b>Canal Life - A local study with links to Droitwich Salt.</b></p> <ul style="list-style-type: none"> <li>• Investigate places and themes at more than one scale</li> <li>• Begin to collect and record evidence</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> <li>• 4 compass points to follow/give directions:</li> <li>• Use letter/no. coordinates to locate features on a map.</li> <li>• Begin to use map sites on the internet.</li> <li>• Begin to use junior atlases.</li> <li>• Begin to identify features on aerial/oblique photographs</li> </ul>		<ol style="list-style-type: none"> <li>1. Who built the canals?</li> <li>2. Why are rivers/canals and coasts important?</li> <li>3. How are/were rivers and canals used?</li> <li>4. How can we stay safe around water?</li> <li>5. What was Life on the boats/canals like?</li> <li>6. What lives in and around the canal?</li> <li>7. How can you use the local canal?</li> <li>8. What historical features can you spot along the towpath?</li> <li>9. Who looks after the canals?</li> <li>10. Why do we need locks?</li> </ol>	
<b>Science</b>		<b>Opportunities for Extension</b>	
<p><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>		<p>Complete their own canal study. Explore (with supervision) the Droitwich/Worcester canal or local ponds or streams. Walk or cycle the towpaths. Explore the various bridge structures as you travel. Investigate canal art found on canal boats. Visit the Hive with your own family.</p>	

**Working scientifically:**

- Compare how different things move and group them
- Raise questions and carry out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;
- Explore the strengths of different magnets and find a fair way to compare them
- Sort materials into those that are magnetic and those that are not;
- Look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another
- Identify how these properties make magnets useful in everyday items and suggesting creative uses for different magnets

**ENGLISH:** Purpose for writing: To Inform (explanation) and To Entertain.

**Visual literacy:** Catch a lot (visual literacy)

**Fiction:** **The Iron Man**

**Recount writing:** Visit to Three Counties

**Non-Chronological reports:** Life on the Canal link to topic.

**READING Whole class KEY TEXT(S):** Voices in the Park, Iron Man,

**YR 3 MATHS:**

Fractions

Time

Continued practise and reinforcement of Times Tables, Number facts recall. Mental Maths skills.

**Yr 4**

National Multiplication Check and practice

NTS end of Year Maths assessments

Symmetry

Quadrilaterals

Triangles

**VERTICAL DRIVERS/OPPORTUNITIES FOR ENRICHMENT:**

Driver: Place in the World.

Places to visit: Visit a river locally and take photos or draw the river scene. Take a boat trip or visit Ironbridge the world's first iron bridge that was erected over the River Severn in 1779. Visit Worcester Museum to find the sturgeon captured in 1835. Visit the Hive to find books around the water theme.

**ART: Canal art - Roses & Castles**

Recreate traditional roses and castles art work using paint and pastels.

**PSHE and RSE:**

**BRITISH VALUES:** Individual Liberty.

**School Value:**

<p><b>DESIGN TECHNOLOGY: Building Bridges.</b>          Exploring Beam and arch bridges.          Testing and evaluating.          Explore building materials for various constructions.          Planning and carrying out bridge building challenges. Evaluating finished construction.          Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.          They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]</p>	<p><b>ICT/COMPUTING:</b>          Presenting          Use photos, video and sound to create an atmosphere when presenting to different audiences.          Change the appearance of text to increase its effectiveness.          Create, modify and present documents for a particular purpose.          Use an appropriate tool to share my work and collaborate online.          Give constructive feedback to my friends to help them improve their work and refine my own work.</p>	<p><b>MUSIC:</b>          Three Counties Show and Charanga:</p>
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**ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding**

<b>Science Targets - As a Year 3 Scientist</b>	<b>Geography Targets - As a Year 3 Geographer</b>	<b>Design and Technology Target: As a Year 3 Artist</b>
<p>Compare how things move on different surfaces            · Notice that some forces need contact between two objects, but magnetic forces can act at a distance            · Observe how magnets attract or repel each other and attract some materials and not others            · Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials            · Describe magnets as having two poles            · Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<ul style="list-style-type: none"> <li>· Investigate places and themes at more than one scale</li> <li>· Begin to collect and record evidence</li> <li>· Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> <li>· 4 compass points to follow/give directions:</li> <li>· Use letter/no. co-ordinates to locate features on a map.</li> <li>· Begin to use map sites on internet.</li> <li>· Begin to use junior atlases.</li> <li>· Begin to identify features on aerial/oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>· Generate ideas for an item, considering its purpose and the user/s</li> <li>· Identify a purpose and establish criteria for a successful product.</li> <li>· Plan the order of their work before starting</li> <li>· Explore, develop and communicate design proposals by modelling ideas</li> <li>· Make drawings with labels when designing</li> <li>· Select tools and techniques for making their product</li> <li>· Evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> </ul>
<p><b>Science Targets - As a Year 4 Scientist</b></p>	<p><b>Geography Targets - As a Year 4 Geographer</b></p>	<p><b>Design and Technology Target: As a Year 4 Artist</b></p>

<p>Compare how different things move and group them</p> <ul style="list-style-type: none"> <li>· Raise questions and carry out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;</li> <li>· Explore the strengths of different magnets and find a fair way to compare them</li> <li>· Sort materials into those that are magnetic and those that are not;</li> <li>· Look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another</li> <li>· Identify how these properties make magnets useful in everyday items and suggesting creative uses for different magnets</li> </ul>	<ul style="list-style-type: none"> <li>· Extend to satellite images, aerial photographs.</li> <li>· Investigate places and themes at more than one scale.</li> <li>· Begin to identify significant places and environments.</li> <li>· Use junior atlases.</li> <li>· Use map sites on internet.</li> <li>· Identify features on aerial/oblique photographs.</li> <li>· Begin to use 8 compass points;</li> <li>· Use letter/no. co-ordinates to locate features on a map confidently.</li> <li>· Physical geography, including: climate zones, biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li>· Generate ideas, considering the purposes for which they are designing</li> <li>· Make labelled drawings from different views showing specific features</li> <li>· Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>· Select appropriate tools and techniques for making their product</li> <li>· Join and combine materials and components accurately in temporary and permanent ways</li> <li>· Evaluate their products carrying out appropriate tests</li> </ul>
<b>MFL Targets - A Year 3 Linguist</b>	<b>MFL Targets - A Year 3 Linguist</b>	<b>Music Targets- As a Year 3/4 musician</b>
<p>Understand a few familiar spoken words and phrases - e.g. Say and/or repeat a few words and short simple phrases - e.g. Recognises and reads out a few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>	<p>Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases).</p> <ul style="list-style-type: none"> <li>· Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>· Identify phrases that could be used as an introduction, interlude and ending.</li> <li>· Recognise rhythmic patterns.</li> <li>· Perform a repeated pattern to a steady pulse.</li> <li>· Explore and select different melodic patterns.</li> <li>· Recognise and explore different combinations of pitch sounds.</li> <li>· Choose instruments on the basis of internalised sounds.</li> <li>· Compose music in pairs and make improvements to their own work.</li> <li>· Create an accompaniment to a known song.</li> <li>· Create descriptive music in pairs or small groups.</li> </ul>
<b>PE Targets: A Year 3 Games and Gymnastics</b>	<b>PE Targets: A Year 4 Games and Gymnastics</b>	
<p>Gymnastics:</p> <ul style="list-style-type: none"> <li>• use a greater number of their own ideas for movements in response to a task</li> <li>• choose and plan sequences of contrasting actions and compositional principles</li> <li>• adapt their own movements to include a partner in a sequence</li> </ul>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li>• perform actions, balances, body shapes and agilities with control</li> <li>• plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement</li> </ul>	

Games:

- throw and catch with control to keep possession and advance up the pitch/court
- be aware of space and use it to support team-mates and cause problems for the opposition
- choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent
- know and use rules fairly to keep games going
- use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy
- choose and vary skills and tactics to suit the situation in a game
- set up small games through knowing the rules, using them fairly to keep games going;

- adapt sequences to suit different types of apparatus and their partner's ability

Games:

- throw and catch with control, accuracy and speed to keep possession and advance up the pitch/court
- be aware of space and use it to support team-mates and cause problems for the opposition - make the right decisions
- choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept
- use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy;
- choose and vary skills and tactics to suit the situation in a game - increasingly complex situations
- set up games through knowing the rules, using them fairly to keep games going