

**Topic Name: Along the Salt Road-
A local Study with links to Droitwich Salt (Orange Class)**

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what life was like for those working and living on the canals. • Talk about the impact canal systems had on industry and leisure. • Describe how the lock works. • Investigate the historical features of the local canal. • Name some of the ways in which we use canals. • Explain the different risks and how to keep safe in and around water. • Explain why canals were important to the salt industry and how this impacted the local area. <p>KEY VOCAB: John Corbett, Droitwich, lock, navigation, barge, canal, urban, towpath, eight- point compass, primary / secondary sources, community, trade, raw materials, natural, manmade, human features, physical features, navigation, lock, human and physical features, navvies, industry, rural, brine, spa, industry.</p>	<p>KEY FOCUS AREAS:</p> <p>History: Local History study: The History of Birmingham to Worcester Canal system. Who built it? How and why? Why were the canals used to transport the salt from our local area?</p> <p>Geography: Identify features on aerial/oblique photographs. Draw a sketch map from a high view point.</p> <p>DT: Exploring Beam and arch bridges. Testing and evaluating. Explore building materials for various constructions</p>	SYNOPSIS:	
		Week 1 3/6/24	What is a canal? OS map and symbols in geography. Ariel photos of the canal
		Week 2 10/6/24	Building the canal. Who? How? Why? Local history: Droitwich. Who was John Corbett? *Litter Picking Day & Three Counties Show
		Week 3 17.6.24	How have canals been used in the past? How does this compare to now? Link to local History: Droitwich Salt. Sponsored run
		Week 4 24.6.24	Topic trip to Droitwich Heritage Centre- Why was salt so important to the Droitwich town? What was the impact on the people that lived there?
		Week 5 1/7/24	Science link: The process of brine to salt Local canal study/walk: what wildlife lives in and around the canal. plants and animals. How do people use the canal today?
		Week 6 8/7/24	Water safety - what are the risks? How can we stay safe around water?
TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE		KEY QUESTIONS (linking to Topic Knowledge Organiser):	
<p>Geography: Canal Life - A local study with links to Droitwich Salt.</p> <ul style="list-style-type: none"> • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. • 4 compass points to follow/give directions: • Use letter/no. coordinates to locate features on a map. • Begin to use map sites on the internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs <p>Science Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating and recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and the volume of a sound. 		<ol style="list-style-type: none"> 1. Who built the canals? 2. Why are rivers/canals and coasts important? 3. How are/were rivers and canals used? 4. How can we stay safe around water? 5. What was life on the boats/canals like? 6. What lives in and around the canal? 7. What goods were transported on the canal? 8. What historical features can you spot along the towpath? 9. Who looks after the canals? Why do we need locks? 10. What is brine? What is the process of brine to salt? 	
		Opportunities for Extension	
		<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. Visit Droitwich Heritage Centre and Museum to explore the history of the salt.</p>	

<p>ENGLISH: Purpose for writing: To Inform (explanation) and To Entertain.</p> <p>Class Author: Michael Morpurgo- The Puffin Keeper</p> <p>Visual literacy: Catch a lot (visual literacy)</p> <p>Fiction: The Pebble in my Pocket</p> <p>Recount writing: Visit to Droitwich Canal and Droitwich Heritage Centre</p> <p>Non-Chronological reports: Life on the Canal (link to topic).</p> <p>READING Whole class KEY TEXT(S): My Name is Not Refugee, Iron Man</p>	<p>YR 3 MATHS:</p> <p>Money Time Shape Statistics Continued practise and reinforcement of Times Tables, Number facts recall. Mental Maths skills.</p> <p>Yr 4</p> <p>National Multiplication Check and practice NTS end of Year Maths assessments Symmetry Quadrilaterals Triangles Polygons</p>	<p>VERTICAL DRIVERS/OPPORTUNITIES FOR ENRICHMENT:</p> <p>Driver: Place in the World.</p> <p>Places to visit: Visit a canal locally and take photos or draw the canal scene. Take a boat trip or visit Ironbridge the world's first iron bridge that was erected over the River Severn in 1779. Visit the Hive to find books around the canal theme.</p>
<p>ART: Canal art - Roses & Castles</p> <p>Recreate traditional roses and castles art work using paint and pastels.</p> <p>Artist Focus: Walter Mason - nature art.</p> <p>Salt art (link to local area) - using salt to create different art images.</p>	<p>Computing:</p> <p>Presenting with Microsoft PowerPoint:</p> <ul style="list-style-type: none"> • Making a presentation from a blank page • Adding media to a presentation • Adding animations • To add timings into a presentation • To design and present an effective presentation 	<p>PSHE and RSE:</p> <ul style="list-style-type: none"> • Basic First Aid • Volunteering is cool • It's your right and my school community <p><u>Growing and Changing - Year 4 only:</u></p> <ul style="list-style-type: none"> • Period Positive • My feelings are all over the place! • My changing body <p>BRITISH VALUES: Individual Liberty.</p> <p>School Value: <i>Courage</i></p>

<p>DESIGN TECHNOLOGY: Building Bridges. 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>ICT/COMPUTING: 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>MUSIC: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Three Counties Show performance.</p>
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ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

History Targets - As a Year 3 and 4 Historian	Geography Targets - As a Year 3 and 4 Geographer	Design and Technology Target: As a Year 3 Designer
<ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Find out about everyday lives of people in time studied Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources - compare different versions of the same story • Look at representations of the period - museum, cartoons etc • Use a range of sources to find out about a period • Observe small details - artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<ul style="list-style-type: none"> • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. • 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs 	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing • Select tools and techniques for making their product • Evaluate their product against original design criteria e.g. how well it meets its intended purpose

Science Targets - As a Year 3 and 4 Scientist

Art Target: As a Year 3 Artist

Sound

identify how sounds are made, associating some of them with something vibrating

- recognise that vibrations from sounds travel through a medium to the ear
 - find patterns between the pitch of a sound and features of the object that produced it
 - find patterns between the volume of a sound and the strength of the vibrations that produced it
 - recognise that sounds get fainter as the distance from the sound source increases.
 - finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses
 - make earmuffs from a variety of different materials to investigate which provides the best insulation against sound
- make and play their own instruments by using what they have found out about pitch and volume.

Electricity

- identify common appliances that run on electricity
 - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
 - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
 - recognise some common conductors and insulators, and associate metals with being good conductors.
- observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Make and match colours with increasing accuracy.

- Use more specific colour language e.g. tint, tone, shade, hue.
- Choose paints and implements appropriately.
- Plan and create different effects and textures with paint according to what they need for the task.
- Show increasing independence and creativity with the painting process.

Make informed choices in drawing Inc. paper and media.

- Alter and refine drawings and describe changes using art vocabulary.
- Collect images and information independently in a sketchbook.
- Use research to inspire drawings from memory and imagination.
- Explore relationships between line and tone, pattern and shape, line and texture.
- Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook
- Identify what they might change in their current work or develop in their future work.
- Annotate work in sketchbook