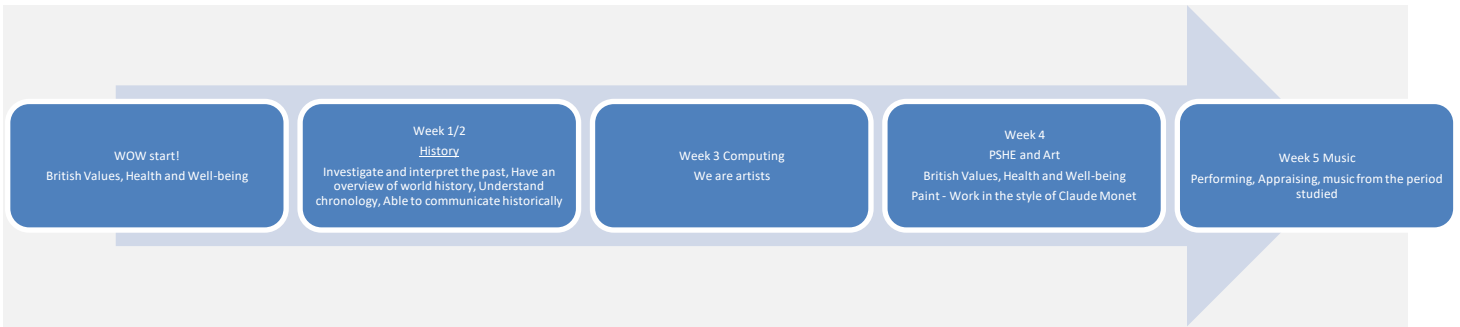


Year 4 History based unit Spectacular Suffragettes (4 weeks)

Topic overview – This history based unit focused on the Suffragettes. We learn about who they were and the impact that they had on modern society. They create a ‘wiki’ about the people and publish it online. The rest of the unit is focussed on music and art from the same time period in which the suffragettes lived. In PSHE the focus is the fundamental British Values.



PSHE skills for this unit

British Values

- Democracy
- Rule of Law
- Respect and tolerance

Health and Well-being

- How people’s online actions can impact on other people
- How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- How to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
- How people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence

Knowledge for this unit

- The reasons behind **rules and laws**, how they govern and protect us, and the consequences of what happens when these laws are broken.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- Where and how to report concerns and get support with issues online
- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing

Previous Knowledge

Online relationships / internet safety and harms

Key vocabulary

- Democracy
- Rule of law
- mental well-being
- search engine
- selective (being aware of the value of different digital content)

History skills for this unit

Investigate and interpret the past

- I can use evidence to build up a picture of a past event
- I can choose relevant material to present a picture of one aspect of life in time past
- I can begin to evaluate the usefulness of different sources
- I can ask a variety of how and why questions
- I can retrieve information from secondary sources e.g. text books, internet etc

Have an overview of world history

- I can describe the social, ethnic, cultural or religious diversity of a past society

Understand chronology

- I can place the events from the period being studied on a time line
- I am beginning to date specific events from the period studied and use relevant terms associated with the period

Able to communicate historically

- I can use appropriate historical vocabulary to communicate my ideas including: dates, time period, era, change, chronology
- I can recall, select and organise historical information
- I can use literacy and numeracy and ICT to a good standard in order to communicate information about the past

Knowledge for this unit

- The Suffragettes were activists fighting for women's right to vote in the early 20th Century.
- Emmeline Pankhurst founded the Suffragette movement.

Previous Knowledge

Previous Knowledge: Significant events in the past (At the seaside) – changes over time. Significant inventors in the past (Cracking ideas) Time lines, different sources of evidence including books, videos, pictures

Key vocabulary

- Suffragettes
- Time period
- Chronology
- Era

Computing skills for this unit

- develop an appreciation of the links between geometry and art become familiar with the tools and techniques of a vector graphics package
- develop an understanding of turtle graphics
- experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers
- develop some awareness of computer-generated art.
- know what to do if they find an unsuitable image**
- consider copyright when sourcing images or media**
- can save their work to their own folder on the network using save as
- can create their own folders in their pupil folder to organize work
- can choose printer properties when necessary
- can delete a file from their work area

Knowledge for this unit

- Experiment with a variety of graphics packages and understand how important graphics are in today's society

Previous Knowledge

Key vocabulary

Fractal
Repetition
Tessellation
Turtle graphics
Vector graphics

Art skills

Paint

Colour mix considering light and dark tones (without the use of black).

*Independently select the appropriate tools for the task (e.g. type of paint, size of brush, scale of paper etc).

*Choose colours and painting styles to reflect and create mood.

*Work in the style of a selected artist – NOT copying.

* Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.

own

<p>Knowledge for this unit Claude Monet was a famous artist who painted landscapes</p>	<p><u>Previous knowledge</u></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> • Impressionism • Blending • Washes
---	---

Music skills

Performing

- Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?

Appraising

- Can they identify how a change in timbre can change the effect of a piece of music?
- Can they describe, compare and evaluate using musical vocabulary?
- Can they choose the most appropriate tempo for a piece of music?
- Can they identify and begin to evaluate the features within different pieces of music?
- Can they contrast the work of established composers and show preferences?
- Describe what they hear using a wider range of musical vocabulary
- Recognise how the inter-related dimensions of music are used by composers to create different moods and effects.
- Understand the cultural and social meaning of lyrics.
- Appreciate harmonies, drone and ostinato (flair and a continually repeated musical phrase)
- Explore ways in which sounds are combined towards certain effects.
- Explain how tempo changes the character of music
- Identify where a gradual change in dynamics has helped to shape a phrase of music.

Knowledge for this unit

Know the meaning of the following terms:

Duration, timbre, pitch, beat, tempo, dynamics, texture, structure – to describe music.

Previous knowledge

Key Vocabulary

- Duration
- Pitch
- Tempo