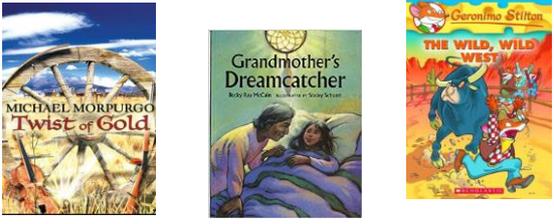


Medium-Term Planning Format		
Cohort	Year 4	
Enquiry Question (QUESTIONING)	Was the West really wild?	
Enquiry Driver	Geography	
Enquiry Enhancer	Design and Technology	
Main Enquiry Theme	Place knowledge	
National Curriculum Objective	<p><u>Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Design and Technology</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I compare geographical regions and their identifying human and physical characteristics? Can I talk about the key differences between living in the UK and in a country in America? Can I talk about geographical similarities and differences between the UK and a region of North or South America? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> Can I select the most appropriate tools and techniques to use for a given task? Can I make a product, which uses electrical components? Can I construct a simple circuit? Can I refine work and techniques as my work progresses, continually evaluating the product design? Can I choose suitable techniques to construct products? Can I select the most appropriate techniques to decorate textiles? Can I cut materials safely by selecting appropriate tools? Can I refine work and techniques as my work progresses, continually evaluating the product design? 	

<p>Main Text</p>	<ul style="list-style-type: none"> • Twist of Gold By Michael Morpurgo • The Wild, Wild West By Geronimo Stilton • Grandmother’s Dreamcatcher by Becky Ray McCain 													
<p>Main Writing Genre</p>	<p>Instructions</p> <p>Narrative</p>	<p>The children will write a set of instructions on how to make a dream catcher.</p> <p>The children will explore the story ‘Grandmother’s Dreamcatcher’ and retell the story in the form of a comic strip.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="702 734 885 958"> <p>INSTRUCTION</p> <p>GOOD TITLE</p> <p>Ingredients/equipment</p> <p>Method (written as numbered steps in order)</p> <p>Labelled diagrams/pictures</p> <p>Positive statement</p> </div> <div data-bbox="1093 741 1268 958"> <p>NARRATIVE</p> <p>Opening-Setting</p> <p>Build up</p> <p>Problem/dilemma</p> <p>Build up</p> <p>Problem/dilemma</p> <p>RESOLUTION</p> <p>CONCLUSION</p> </div> </div>												
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Children to experience a visit from a cowboy- hot-seating session.</p>													
<p>Subsidiary Enquiries</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">LC1</td> <td>Where in the world is the Wild West?</td> </tr> <tr> <td>LC2</td> <td>Who lived in the Wild West?</td> </tr> <tr> <td>LC3</td> <td>What was the gold rush?</td> </tr> <tr> <td>LC4</td> <td>What are the differences and similarities between America and the UK?</td> </tr> <tr> <td>LC5</td> <td>What are dreamcatchers and what are their significance to the Wild West?</td> </tr> <tr> <td>LC6</td> <td>How and why was the West really wild?</td> </tr> </table>		LC1	Where in the world is the Wild West?	LC2	Who lived in the Wild West?	LC3	What was the gold rush?	LC4	What are the differences and similarities between America and the UK?	LC5	What are dreamcatchers and what are their significance to the Wild West?	LC6	How and why was the West really wild?
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LC6	How and why was the West really wild?													
<p>Reflection of Learning (SHARING)</p>	<p>Children to sell dream catchers, using persuasion and enterprise.</p>													
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • Cowboys had to look after the cattle on ranches and on the trail as well as repair fences and buildings. • Their job was often dangerous and hard work. • Cowboys travelled in groups to drive cattle from the ranch to a market place to be sold – which could take up to 2 months. • They wore hats to protect them from the sun and rain and ‘chaps’ made of leather to protect their legs from cacti. • In 1783, the U.S. won independence. At this time there were only 13 states. • The Wild West was considered anywhere west of the Mississippi River. 													

- A gold rush is a new discovery of gold which brings an onrush of miners seeking their fortune.

Knowledge Organiser

Year 4 Knowledge Organiser (Summer 2): Was the West really wild?

Subject Specific Vocabulary		Wild West Timeline		Exciting Books	
Boomtown	A town that rapidly grew in population due to gold being found.	1783 - U.S. won independence from British rule	1789 - George Washington became 1st president of U.S.		
Ghost town	A deserted town with no or few inhabitants once the gold ran out.	1830 - Indian Removal Act declared	1836 - Trail of Tears - Native Americans forced out of homes and marched to the Great Plains		
Gold rush	A time when lots of people move to an area because gold has been discovered.	1842 - The Government gave the Great Plains to Native Americans	1843 - First large group of pioneers set off to Oregon		
Homestead	A piece of free land that people claimed from the government.	1842 - Homestead Act declared	1849 - Gold was found in California which started the Gold Rush		
Native Americans	People who were born in America (aka the 'Indians').	1890 - It was declared that U.S. western lands had been explored	1869 - Completion of transcontinental railroad	Learning Challenges	
Pioneer	A person who is among the first to explore a new country or area.	Sticky Knowledge about the Wild West			
Prairie	A large area of grassland (aka plains).	Cowboys had to look after the cattle on ranches and on the trail as well as repair fences and buildings.		LC1 Where in the world is the Wild West?	
Settler	A person who moves to live in a new country or area.	The job of a cowboy was often dangerous and hard work.		LC2 Who lived in the Wild West?	
Teepee	A portable conical tent made of skins, cloth or canvas on a frame of poles, used by North American Indians.	Cowboys travelled in groups to drive cattle from the ranch to a market place to be sold (this could take up to 2 months).		LC3 What was the gold rush?	
Other knowledge:		Cowboys wore hats to protect them from the sun and 'chaps' made of leather to protect their legs from scabs.		LC4 What are the differences and similarities to America and the UK?	
The Native Americans lived in America for thousands of years. They were pushed west because of the settlers which made life hard for them. More and more of their land was given to settlers. Some Natives fought to defend their land from the settlers.		In 1783, the U.S. won independence, at this time there were only 15 states.		LC5 What are dressmakers and what are their significance to the Wild West?	
		The Wild West was considered anything west of the Mississippi river.		LC6 How and why was the West really wild?	
		A gold rush is a new discovery of gold which brings an onrush of miners seeking their fortune.			

Other curriculum areas which are to be taught discretely:

Religious Education

How does art reflect religion?

- Can I creatively explore the meaning of religious expression through art?
- Can I note links and understand why they are important in religion?
- Can I give examples of where art is found in religion and consider the power the art has?
- Can I discuss how religious followers might feel when experiencing art?
- Can I think, talk and ask questions about how important art is to me in its different forms. (e.g. church windows, hymns and choirs, Islamic prayer mats, architecture of mosques etc.)

PSHCE

Understanding Groups, Understanding Me

- How do I support my community?
- What's a volunteer?
- Can I volunteer to help others?

(see Talking Points curriculum for the full programme breakdown)

Music

See The Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 6- Reflect, rewind and replay

Physical Education	<p>Athletic activities- Run, jump and throwing events</p> <ul style="list-style-type: none"> • Can I change speed and direction whilst running and stop with control? • Can I jump accurately from a standing position and demonstrate different combinations of jumps using one and two feet? • Can I throw a variety of objects with one hand towards a target area? • Can I recognise and use different throwing, running and jumping styles and be able to use them appropriately? • Can I watch and describe how others move and suggest ways to improve? 		
Computing	<p><i>See DB Primary Programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 24: Computer Science, Programming and Digital Literacy</p>		
MFL	<p><i>See The Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Summer time</p>		
Science	<p><u>Electricity</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Can I explain how electricity is useful to us? • Can I construct a simple circuit? • Can I explain what a conductor is and test materials for conductivity? • Can I explain closed and open circuits? • Can they construct a circuit with a switch? • Can they recognise some common conductors and insulators? 		
Additional Links	British Values	Outdoor Learning	Community
	<p>Citizenship (Beaver Pledge)</p> <p>Did cowboys have the same moral codes as we do today?</p> <p>To be respectful</p>	<p>Global Neighbours</p> <p>Identifying locations on a map.</p>	<p>Home Learning</p> <p>.</p>