

Theme: Food or Fairtrade Year 4 Term: Spring 1 (6 weeks)

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

**Key knowledge and skills**

**Geography**

*Big ideas: Location, diversity, impact*

**Locational Knowledge:**

To understand that the food we eat comes from all over the world and begin to identify main growers/producers and importers (location)

To identify the location of the main sugar growing countries

**Place Knowledge:**

To explain where countries are on a map and how this effects food production (diversity)(location) **CONSOLIDATION COMMUNICATION**

To identify the specific features of cocoa growing countries (diversity)

To synthesise information about where food comes from **CONSOLIDATION**

Aut term Y4 **COMMUNICATION**

**Human and Physical Geography:**

To identify the stages of producing chocolate from cocoa bean to supermarket shelf (impact)

To understand importance of supporting Fairtrade (diversity)

To summarise information about the human and physical features of India (location) **COMMUNICATION**

To describe and understand key aspects of land use and economic activity,

**Key knowledge and skills**

**Science**

*Big ideas: Investigation, explanation, observation*

**Enquiry: How does the temperature of the water affect the time it takes for ice to melt?**

- Understand that gases are formed when liquids evaporate and that when a gas is cooled it condenses to form a liquid. **(observation, explanation, investigation)**
- Understand that gases move and flow more easily than liquids and in all directions. **(observation, explanation)**
- Understand that gases differ from solids and liquids in that they do not maintain their shape and volume but spread out to fill the space they are in. **(observation, explanation)**
- Observe and understand the 3 different states of water. **(observation, explanation, investigation)**
- Understand that water evaporates into the air: the sun heats up water on land, and in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air. **(observation, explanation)**
- Understand that water vapour condenses into clouds: water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds. **(observation, explanation)**
- Recognise that water falls as precipitation: the clouds get heavy and water falls back to the earth in the form of rain or snow. **(observation, explanation)**
- Understand that water returns to the sea: rainwater runs over the land and collects in lakes or rivers, which take it back to the sea. **(observation, explanation)**

including trade links

### **SDG's**

To synthesise information about where food comes from and how it is transported and stored

To explain the stages of producing chocolate from cocoa bean to supermarket shelf and understand importance of supporting Fairtrade

### **COMMUNICATION**

To understand that to be active and healthy, food and drink are needed to provide energy for the body.

**To analyse and evaluate their products, using appropriate tests to do so and taking into consideration the views of others, including the intended users (problem solving) - homework**

**COMMUNICATION CONSOLIDATION**

### **COMMUNITY**

To know that Fairtrade work with farming co-operatives, businesses and governments to make trade fair. **COMMUNITY**

To learn about Cadbury and manufacturers of fair trade chocolate, who have developed ground -breaking products **COMMUNITY**

- Know that cooling means to reduce the temperature whereas freezing means to reduce the temperature until a substance turns from a liquid to a solid. **(observation, explanation, investigation)**
- Know that heating means to increase the temperature whereas boiling means to increase the temperature of a liquid until bubbles start to form. **(observation, explanation, investigation)**
- Know that vapour is a gas that is normally a liquid at room temperature. **(observation, explanation)**
- Know that we measure temperature in degrees Celsius (°C). That 0°C is the temperature at which water freezes and 100°C is the temperature at which water boils. That things can be much hotter than 100°C or much colder than 0°C (when we start using negative numbers). **(observation, explanation, investigation)**

### **SC1**

- Ask relevant questions and use different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

### **Computing (see separate planning)**

*Big ideas: coding, design & online safety*

### **Introduction to AI**

- Understand what Artificial Intelligence is and some of the tasks it can carry out. **(design, online safety)**
- Learn to communicate effectively with AI tools by writing clear and precise prompts. **(design, coding, online safety)**
- Learn how to be a good digital citizen when using AI. **(online safety)**
- Think about how AI might develop in the future. **(design, online safety)**

### **Oracy:**

Communication week

	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Articulate and justify answers, arguments and opinions</p>
<p><b>Key vocabulary:</b>  Fairtrade, oceans, continents, countries, production, equator, cocoa bean, hemisphere, tropic lines, human, physical, transportation, trade links, land use, economic activity</p> <p>evaluate, production, Fairtrade, grown, caught, reared, design, prepare, select, evaluate, synthesise, cooperatives, manufacturers</p>	<p>states of matter, heating, boiling, cooling, freezing, degrees Celsius, negative, thermometer, gas, vapour, temperature, rate, predict, plan, variables, measure, record, conclude</p> <p>automation, data, artificial intelligence, digital citizenship, future technology, generative AI, human oversight, innovation, prediction, privacy, prompt, refine, responsible behaviour, trustworthy, reliable</p>
<p><b>Previous linked learning to consolidate:</b> How far does a pizza travel? 'Pizza the action' – Y3</p>	
<p><b>What comes next?</b> Map and grid references – 'Conservationists' Y5, Understanding climate zones – 'Leave only footprints' Y5</p>	