

Y4 Building Britain Learning Sequence

Synopsis: Children learn about the countries, capitals and human/physical features of the UK, and how these have changed over time. They develop their geographical fieldwork skills. Children write a travel blog, detailing a journey around part of the UK, with links to Geography.

In **Geography**, children study the UK and use maps, compasses and fieldwork skills to explore topography.

In **Art**, children explore the work of well-known architects, including British architects.

In **D&T**, children design and make a scale model of their area, applying knowledge of structures and mechanisms.

In **Computing**, children use digital literacy to enhance their writing.

Curriculum areas: English, Geography, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a travel blog about travels round the UK.

English Objectives

Comprehension

- Read books/texts that are structured in different ways and read for a range of purposes
- Discuss words and phrases that capture the reader's interest

Grammar & Punctuation

- Use fronted adverbials
- Use commas after fronted adverbials
- Use nouns/pronouns accurately for clarity and cohesion

Text Structure & Features

- Write for a range of purposes
- Locate information using contents, index and glossaries
- Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition
- Link ideas across paragraphs using adverbials of time, place and number or by varying tense

English Learning Sequence

- Discuss times when children have been somewhere on holiday or travelled somewhere – what kinds of things did they see/do?
- Introduce concept of a travel blog/log and share examples (including online) with children. Discuss content and language - how does the writer's use of language engage the reader in their travel and experiences? Which words and phrases are most effective?
- Explain that they are going to write a travel log for a journey to countries/capitals of the UK
- Select location, eg Edinburgh, and watch videos etc. to find out what it is like there/what there is to do etc.
- Share writing example (resource pack) with children to exemplify tone (informal) and other features (first person, chronological order etc.)

Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Using a range of stimuli (videos, photographs, leaflets), children 'become' the traveller visiting locations, orally rehearsing sentences
- Encourage children to vary sentence starters with a range of fronted adverbials: adverbs (especially of sequence/order), adverbial phrases (eg *After lunch,*) and subordinate clauses (eg *When I reached my destination, ...*). Focus on adverbials for cohesion and sequence
- Ensure use of comma after fronted adverbial
- Children plan own travel log, drawing on their geographical understanding of the UK
- Edit and improve to produce final travel log/blog

English

Write an explanation for town planners ([link to Geography](#))

English Objectives
Comprehension

- Identify how language, structure and presentation contribute to meaning

Grammar & Punctuation

- Use fronted adverbials
- Use commas after fronted adverbials
- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)

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English Learning Sequence

- Discuss with children which different genres they know. Share contrasting examples of non-chronological reports including explanation texts. What do they notice?
- Zoom in on array of explanation texts. Children draw out features: often a How/Why title; explains a process; present tense; technical language; adverbials of cause/effect etc.
- Discuss how these features and conventions contribute to the meaning of the text
- Examine common conjunctions (*so, so that, because, if, when, as, due to the fact that*) and adverbials (*Therefore ... As a result,...*) that are used to explain and practise these orally and in writing
- Draw on work in Geography, examining local area: what has changed over time, what town planners should consider regarding future development
- Work collaboratively to prepare a presentation for the town council, noting main ideas, orally rehearsing then writing sentences

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- Ensure children are applying features of explanation writing eg *We need to consider building a cinema or bowling alley **due to the fact that there is not much for children to do.***
- Support writing with diagrams/keys/glossary etc.
- Edit and improve to produce final piece
- Present to audience, using digital literacy to enhance eg PowerPoint

Geography

Use maps, compasses and fieldwork skills to investigate topography of the UK.

Geography Objectives

- Explain geographical similarities and differences (regions of the UK) and communicate geographically
- Name and locate countries and cities of the UK, describing geographical regions and topographical features
- Explore how some aspects of physical and human characteristics have changed over time
- Describe and understand aspects of human geography (settlement/land use/economic activity and distribution of natural resources)
- Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology
- Use compass direction

Geography Learning Sequence

- Discuss what children already know about the UK – countries, capitals cities, surrounding seas
- Give children sets of clues follow eg photographs, maps, aerial views – where do you think these places are and why?
- ‘Zoom in’ on each country in turn, comparing topography or rural and urban areas eg Glasgow v the Highlands in Scotland
- Describe topography and physical features using correct geographical terminology
- Research human geography aspect of chosen areas, cities, eg tourism in Edinburgh, fishing/agriculture etc. How does this impact local life/economy?
- Communicate findings geographically eg using text, graphs, charts
- Recap 4-point compass and introduce 8-point compass/OS maps
- Understand the symbols of OS maps and create own symbols/routes
- Navigate route of local area compass directions and maps/OS maps

- Set up a treasure hunt and apply compass skills to practise orienteering in school grounds or beyond
- Examine photographs/digital images of local area over time – what changes have there been and why eg house building, retail parks, infrastructure
- If possible, engage with planning department/local council to find out more about future development plans
- Children survey local residents to see what they would like to see in area (use this as a basis for presentation to council)

Art

Investigate the work of well-known architects.

Art Objectives

- Create sketchbooks to record and revisit observations
- In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection
- Use a range of artistic vocabulary to discuss and evaluate work
- Apply art and design techniques with creativity, experimentation and increasing awareness
- Draw on work of other artists for inspiration and begin to emulate their style
- Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation

Art Learning Sequence

- Go on a walking tour of local area, looking at different architecture/buildings: what do you notice about the buildings in our local areas?
- Encourage children to use appropriate language to describe eg geometric, modern, high-rise
- Recap previously-taught sketching skills
- In sketchbooks, children apply these skills to sketching buildings, paying particular attention to perspective
- Discuss what the job of an architect is
- Share images of the work of well-known British architects eg Charles Rennie Mackintosh, Norman Foster, Christopher Wren
- Discuss/appraise their works using artistic vocabulary
- Investigate their contribution to British history
- Broaden out research beyond UK to explore the works of other well-known, innovative architecture (using book, *Cool Architecture*)
- Try to emulate images using range of media

D&T

Design scale model of area using knowledge of structures & mechanisms.

<p>D&T Objectives</p> <ul style="list-style-type: none"> • Identify a wide range of mechanical systems and how they work • Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures • Take risks to become innovative and resourceful • Communicate, generate and develop ideas using a range of strategies • Use research to inform design and develop design criteria • Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes • Evaluate and own and others' work, suggesting improvements and consider the views of others to improve their work • Investigate a range of existing products in a range of relevant contexts 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Links to work in Geography (fieldwork/town planning) • Discuss the buildings in their local area and take a walking tour to research • Take photographs of buildings and structures • Explain that we need to design and make a 3D scale model of local area and/or proposed new development for town planning department • Recap what children already know about stable structures/mechanisms • Experiment with a range of mechanisms (eg including pop-up box, V-fold, X-style) and understand how to strengthen and stiffen materials • Children work together to design their model, communicating their design in a range of ways • Select from a range of tools and materials to create model, focusing on precision and aesthetics • Make, evaluate, adapt and comment on own and others' work
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Computing

Use digital literacy to enhance writing.

<p>Computing Objectives</p> <ul style="list-style-type: none"> • Select and use a variety of software on digital devices 	<p>Computing Learning Objective</p> <ul style="list-style-type: none"> • Link to Geography English: preparing a presentation for town planning department about future development • Select software to enhance presentation eg PowerPoint • Learn how to create, save and manipulate slide show using features of software eg transition, animation • Insert graphs, charts, images if appropriate • Apply skills to presentation, making amendments where necessary • Further complement presentation by using Word to create leaflets
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