

Potty about the Potteries

Outcome 1

Clay and where it comes from
Transport by canals and rivers.



Outcome 2

Children in the Pottery industry.
Should children work?



Outcome 3

To learn about significant potters. (Wedgwood, Clarice Cliff and Emma



Outcome 4

To create pots inspired by Wedgwood, Clarice Cliff and Emma Bridgewater.



Outcome 5

To present our learning - to an audience virtually

Enquiry question: Who put the Potteries on the map?

Texts we will be reading:



Developing oracy by:

Life as a child in the pottery industry (role play).
Child labour for and against debate in class.

Our P4C focus will be:

Should children work?

Key skills we will be aspiring to achieve:

Maths	Ensure that we are secure in our number and place value knowledge, being able to recognise the place value of 3 digit and 4 digit numbers and being able to compare and order numbers up to 1000. We will then practise our mental maths skills by being able to add and subtract 3 digit numbers.	English	Identifying and applying a range of sentence types including: statements, exclamations, questions and commands. Identifying and applying coordinating conjunctions and fronted adverbials. Developing the skills of a chronological report to write about the life of Charles Dickens. We will be identifying sentence openers, adjectives and adverbs in preparation for a setting description with reference to Oliver Twist.
Geography	Locate Staffordshire, and Stoke on Trent on the map. Be able to identify the 5 towns and understand how both the rail and the canal structure supported Stoke on Trent as one of the great cities in the Industrial revolution.	Computing	Throughout our programming unit we will be: Learning about animations. Creating a storyboard. Creating characters and a background. Starting to animate characters. Adding sounds to animations. Reviewing and improving the animations.
History	Discover why Stoke on Trent is one of the great cities of the Industrial revolution. We are going to learn about how Josiah Wedgwood turned his stunning designs into mass produced ceramics which were sold all over the world. We will also learn about the Victorian working conditions inside the pot banks and the impact on their health.	Art/DT	Investigate the design styles chosen by Clarice Cliff, Emma Bridgewater, Wedgwood, Moorcroft and Portmeirion. Then we will re-create our own designs experimenting with colour mixing and styles. We will look at being able to throw our very own pot using clay having chosen a design of our own. Using what we have learnt in our art lessons we will then decorate our chosen piece in our own unique design.
PE	To use running, jumping, throwing and catching in isolation and in combination. To play competitive games and apply basic principles for attacking and defending. To perform dance using a range of movement patterns. To develop flexibility, strength, technique, control and balance.	Science	Light :- Recognise that they need light to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous. Recognise that shadows are formed when the light from a light source is blocked by a solid

Immersive Experience:

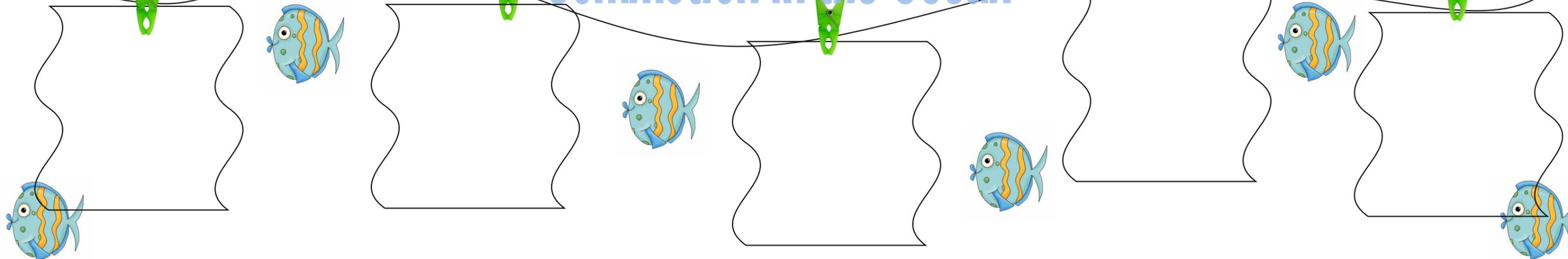
Project Outcome:

Class museum created for parents and peers to visit and learn about the Potteries! (Virtual)

Project Audience:

Parents

Commotion in the Ocean



Enquiry question: How would it be to live under the sea?

Texts we will be reading:



Developing oracy by:

Our P4C focus will be:

Key skills we will be aspiring to achieve:

Maths		English	
Geography		Computing	
History		Art/DT	
PE		Science	

Immersive Experience:

Project Outcome:

Project Audience:

