

## Medium Term Planning for P4C

### Year 4

These plans are designed to be flexible to fit in with each class' individual curriculum. The suggested concepts to be covered link with units of work being taught in other areas of the curriculum, the idea being that P4C will then underpin and strengthen the learning in these areas, and help the children create links between the knowledge and concepts they have covered. Key dates are included for reference; not all key dates need to be covered and may not be appropriate in all classes. Certain agreed key dates must be covered, and staff will be informed about this beforehand.

Concepts are designed to take two or three sessions each to allow for deeper understanding and richer discussion. Questions have been suggested to give teachers ideas about where they may like to focus the class discussion, in order to ensure that it links with other areas of the curriculum. Possible resources/stimuli are also suggestions and staff may choose to use these or something more appropriate, at their discretion. The main concepts to be covered are in blue, the concepts in pink are ones which may come up as part of a discussion, or which staff may choose to focus on as part of the discussion.

<b><u>Autumn Term</u></b>			
<b>Key Dates and themed weeks/months</b>	<b>Concepts to be covered (explicit, linked) and suggested questions</b>	<b>Wider Curriculum Links</b>	<b>Resources/Stimuli</b>
Roald Dahl Day – 13th September  Black History Month - October  World Mental Health Day - October	<b>DREAM TEAM</b> School Rules Behaviour Right and Wrong Respect Teamwork Should we always respect everyone? Prompt discussion towards people who don't show respect to others, or people who break the law.	Whole school ethos and attitudes RHE	<a href="https://www.bbc.co.uk/programmes/p0698c9y">https://www.bbc.co.uk/programmes/p0698c9y</a> BBC video about respect – discussing why respect is important in school.  <a href="https://pro-bee-user-content-eu-west-1.s3.amazonaws.com/public/users/Integrators/5eb55a21-9496-46ce-8161-f092fc9def23/eanesisdnet/editor_images/compassionel-wordle.jpg">https://pro-bee-user-content-eu-west-1.s3.amazonaws.com/public/users/Integrators/5eb55a21-9496-46ce-8161-f092fc9def23/eanesisdnet/editor_images/compassionel-wordle.jpg</a> Wordle filled with words to do with respect. Could ask the children to look and see which words they

<p>Remembrance Day - 11th November</p> <p>Anti-Bullying Week - early November</p> <p>Road Safety Week – mid November</p> <p>Children in Need – November</p> <p>Human Rights Day – 10th December</p>	<p><b>GLOBAL DIMENSIONS</b></p> <p>Deforestation Disaster Nature Legacy Responsibility</p> <p>Is deforestation ever justifiable?</p> <p><b>RIGHT AND WRONG</b></p> <p>Cruelty Freedom Animals and Nature Responsibility Compassion</p>	<p>GEOGRAPHY – Environmental regions around the world.</p> <p>GEOGRAPHY – Environmental regions around the world and animals’ natural habitats.</p>	<p>can find. Then ask if they have any words of their own to add.</p> <p><a href="https://study.com/academy/lesson/what-is-respect-lesson-for-kids.html">https://study.com/academy/lesson/what-is-respect-lesson-for-kids.html</a> video explaining different types of respect. (It might only let you watch so far into it before asking you to create an account.)</p> <p><a href="https://youtu.be/pQaLyo7qPuI">https://youtu.be/pQaLyo7qPuI</a> Chester Zoo video - what is deforestation.</p> <p><a href="https://youtu.be/L9zWDtDKDS8">https://youtu.be/L9zWDtDKDS8</a> BBC video showing affects of deforestation over time.</p> <p>Activity – ask the children to list all the things they can think of made from wood. Discuss where the wood comes from. Talk about how we use trees for lots of things, from paper to furniture, to building houses. Discuss palm oil and show this video: <a href="https://youtu.be/dEyLzT2Qds0">https://youtu.be/dEyLzT2Qds0</a> This should then prompt discussion from both sides.</p> <p><a href="https://www.literacyshed.com/blackhat.html">https://www.literacyshed.com/blackhat.html</a> animation of a boy who keeps birds in cages until one day one escapes.</p> <p><a href="https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j">https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j</a> BBC video - what are zoos for? Talks about the history of zoos as well as zoos today.</p>
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	<p>Is it right to keep animals in captivity? This could lead to a rich discussion around pets/zoos.</p> <p><b>RULE OF LAW</b>  Democracy  Religion  Tolerance  Respect  Differences  Discrimination  Understanding</p> <p>How are religious laws different from the government laws? Why do different religions have different laws? Discuss how some religious rules are the same as government laws.</p> <p><b>LEISURE</b>  Quality of Life  Pleasure  Music  Society  Mental Health</p> <p>Is music really good for the soul?</p>	<p>LEARNING  BEHAVIOUR –  Reflectiveness</p> <p>RE – Judaism and rules.</p> <p>SCIENCE – Sound  LEARNING  BEHAVIOUR –  Creativity  RHE – Mental  Health</p>	<p><a href="https://www.youtube.com/watch?v=nVuH4BdVQOO">https://www.youtube.com/watch?v=nVuH4BdVQOO</a>  Story book – The Bog Baby. May be a little bit young for Y4 but the message is the same, about two chn keeping a Bog Baby in a bucket and it becoming sad because it wants to be free. I have the book of this if you’d rather have the physical book.</p> <p><a href="https://www.bbc.co.uk/programmes/p06jtfsj">https://www.bbc.co.uk/programmes/p06jtfsj</a> BBC video about rules and laws.</p> <p><a href="https://www.youtube.com/watch?v=sfpHjnkGwmQ">https://www.youtube.com/watch?v=sfpHjnkGwmQ</a> how laws are made.</p> <p><a href="https://youtu.be/73Wslne-FKg">https://youtu.be/73Wslne-FKg</a> Video about Judaism - mentions some of the rules but more about daily life.</p> <p><a href="https://www.literacyshed.com/monkey-syphony.html#">https://www.literacyshed.com/monkey-syphony.html#</a>  Monkey Symphony – Two brothers are separated to begin with by their different musical tastes, but bond over music at the end.</p> <p>Activity - Play different songs – songs that would make them happy, want to dance, songs that they might not</p>
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	Discussion could be around how music affects our mood, and how we all have different tastes in music.		know. How does each song make them feel? Why do some people like the songs and some people don't?  <a href="https://www.bbc.co.uk/newsround/43091429">https://www.bbc.co.uk/newsround/43091429</a> Video - I couldn't talk but music taught me how.
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<b>Spring Term</b>			
<b>Key Dates and themed weeks/months</b>	<b>Concepts to be covered (explicit, linked) and suggested questions</b>	<b>Curriculum Links</b>	<b>Resources/Stimuli</b>
Young Carers Day – end of January  LGBTQ+ History Month – February  World Interfaith Harmony Week – start of February  Safer Internet Day – early February  Children's Mental Health Week – early February	<p><b>DISASTER</b>            Change            Responsibility            Global Dimensions            Climate            Nature</p> <p>Why do people choose to live and stay in 'disaster zones'?</p> <p><b>STANDARD OF LIVING</b>            Disaster            Responsibility            Global Dimensions            Climate            Charity</p>	<p>GEOGRAPHY – Volcanoes and earthquakes and land use.</p> <p>GEOGRAPHY – Volcanoes and earthquakes            SCIENCE – Living things and their habitats.</p>	<p><a href="https://ichef.bbci.co.uk/images/ic/832xn/p06lfdtq.jpg">https://ichef.bbci.co.uk/images/ic/832xn/p06lfdtq.jpg</a> volcano image</p> <p><a href="https://cdn1.i-scmp.com/sites/default/files/styles/1200x800/public/images/methode/2018/08/06/f1030524-993b-11e8-9a20-262028f49e8a_1280x720_163815.jpg?itok=vIMEmXQm">https://cdn1.i-scmp.com/sites/default/files/styles/1200x800/public/images/methode/2018/08/06/f1030524-993b-11e8-9a20-262028f49e8a_1280x720_163815.jpg?itok=vIMEmXQm</a> image of young man stood in an earthquake torn street.</p> <p><a href="https://www.youtube.com/watch?v=R0Zbj7S22zs">https://www.youtube.com/watch?v=R0Zbj7S22zs</a> volcano erupting.</p> <p><a href="https://youtu.be/EUGLpSt0B0g">https://youtu.be/EUGLpSt0B0g</a> Video clip about how donations helped the people of Nepal after the 2015 earthquakes.</p> <p><a href="https://www.oddizzi.com/teachers/explore-the-world/physical-features/earthquakes/earthquakes-sneak-a-peek/">https://www.oddizzi.com/teachers/explore-the-world/physical-features/earthquakes/earthquakes-sneak-a-peek/</a> pictures of the aftereffects of earthquakes.</p>

<p>World Book Day – early March</p> <p>International Woman’s Day – 8th March</p> <p>Sport/Comic Relief – early March</p>	<p>Do we have a duty to help people whose lives are affected by these disasters if they’ve chosen to live there?</p> <p><b>WORK</b></p> <p>Child labour Childhood Global Dimensions Charity</p> <p>Is it right for children to work?</p> <p><b>EDUCATION</b></p> <p>Childhood Global Dimensions Human Rights Equality</p> <p>Does everybody need to learn?</p>	<p>LEARNING BEHAVIOUR – Challenge</p> <p>RE – Jesus’ teachings.</p>	<p><a href="https://ei.marketwatch.com/Multimedia/2017/11/17/Photos/ZG/MW-FY569_child_20171117100240_ZG.jpg?uuiid=5b0fcdc4-cba8-11e7-83c6-9c8e992d421e">https://ei.marketwatch.com/Multimedia/2017/11/17/Photos/ZG/MW-FY569_child_20171117100240_ZG.jpg?uuiid=5b0fcdc4-cba8-11e7-83c6-9c8e992d421e</a> Young children at work in India.</p> <p><a href="https://www.youtube.com/watch?v=ckz4qccSVpY">https://www.youtube.com/watch?v=ckz4qccSVpY</a> United Nations video about Child Labour.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z63s34j">https://www.bbc.co.uk/bitesize/clips/z63s34j</a> BBC video of a child who is a young carer for his brother. (Not so much about actual paid work but could prompt discussion about working around the house.)</p> <p><a href="https://www.youtube.com/watch?v=Za_w3G2z2pg">https://www.youtube.com/watch?v=Za_w3G2z2pg</a> Horrid Henry doing a paper round – stop after 24(ish) seconds. Could prompt discussion about why it’s right for children in this country to be allowed to get a Saturday job or a paper round, but not right for chn in other countries to have to work.</p> <p><a href="https://youtu.be/Un5msddQl6U">https://youtu.be/Un5msddQl6U</a> Unicef video - what does education mean to you?</p> <p><a href="https://www.youtube.com/watch?v=tMJ09HMg94">https://www.youtube.com/watch?v=tMJ09HMg94</a> Christian Aid Week 2019 Kadiatu’s story – girls in Sierra Leone.</p>
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		<a href="https://www.youtube.com/watch?v=YJbQphVcGxA">https://www.youtube.com/watch?v=YJbQphVcGxA</a> Short video about why education is important.
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<b>Summer Term</b>			
<b>Key Dates and themed weeks/months</b>	<b>Concepts to be covered (explicit, linked) and suggested questions</b>	<b>Curriculum Links</b>	<b>Resources/Stimuli</b>
Christian Aid Week – mid May  Mental Health Awareness Week – mid May  Child Safety Week – start of June  World Refugee Day – 20th June	<b>FRIENDSHIPS</b> Honesty Trust Loyalty Kindness Compassion Conflict Does it matter if we fall out with our friends?  <b>MENTAL HEALTH</b> Happiness Friendship Emotional regulation Different perspectives Compassion What is happiness?	LEARNING BEHAVIOUR – Resilience RHE – making and maintaining caring friendships.  RE – Humanism, happy human. RHE – Mental Health, how to keep ourselves happy.	<a href="https://www.youtube.com/watch?v=GI3e-OUnavQ">https://www.youtube.com/watch?v=GI3e-OUnavQ</a> Sesame Street talks about conflict  <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</a> BBC video about two friends falling out over a race.  <a href="https://www.bbc.co.uk/bitesize/clips/zpvnvcw">https://www.bbc.co.uk/bitesize/clips/zpvnvcw</a> BBC clip - seeing both sides of a story.  <a href="https://www.youtube.com/watch?v=q6z-yZwfS5k">https://www.youtube.com/watch?v=q6z-yZwfS5k</a> Video – what makes kids happy – told by children.  <a href="https://www.twinkl.co.uk/resource/wellbeing-list-what-makes-me-happy-activity-t2-par-41752">https://www.twinkl.co.uk/resource/wellbeing-list-what-makes-me-happy-activity-t2-par-41752</a> activity - make a list of what makes you happy. Discuss why some people's list of happy things might be different to others.  <a href="https://vimeo.com/355834524">https://vimeo.com/355834524</a> Spot and Stripe discuss whether they'd rather be unhappy but clever, or happy and not self-aware.

	<p><b>SAFETY</b>  Mental Health  Belonging  Human Rights  Right/Wrong  What does it mean to be safe?</p> <p><b>DISCRIMINATION</b>  Prejudice  Preconceptions  Stereotypes  Judgement  Tolerance  Respect  Should we judge a book by its cover? Can we know what people are like just from seeing them?</p>	<p>HISTORY – Iron Age Hill Forts – link to how Iron Age people made themselves feel safe.  RHE – keeping self safe.</p> <p>RE – Religious tolerance.  RHE – healthy relationships, knowing who to trust.</p>	<p><a href="https://i.insider.com/56e6f499dd089506278b4672?width=400&amp;format=jpeg&amp;auto=webp">https://i.insider.com/56e6f499dd089506278b4672?width=400&amp;format=jpeg&amp;auto=webp</a> Two children in Syria sat in rubble.</p> <p><a href="https://www.youtube.com/watch?v=423lvG_WbjY">https://www.youtube.com/watch?v=423lvG_WbjY</a> Children at play in a rubbish dump.</p> <p>Activity – show a picture of a hill fort and a picture of a modern day home. Ask children to compare and talk about being safe in both before leading conversation towards what being safe means.</p> <p><a href="https://www.youtube.com/watch?v=RxPZh4AnWyk">https://www.youtube.com/watch?v=RxPZh4AnWyk</a> Susan Boyle BGT audition – pause before she starts singing. Do they think she will be any good? Why/why not. Then play the rest.</p> <p>Activity – crisp challenge. Take three packets of crisps (different flavours) and empty out the contents. Swap the flavours into a different bag and reseal with Sellotape. Blindfold three children and ask them to taste the crisps. Ask what flavour it is. Children should hopefully give different answer to what is on the pack. Ask the class who they trust more, the packets or the children. Discuss how appearances can be deceiving.</p> <p><a href="https://www.tes.com/teaching-resource/don-t-judge-a-book-by-its-cover-6328264">https://www.tes.com/teaching-resource/don-t-judge-a-book-by-its-cover-6328264</a> PowerPoint about preconceptions.</p>
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