

Term	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Topic Title	<b>It's all Greek to me!</b>		<b>The Vicious Vikings</b>		<b>Roman's on the rampage</b>	
Text	Horrible Histories: Groovy Greeks		Horrible Histories: Vicious Vikings		Horrible Histories: Rotten Romans	
Year 4	History	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> </ul> <p><b>L.O. to build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• compare some of the times studied with those of other areas of interest around the world</li> <li>• describe the social, ethnic, cultural or religious diversity of past society</li> </ul> <p><b>L.O. to understand chronology</b></p> <ul style="list-style-type: none"> <li>• place events, artefacts and historical figures on a time line using dates</li> </ul> <p><b>L.O. to communicate historically</b></p> <ul style="list-style-type: none"> <li>• use dates and terms to describe events</li> <li>• use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology</li> </ul>	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• use evidence to ask questions and find answers to questions about the past</li> <li>• describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</li> <li>• describe the social, ethnic, cultural or religious diversity of past society</li> <li>• describe the characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children</li> </ul>	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• use evidence to ask questions and find answers to questions about the past</li> <li>• suggest suitable sources of evidence for historical enquires</li> <li>• describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</li> <li>• suggest causes and consequences of some of the main events and changes in history</li> </ul> <p><b>L.O. to build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• give a broad overview of life in Britain from ancient until medieval times</li> <li>• describe the characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children</li> </ul> <p><b>L.O. to understand chronology</b></p>		

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				<ul style="list-style-type: none"> <li>understand the concept of change over time, representing this, along with evidence, on a time line</li> </ul>
Depth and Challenge	<i>Justify why girls should be allowed an education.</i>	<i>Justify the design of the Vikings boats. Are they effective?</i>	<i>The Roman invasion of Britain was necessary.</i>  <i>Argue whether this is true.</i>	
British Values and SMSC	<i>Opportunities to find out how democracy works in Britain in contrast to democracy in other countries. E.g. Britain and Greece</i>	<i>Reflect on own experiences about any given situation which is linked to topic</i>	<i>Opportunities for group activities that teach co-operation and initiative – understand how the romans worked together in battle.</i>	
Geog	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>name and locate countries and cities of the United Kingdom geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>L.O. to communicate geographically</b></p>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>human geography: settlements and land use</li> </ul> <p><b>L.O. to investigate patterns</b></p> <ul style="list-style-type: none"> <li>name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas</li> </ul>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>ask and answer geographical questions about the physical and human characteristics of a location</li> <li>human geography: settlements and land use</li> <li>explain own views about locations, giving reasons</li> </ul>	

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	<ul style="list-style-type: none"> <li>physical geography: rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>use eight points of a compass, four-figure grid reference, symbols and keys to communicate knowledge of the United Kingdom and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>describe geographical similarities and differences between countries</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the countries of Europe and identify their main physical and human characteristics</li> </ul> <p><b>L.O. to investigate places</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <ul style="list-style-type: none"> <li>use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</li> </ul> <p><b>L.O. to investigate patterns</b></p> <ul style="list-style-type: none"> <li>describe how the locality of the school has changed over time</li> </ul>
<b>Depth and Challenge</b>	<i>Updating maps regularly is critical – Debate this.</i>	<i>Justify the places chosen as settlements by the Vikings.</i>	<i>Recommend changes you want to happen in the local area. Argue your point explaining the impact on the community.</i>
<b>British Values and SMSC</b>	<i>Opportunities for debate 11 before 11 link – participate in a debate</i>	<i>Understand a range of social skills to work and socialise with other pupils from different religious, ethnic and socio-economic backgrounds.</i>	<i>Opportunities to take part in a range of experiences and undertake difficult tasks.</i>

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<p>Art and Design</p>	<p><b>L.O. to master techniques</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use different harnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> </ul>
<p>Depth and Challenge</p>	<p><i>Discuss why different pencils are effective in different situations.</i></p>	<p><i>Recommend the best material to create a sculpture. Justify your reasons</i></p>	<p><i>Imagine you are making tiles for a mosaic floor. Devise different shaped tiles and justify why you have chosen these.</i></p>

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<p><b>British Values and SMSC</b></p>	<p><i>Visit a religious place of worship and look how they decorate the inside e.g. gold, paintings, statues</i></p>	<p><i>Use of imagination and creativity while reflecting. Look at places of worships and understand what makes a good structure.</i></p>	<p><i>Opportunities to work on other cultures and faiths.</i></p>
<p>D&amp;T</p>	<p><b>L.O. to master techniques</b></p> <p><b>(make an easel)</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul> <p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> </ul>	<p>N/A</p>	<p><b>L.O. to master techniques</b></p> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul> <p><b>Construction (make a photo frame)</b></p> <ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul> <p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> </ul> <p><b>L.O. to develop ideas</b></p>

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	<p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> </ul>		<ul style="list-style-type: none"> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>
Depth and Challenge	<p><i>Assess different ways of supporting a picture. Use this plan and create a form of easel</i></p>	N/A	<p><i>Design a photo frame that uses a range of angles.</i></p>
British Values and SMSC	<p><i>Team building activity – social development – being able to work together effectively.</i></p>	N/A	<p><i>Work together and use initiative when making a photo frame</i>  <i>Acceptance and engagement of British values – social development</i>   <i>Opportunity to celebrate success</i></p>
RE	<p>*Study the beliefs, festivals and celebrations of Christianity.</p> <ul style="list-style-type: none"> <li>• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li> <li>• Study three of the major six religions not studied in depth in order to gain a brief outline.</li> <li>• Study other religions of interest to pupils</li> </ul>		
	<p><b>L.O. To understand beliefs and teachings SMSC1 &amp; SMSC3</b></p> <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul> <p><b>L.O. To understand values</b></p>	<p><b>L.O. To understand practices and lifestyles SMSC1 &amp; SMSC3</b></p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> </ul>	<p><b>L.O. To reflect SMSC1</b></p> <ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> </ul>

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High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people’s behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas. <b>BV7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul> <p><b>L.O. To understand how beliefs are conveyed <b>SMSC1 &amp; SMSC3</b></b></p> <ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that have no universally agreed answers. <b>BV6</b></li> </ul>
PE	<p><b>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul>	<p><b>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<p><b>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>

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High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

<p>Computing</p>	<p>Architecture: model the Parthenon (keychain) in 3D (rent 3D printer). Design advertising campaign/website. DT/English/computing/Art</p> <p>Possibly 2D</p> <p><b>L.O. to communicate</b></p> <ul style="list-style-type: none"> <li>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally</li> </ul> <p><b>L.O. to connect</b></p> <ul style="list-style-type: none"> <li>Understand the term 'copyright'. Contribute to blogs that are moderated by teachers</li> </ul>	<p>Measure sound waves/analyse compare Science</p> <p><b>L.O. to collect</b></p> <ul style="list-style-type: none"> <li>Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>	<p>Understand how computer networks work. Use search engines effectively: online safety (History/Computing)</p> <p><b>L.O. to connect</b></p> <ul style="list-style-type: none"> <li>Understand how online services work</li> </ul>	<p>Programming Arithmetic operators, loops and if statements</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Control: Use IF THEN conditions to control events or objects</li> <li>Operators: use the reporter operators to perform calculations</li> </ul>	<p>Programming Variables and post tested loops e.g. 'until'</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Variables: use variables to store a value Use the functions define, set, change, show and hide to control the variables.</li> </ul> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Control: specify the nature of events (such as a single event or a loop)</li> </ul>
<p>Science</p>	<p><b>L.O. to investigate materials</b></p> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> </ul>	<p><b>L.O. to investigate sound and hearing</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul> <p><b>L.O. to understand animals and humans</b></p>	<p><b>L.O. to understand electrical circuits</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is</li> </ul>		

Enriching Lives: Unlocking Potential

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	<ul style="list-style-type: none"> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple, practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> </ul> <p><b>L.O. to investigate light and seeing</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests</li> </ul>	<p>part of a complete loop with a battery.</p> <ul style="list-style-type: none"> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>L.O. to investigate living things</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>• Find patterns in the way that the size of shadows change,</li> </ul>		
<b>Depth and Challenge</b>	<i>Evaporation is the most important part of the water cycle. Decide if this is true</i>	<i>Design an investigation to find out what affects your teeth.</i>	<i>Debate the impact of humans on animal habitats</i>
<b>British Values and SMSC</b>	<i>11 before 11 link – to cook – changes of state</i>	<i>Understand the consequences of their actions</i>	<i>Sense of enjoyment in learning about themselves, others and the world around them – learning about humans and plants. Understand the importance.</i>
Brilliant Beginning	Greek Day	Tatton Park Anglo Saxon and Viking experience <a href="http://www.tattonpark.org.uk/learn/school_visits/education_programme/anglo_saxon_and_viking.aspx">http://www.tattonpark.org.uk/learn/school_visits/education_programme/anglo_saxon_and_viking.aspx</a>	Visiting Romans – full day interactive experience including working as part of a team
Exciting Ending	Workshop with parents to make easels – DT workshop	Art day – making sculptures	Art show – displays pictures created in photo frames that they made.