







	Autumn 1 Africa <i>World Geography</i>	Autumn 2 Oliver Twist <i>British History</i>	Spring 1 Anglo Saxons <i>British History</i>	Spring 2 Chocolate <i>Geography</i>	Summer 1 Ancient Greeks <i>Non-European History</i>	Summer 2 Spectacular Sculptures <i>Art/Design & Technology</i>
Concepts	Harvest Burkina Faso 	Empire Industry transport Describe features of everyday lives of rich/poor Reconstruct life in Victorian era 	Timeline of British History Chronology Sources of evidence Know key events Legacy of Saxons - language 	<ul style="list-style-type: none"> Fair Trade Trade links Natural resources Eco links 	Chronology Sources of evidence, Achievements of ancient civilisations and the impact on modern society Ancient culture 	 inspiration creativity nature
History/ Geography / Art Knowledge	Understand geographical similarities and differences between UK and Africa Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Know about some of the main things that are in hot places, and the different clothes they would wear. Describe the key physical features of a place from a picture using geographical vocabulary. Use world maps, atlases and globes to identify countries, continents and oceans, the equator and the North and South Pole.	Lives of children in workhouses. (visit Mill) There were no electronic toys 100 years ago, few books and not many children learnt to read. Many children worked from the age of 12 Popular games were marbles hopscotch; blind man's buff and playing in the street. The significance of the introduction of the poor laws on the lives of children.	Settlement by the Anglo Saxons Know that that Britain was invaded on more than one occasion Know that Anglo Saxons and Vikings were often in conflict Know the link between Anglo Saxons and Christianity Know that the Anglo Saxons gave us many of the words we use today	<i>Chocolate production and the effects of Fair Trade on the lives of the farmers.</i> <i>History of chocolate production from Mayans to now</i> <i>Identify areas of the world where chocolate is grown and exported</i> <i>Human Geography - trade links and natural resources - Eco links</i>	<i>Democracy</i> <i>Architecture</i> <i>Olympics</i> <i>Mythology / Greek Gods</i> <i>Philosophy</i> <i>Mathematics</i> <i>Athenians struggle with the Spartans</i> <i>Locate Greece on a map</i> <i>Clothing - styles of chiton</i>	Local artists Famous sculptors Chatsworth gardens sculpture exhibitions Yorkshire Sculpture park

<p>History/ Geography /Art</p> <p>Skills</p>	<p>-Compare the different clothing used in Africa to UK. -Compare geographical similarities and differences between Africa and UK. -Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. -Investigate features of hot countries</p>	<p>-Enquire about the lives of children in workhouses. -Understand why there were no electric toys. -Consider why few children learnt to read/write. -Explore the life of working children. -Reflect on popular Victorian games -Comprehend the significance of the introduction of the poor laws on the lives of children.</p>	<p>Interpret sources of evidence and draw simple conclusions, including visit to Tamworth Castle. Understand the chronology of where the Anglo-Saxon period sits in Great Britain's history. Compare and contrast the lives of Anglo-Saxons with people today. Use simple historical vocabulary Present and communicate historical knowledge in a variety of ways, eg write a non-chronological report about Saxon daily life.</p>	<p>Locate Africa and South American and some of their countries, on a map. Use world maps, atlases and globes to identify countries, continents and oceans, the equator. Use correct geographical vocabulary to discuss simple human and physical characteristics of cocoa producing countries in Africa and South America.</p>	<p>Locate Greece on a map Put Ancient Greece on a timeline. Compare and contrast the lives of Ancient Greeks with people today. Use simple historical vocabulary Present and communicate historical knowledge in a variety of ways,</p>	
<p>History/ Geography /Art /DT</p> <p>Vocabulary</p>	<p>Continent Equator Sub-Saharan Sahara Desertification Arid</p>	<p>Abacus Cane Sweep Washboard Dolly Spinning top Workhouse Mangle Cholera</p>	<p>invasion settlers kingdoms ruler</p>	<p>continent country equator transport Fair Trade</p>		
<p>Science Knowledge</p>	<p>Plants: flowers, life cycles, plants, function Life cycle of plants Know things that plants give us. Observe, describe and compare plants. measure plants. Functions of parts of plants. Describe how a variety of plants need different things to live.</p>	<p>Animals and Humans: nutrition, skeleton and muscles The role of our skeleton to provide support. Identify and name some bones in the human skeleton Identify the major muscles in the body eg quads, hamstrings, calves, glutes, triceps, biceps Know how muscles work.</p>	<p>Rocks and fossils. Earth constantly moves and reshapes itself and rock formation is dynamic. Name some famous rock formations, mountains and volcanoes around the world. Describe simply how rocks are formed. Identify things made from rocks in the local environment. Observe, describe and compare rocks.</p>	<p>Light: reflection and shadows. How light helps us in everyday life. Sources of light Materials which reflect light and how this can be useful. Dark is the absence of light. The importance of protecting our eyes from the sun and how to do this.</p>	<p>Electricity: simple circuits, appliances, switches, conductors Objects which use electricity. How electricity is used to produce heat, warmth, movement and light and give examples. Make an electric circuit and name the components. Control a circuit using a switch.</p>	<p>Forces and Magnets Explore forces in the environment eg toys, opening doors, climbing, kicking/throwing balls. How we use forces in everyday life. Describe forces and their effect on things. Make observations eg the harder we kick the ball, the further it goes.</p>

	The life cycle of plants and the role of the flower.	compare human and animal skeletons. A nutritious diet.	Group and order rocks (hardness, weight, length) Uses of rocks, eg marble How fossils were formed. Observe, describe and compare soils.	How to make a variety of shadows eg vary size, clarity and shape.	Identify and classify conductors and insulators. Research how electricity is produced in a variety of ways.	Measure forces using a force meter and record the data in a table. Investigate how things move on different surfaces. Observe and describe magnetic forces. Test objects to see if they are magnetic.
Scientific skills	<i>asking questions, making predictions, setting up tests, planning a fair test, observing and measuring, recording data, interpreting and communicating results, evaluating</i>					
Scientific vocabulary	pollen, insect/wind pollination, seed formation, seed dispersal, wind dispersal, animal dispersal, water dispersal.	skeleton, muscles, food types, meat, fish, vegetables, bread, rice, pasta, nutritious, quads, hamstrings, calves, glutes, triceps, biceps	rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, peat, sandy,/chalk/clay soil	light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous	electricity, electrical appliance, mains, plug electrical circuit, complete circuit, component, cell, battery, positive, negative, connect, connection, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol.	force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, attract, repel, metal, iron, steel, pole, north pole, south pole.
Writing Genre	Setting Description - write a detailed description of a setting based on photograph from A is for Africa (or similar). Diary - written in perspective of character	Non-chronological report - Victorian mills Diary - written in perspective of character	Recount - chronological retelling of settlement		Narrative - retelling of a Greek myth	
Texts	The White Giraffe Africa, Amazing Africa: Country by Country Africa is not a country Mama Miti A is for Africa	Street Child The Victorians Gaslight	Anglo Saxon Boy Smashing Saxons Beowulf How to be an Anglo Saxon in 13 Easy Stages		Who Let the Gods Out Greek Myths Greek Gods & Heroes So You Think You've Got It Bad: Ancient Greece Groovy Greeks	

Community	Harvest festival	Harvest Bonfire Carols				End of year service
Curriculum Enrichment		Mill visit				Yorkshire sculpture park
Art	Study of a contemporary artist from Burkina Faso - Suzanne Ouedraogo West African Jewellery - exploring its symbolism and the different materials and styles used: designing and making our own using home made beads.				Explore Ancient Greek art and modern art inspired by it. Design a mythical creature.	Study Barbara Hepworth and Henry Moore then create own sculpture.
DT Skills Please refer to Design and Technology - Skills progression document	<ul style="list-style-type: none"> • Investigate and evaluate existing products • Understand contexts, users and purposes, gather information about the needs and wants of particular individuals and groups and develop their own design criteria and use these to inform their ideas. • Generate, develop, model and communicate realistic ideas, focusing on the needs of the user. • Make design decisions, taking account of the availability of resources. • Make a product: select from and accurately use a range of tools, equipment, materials and components, order the main stages of making. • Evaluate their ideas and products against design criteria (at the start, during and at the end of a project), refer to their design criteria as they design and make. • Develop technical knowledge, eg build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanical systems, use simple electrical circuits and components • Work with food-learn that food is grown, reared and caught in the UK, Europe and the wider world, Learn about a healthy diet (Eatwell plate). 					
DT		Cams Design and make Victorian toys using cams	Textiles Design and make a coin purse/bag.		Food Make a selection of flavoured flatbreads	
Music		Christmas carols				
Computing Y4 Teach Computing curriculum	The internet Recognising the internet as a network of networks including the WWW and why we should evaluate online content.	Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Photo editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	Repetition in games Using a block-based programming language to explore count0-controlled and infinite loops when creating a game.
Computing	Digital Literacy	Digital Literacy	Information technology	Information technology	Computer science	Computer science

RE	Why do some people believe God exists? What does it mean to have a God who is holy and loving?	Was Jesus the Messiah? If God is everywhere, why go to a place of worship?	What would Jesus do? Can we live by his values in the 21 st Century?	What does it mean to be a Muslim in Britain today?	What did Jesus do to save human beings? What matters most to Christians and Humanists?	Hinduism Why is pilgrimage important to some religious believers? What can be learned from the Hindu way of life?
PSHE	Being Me	Relationships Matter	Being Responsible	Bullying Matters	Diversity Matters	Drug Education
PE LTP 22-23 (Liz)	Physical Literacy, Fundamentals & Warm up activities Cross Country Invasion games - (football, tag rugby)	Indoor athletic activities Invasion Games, adapted games (hockey)	Gymnastics Sports Hall Athletics Games activities (basketball)	Adapted Invasion Games (Hi Fives & netball & Hockey) Dance	Striking/Fielding Games (Kwik Cricket) Athletic Activities swimming	Net/wall type Games. (Tennis, Badminton, Volleyball) Athletic Activities & sports day activities.