**Year 4 Topic overview for the year**

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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | | **Who were the Romans and what did we learn from them?**      Roman Diary by Richard Platt | | **Why are most of the world’s cities located by rivers?**    Wind in the Willows by Kenneth Grahame | | **How can we recreate the wonder of**  **Ancient Egypt?**    The Egyptian Cinderella by Shirley Climo | |
| **History/ Geography** | | * Pupils should know where Rome is * Pupils should know that the Romans came to Britain 2000 years ago * Pupils should know that the Romans conquered Britain but left Britain with many important features, such as roads * Pupils should know that the Roman army was very powerful and had many weapons * Pupils should know that Roman gladiators would fight for entertainment * Pupils should know that about a few famous Romans, including Julius Caesar * Pupils should know that Boudica stood up against the Romans and won several battles | | * Pupils should know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary * Pupils should know the difference between the upper, middle and lower courses of a river * Pupils should know the names and location of many famous rivers in the UK and the world * Pupils should know why many cities are situated next to a river * Make links with location on globe to describe/explain differences in climate and topography and **natural resources** used * Drawn own **world maps**, locating and describing **trade routes** using correct locational and distance language   *Assessment:*  Each group will be asked to create a fact file about six of the world’s greatest rivers. | | * Pupils should know where Egypt is * Pupils should know that the Ancient Egyptians were ruled by pharaohs * Pupils should know that the Ancient Egyptians built very sophisticated tombs for their pharaohs called pyramids * Pupils should know that we know a great deal about the lives of Ancient Egyptians because of what has been found in the pyramids * Pupils should know that the Ancient Egyptians used hieroglyphs and experts have been able to translate them * Pupils should know that the Ancient Egyptians were a very advanced civilization * Pupils should know that the powerful Ancient Egyptians had many slaves   *Assessment:*  Were the Egyptians more advanced than we are? Group presentation | |
| **Art/ DT** | | **Figure sculptures**  [Link with History: make a roman army inspired by Giacometti]  Sketch children in various positions  Use wire and twisted paper to create legs, Papier mache,  Add body , head arms, roman shield  Use photo montage to cover body. | | **Map My World**  **[Link with geography]**  **Image result for pictorial maps illustrator uk**  Google maps, pictorial maps by Liv Wan and Martin Haake.  Children paint a background and draw over colours to create a map of where they would like to live. | | **Ancient Egypt**  **Canopic jars**  Image result for canoptic jars"Children make a 3d canopic jar using a water bottle and papier Mache.  Paint hieroglyphics separately and add them onto the jar. Add details with fine brushes. | |
| **Science** | | **States of matter**  Statutory requirements  Pupils should be taught to:   * + compare and group materials together, according to whether they are solids, liquids or gases   + observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)   + identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Sound**  Statutory requirements Pupils should be taught to:   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases. | **Living things and their habitats**  **[Link to rivers]**  Statutory requirements Pupils should be taught to:   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things. | | **Animals, including humans**  Statutory requirements Pupils should be taught to:   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey. | |
| **Computing** | | **Pizza Party**  **[link to Romans]**   * I can search the internet effectively for information about a topic and have an understanding of copyright * I understand how spreadsheets can help me to solve problems, and am familiar with the spreadsheet modelling cycle * I can collect and enter data values into a spreadsheet, and predict what a change to a spreadsheet will do * I can follow a recipe algorithm to create a pizza * I can evaluate my own work, and the work of other pupils | | **Debugging the Water Cycle**  **[link to Rivers]**   * I can use logical reasoning to debug a program. * I can explain how I debugged a program. | | **Network Hunt Activity**   * I can name devices on a computer network. * I can explain the purpose of certain devices on a computer network.   **Sctratch Maths Quiz Activity**  **[Link to Maths]**   * I can explain what selection is * I can write a program using selection | |
| **Music [ST]** | |  | |  | |  | |
| **Winter performance/ carol concert** | | **International Evening** | |
| **MFL: Spanish [ST]** | |  |  |  |  |  |  |
| ***Spiritual, moral, social and cultural [SMSC]*** | **Cornerstones [Values/Healthy living/ Growth mind-set]** | Values:  **Respect-**  Boudicca as a female leader of the Celts against the Romans Links to other female leaders – e.g Aung San Suu Kyi and women doing military service in Israel. Oliver Tambo – leading figure in promoting opposition to Apartheid, (1917 – 1993)  Mary Anning –English fossil collector and palaeontologist | Values:  Kindness-  The gift of Kindness activity [from book ‘Be Kind’ available from Nick]. Identify kind thoughts, words or actions. | Growth mind set:  How to set growth mindset targets  Access this lesson [here](http://www.reflectedlearning.org.uk/wp-content/uploads/2018/01/Year-4-Term-1-Lessons-8-10-Growth-Mindset-2.pdf) [lesson 10]   * Identify an area of learning they find tricky * With a partner, think of ways to use growth mindset to overcome tricky things | | Healthy living:  **Physical health and wellbeing:**  **What is important to me?**  **Pupils learn:**  • why people may eat or avoid certain foods  (religious, moral, cultural or health reasons)  • about other factors that contribute to peopleʼs food choices (such as ethical farming, fair trade and seasonality)  • about the importance of getting enough sleep | |
| **RE** | *Hackney RE Scheme of work*  **Why do believers go on a pilgrimage?**   * Describe with correct vocabulary the features of different religions and worldviews they study (including those in * pilgrimage, celebrations, worship and rituals marking * important stages in life) * Make connections between the different features of religions and worldviews they study | | *Hackney RE Scheme of work*  **How do different Christians show their beliefs?**  This unit is available in teacher drive/ curriculum/ foundation subjects/ re spring 1 units   * Describe in detail similarities and differences between religions, world views and communities in relation to their narratives, belief and ethics. | | *Hackney RE Scheme of work*  **What happens when we die?**  **[Link to Egypt]**   * Explain the principle beliefs, values or teachings behind relevant teachings, texts to describe and present with detail and specific vocabulary their own and others’ about death and souls. * Describe in detail and with the correct vocabulary a range of symbols, artefacts, images and actions from different traditions, worldviews and communities, explaining how these actions and symbols show certain beliefs and values and how they may impact on the way of life of an individual or their community when dealing with death. | |
| **PSHE/ RSE** | **Drug, alcohol and tobacco education:**  **Making choices**  **Pupils learn:**   * that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them * about the effects and risks of drinking alcohol * about different patterns of behaviour that are related to drug use | | **Keeping safe and managing risk:**  **Playing safe**  **Pupils learn:**  • how to be safe in their computer gaming habits  • about keeping safe near roads, rail, water [LINK WITH RIVERS], building sites and around fireworks  • about what to do in an emergency and basic emergency first aid procedures | | **Identity, society and equality:**  **Democracy**  **Pupils learn:**  • about Britain as a democratic society  • about how laws are made  • learn about the local council | |
| **Global Action** | **[Link to Romans]**  Make a Roman aqueduct from junk to promote re-using materials. Children can use cereal boxes, shoe boxes, lolly sticks, cotton reels, buttons etc… | | **[Link to Rivers]**  A look at pollution in the River Lea or canal. How does this affect habitat? What can be done to improve the situation? Make a poster. | | Where textiles come from and what they are made from and how are they recycled? Branding and the cost of production –e.g.sweatshops |  |