

Long Term Plan 2022-2023

Year 4 (CR, AK)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PBL	What did the Romans ever do for us? (History)		Rainforest – The lungs of the Earth – Can we help them breathe?		Why do people invade and settle? (With a focus on the Vikings)	
Science	Electricity		Living things and their habitats	Animals, including humans	Sound	States of Matter
History	Place events from period studied on a time line. Identify key features and events of time studied using evidence to build up a picture of the past event				Place events from period studied on a time line. Identify key features and events of time studied using evidence to build up a picture of the past event	
Geography			Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.			
Art	Self Portraits Design and create an emblem for your Roman legion.		Leaf shading/printing Sketching a variety of leaves studying the veins Drawing and sketching of mini-beasts Rainforest animals with oil pastels	Sketching teeth – pencils	Shading of 3D objects	

RE	Who inspires me?		How does a Christian follow Jesus?		Values: What matters most? What are the deeper meanings of our celebrations?	
RSE	How can I use the internet safely?	How can we be a good friend?	How do my emotions change and why?	How can I eat well?	How can I manage money?	What is marriage?
Computing	<p>E-Safety: Captain Kara & The SMART Crew / https://www.childnet.com/resources/digiduck-stories/</p> <p>S: Word, Intro Sway, (Email-portal.office.com) E-book.</p> <p>O: Email Sway/glossary to L.P-Assess</p>	<p>Create Repeated Pattern:</p> <p>Geometric Mosaic/ Tessellation/ Optical illusion</p> <p>S: Publ, 2Paint, Mathsifun-Web</p> <p>O: Explain difference in the patterns and choose how to create them.</p>	<p>Spreadsheets:</p> <p>Collate data using tally on pets kept/endangered animals.</p> <p>S: Ed Excel, Survey,2 Graph</p> <p>O: Produce formula to calculate total cost of keeping a pet and represent data on a chart.</p>	<p>Debug & use different Variables and Control when programming:</p> <p>Code an endangered animal race.</p> <p>S: Scratch, http://code-it.co.uk</p> <p>O: Script to show use of working variables and control blocks as well as previous knowledge of coding.</p>	<p>Fake News:</p> <p>Use QR codes to produce questions and determine true/false news.</p> <p>S: iPads, QR generate and scan.</p> <p>O: Generate QR codes, scan and read them.</p>	<p>Produce Digital Music:</p> <p>Explore calm / violent sea. Explore Viking/Nordic Folk music.</p> <p>S: Garageband, EJay dance 4, iPads</p> <p>O: Produce a coherent music piece digitally using chosen app.</p>
Design and Technology	Design a Roman shield for battle		Cooking using Fair Trade products		Design a buzzer game using a simple circuit	
French	Phonetics 1&2 Fruits	Vegetables	Ancient Britain	Presenting Myself	Classroom	House
Music	Unit 1 – Let your spirit fly	Unit 2 – Glockenspiel Stage 1	Unit 3 – Three little Birds	Unit 4 – The Dragon Song	Unit 5 – Bringing us Together	Unit 6 – Reflect, Rewind and Replay
PE	Balls skills and cricket Swimming	Gymnastics Swimming	Dance Swimming	Cricket Swimming	Athletics Swimming	Tennis Swimming



MAYFLOWER PRIMARY SCHOOL

Year 4

What did the Romans ever do for us?

Key focus: History
Faculty: Humanities

Thinking Skills Focus:

Sustainable Development Goals Focus:
5. Gender equality
6. Clean water and sanitation
8 Good jobs and Economic Growth
9. Innovation and Infrastructure
10. Reduced inequalities

RSE: What is Diversity

International link:

Diversity Focus: Discrimination between men and women.
Boudicca
How diverse was Roman Britain. *Septimius Severus and The Ivory Bangle Lady*

Outdoor learning: Marching and practising the different attack and defence formations/tactics employed by the Roman Army.

Essential Questions: should inspire, require serious research

Why did the Romans invade Britain?

Why was the Roman Army so successful?

Summary of the project:

Just how much of today's Britain has been influenced by the Romans? Many of our buildings and how they are heated, the way we get rid of our sewage, the roads we use, some of our wild animals, religion, the words and language we speak, how we calculate distances, numbers and why we use money to pay for goods were all introduced by the Romans.

Key Vocabulary:

Timeline	Conquer/Invade
Chronology	Primary/Secondary sources
BCE/CE	Latin words for soldier's equipment
Empire	

Prior Learning:

- Stone Age – Year 3
- Great Fire of London – Year 2
- Toys from the past – Year 1
- Knowledge on lessons focusing on the Sustainable Development Goals.

Prior Key History Skills Learning:

- Chronology – places events on a timeline (Yr 1 – toys from the past, Year 2 – The Great Fire of London, Yr 3 – The Stone age Yr 4 – Romans)

Key History Skills:

- Place events from period studied on a time line.
- Use terms related to the period and begin to date events.
- Use evidence to construct life in time studied.
- Identify key features and events of time studied.
- Look at the evidence available – primary and secondary
- Use evidence to build up a picture of the past event
- Choose relevant material to present a picture of one aspect of life in time past.
- Ask a variety of questions
- Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.

Launch: Items displayed from today that we can't do without.....

Roads

Money to trade

Sanitation and Sewage Systems

Heating Systems

Towns

Calendar

Reading and Counting

Street Food

Architecture and Design

Outcome:

CR and AK

Roman Museum across our classrooms.

Children to walk through museum and gather information.

Evaluate what the Romans did for us...what the children found is still useful and is important today.

Photos and videos created to share with rest of the school and parents.



MAYFLOWER PRIMARY SCHOOL

What can we do to save our rainforests?	Key focus: What is happening to our planet? What can we do to help? Faculty: The Humanities
Thinking Skills Focus: Debating skills – reasons for and against deforestation Writing a persuasive letter	Sustainable Development Goals Focus: SDG 12, 13 and 15 RRSA Articles: A6: Life, Survival and Development A13: Sharing Thoughts Freely A17: Access to Information A24: Health, Water, Food, Environment
RSE: Sharing opinions and respecting other people's opinions. How can I make a difference?	International link: Link with a school which is located closer to the equator Contact an organisation which campaigns against deforestation
Diversity Focus: Different tribes which live in the rainforests Diversity in local area (comparing British forest to a Tropical rainforest)	Outdoor learning: Peaceful protesting about deforestation around school site with signs and banners
Essential Questions: <ul style="list-style-type: none">• Where do my favourite products come from?• What do they all contain?• What is palm oil?• What are rainforests?• Location? Climate?• What are the different layers of the RF?• Can I research different RF animals?• What is deforestation?• Can we help our vanishing rainforests?• Can we help the disappearing rainforests?• Can we bring awareness/make a difference to endangered animals?• Can we help reverse or minimise deforestation?	Summary of the project: What makes our planet so different from the rest? It's the only one tinged in green... thanks to our forests. Our rainforests were here long before we humans ever existed on our planet. It is home to thousands of species of plants, animals and home to indigenous forest people. Now because of us, our forests are almost gone. This "disappearing" is also known as deforestation. And it is hurting the planet. Tropical deforestation is the 2 nd biggest contributor to climate change.

Deforestation is also the reason many animals are becoming endangered. There are so many endangered species in the world who need our help. We, as humans, can be helpful or hurtful to this cause. This can be a strong lesson in empathy for our children. In this Project Based Learning project, we will outline how, as a school community, we can make a difference and bring awareness.

In the process we will learn all about Rainforests through different subject foci.

Key Vocabulary:

Tropical
Deforestation
Equator
Palm Oil

Prior Learning: Local area study: Local habitats and wildlife

Prior Key Geography Skills Learning:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Use fieldwork to observe, measure 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.

Follow a route on a map with some accuracy.

Try to make a map of a short route experience.

Year 4 Geography skills:

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Learn the eight points of a compass, and four figure grid references.

Use fieldwork to observe, measure 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.

Follow a route on a large scale map.

Launch:

- Display of everyday products the children will recognise.
- Asking what common ingredient do they all have and where they think they come from.
- This starts their journey to the Rainforest.
- They journey through – learning as they go.
- Read 'The great Kapok Tree' as an intro into animals of the rainforest. Continue journey...
- Watch 'There's a Rang-Tan in my Bedroom' video by Greenpeace for Iceland (banned advert)
- Deforestation – reasons and effects.
- What can we do?

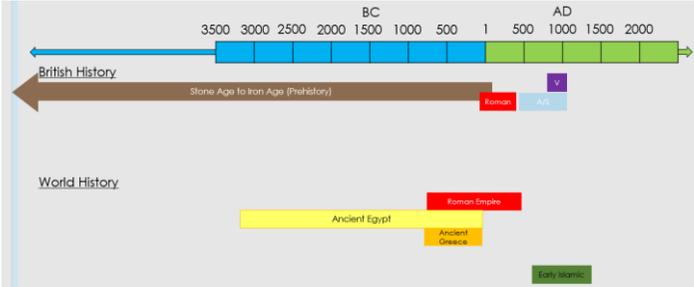
Outcome:

Write persuasive letters to PM

CR - Talking Exhibition – Invite classes to watch presentation to showcase Rainforest work and answer PBL question.

LG – David Attenborough documentary about rainforests.

Year 4 - Who were the Anglo-Saxons and Scots and why did they settle in Britain? (2) Who were the Vikings and why did they invade? (3)

Curriculum Objectives		Vocabulary				Links across the curriculum
<ul style="list-style-type: none"> Britain's settlements by Anglo-Saxons and Scots 	settlement	migration	invasion	Conquest	Geography - maps English- Beowulf DT- Viking longships	
	raiding	Pagan	Christianity	kingdoms		
<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	Roman	withdrawal	Western empire	Art and culture		
	Vikings	Danegeld				
	raids	laws				
	Resistance	justice				
SDG 5: Gender equality						
Lesson Sequence	Key Knowledge				Key Skills	
1. What did we learn in Year 3? How are timelines organised? What is the overall narrative? (Children need to know what they will go on to learn in Year 5) Living timeline	<ul style="list-style-type: none"> Understand beyond and within living memory using the timeline Know how timelines work (maths link) Understand periods of time Understand overall and internal narratives 				<ul style="list-style-type: none"> Reading timelines e.g. an arrow is a singular event, a bar is a period of time, if the bars touch each other there was interaction, if they are not touching, they are concurrent Place the time studied on a timeline. Sequence several events or artefacts. Use dates relating to the passing of time. Place events from period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms e.g BCE/CE 	
2. Where did the Anglo Saxons and Scots come from?	<ul style="list-style-type: none"> Understand why the Romans left- Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire Know about the Scot invasion from Ireland and Scotland – North Britain became Scotland Understand Britain's settlements by Anglo-Saxons and Scots (place names) Know where in the world the Anglo Saxons come from Understand that history represents people in different ways (bias, propaganda) 				<ul style="list-style-type: none"> Ask a variety of questions Use evidence to build up a picture of a past event Use Historically accurate terms to talk about the passing of time e.g. BCE/CE/CENTURY 	
3. Why did they come to Britain and move away from where they were born?	<ul style="list-style-type: none"> Understand the reasons why the Anglo-Saxons might have come to Britain Know what life in Anglo-Saxon time was like including art and culture (Beowulf – beginning of Christian conversion) 				<ul style="list-style-type: none"> Choose relevant material to present a picture of one aspect of life in time past Offer a reasonable explanation for some events 	

4. How did Anglo-Saxon England come to an end?	<ul style="list-style-type: none"> • Know that the Vikings invaded and took over – dates and times • Understand that this was the origin of Christianity in the UK. • Know that Alfred the Great resisted the invasion • Know that Edward the Confessor was the last Saxon king 	<ul style="list-style-type: none"> ○ Begin to evaluate the usefulness of different sources ○ Offer a reasonable explanation for some events
5. What was Viking society like?	<ul style="list-style-type: none"> • Understand about Viking jobs, homes, belief systems, laws, family life, art and culture etc • Know about the raid on Lindisfarne • Know how Viking society was organised and their impact on our monarchy 	<ul style="list-style-type: none"> ○ Use evidence to reconstruct life in time studied. ○ Use textbooks and the internet for research
6. Was there much difference in the lives led by Saxons and Vikings?	<ul style="list-style-type: none"> • Know the key features and differences about life in Saxon and Viking times • Understand how places names tell the story of invasion and settlement (names lesson) 	<ul style="list-style-type: none"> ○ Begin to evaluate the usefulness of different sources ○ Construct own responses beginning to select and organise relevant Historical information.
Golden Threads: settlement / migration society laws/justice	Second order concepts: Change and continuity, Sources and evidence, Historical interpretation	Links across the history curriculum: Year 4 - Roman invasion Local history: Anglo Saxon church next door to Jewry Wall

Year 4 - What did the Romans ever do for us? (1)

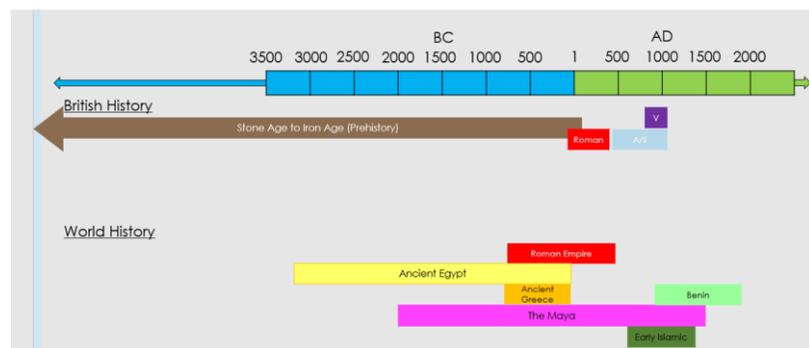
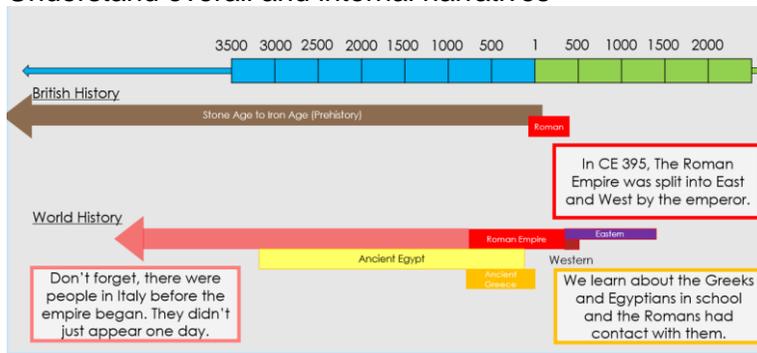
Curriculum Objectives	Vocabulary				Links across the curriculum
<ul style="list-style-type: none"> The Roman Empire and its impact on Britain 	Romanisation	Claudius	British resistance	Christianity	Geography – map skills DT- Shields
	empire	conquest	Boudicca		
	invasion	impact	culture		
	army	Hadrian's Wall	beliefs		

SDG 5: Gender equality
 SDG 16: Peace, Justice and Strong Institutions

Lesson Sequence	Key Knowledge	Key Skills
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1. What did we learn in Year 3? How are timelines organised? What are the overall and internal narratives?
 (Children need to know what they will go on to learn in Year 5)
 Living timeline

- Understand beyond and within living memory using the timeline
- Know how timelines work (maths link)
- Understand periods of time
- Understand overall and internal narratives

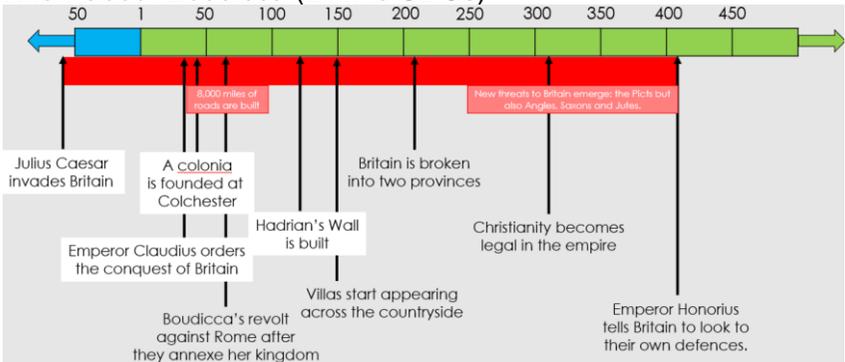


- Reading timelines e.g. an arrow is a singular event, a bar is a period of time, if the bars touch each other there was interaction, if they are not touching, they are concurrent
- Place the time studied on a timeline.
- Sequence several events or artefacts.
- Use dates relating to the passing of time.
- Place events from period studied on a time line.
- Use terms related to the period and begin to date events.
- Understand more complex terms e.g BCE/CE
- Identify key features and events of time studied.

2. What was life like in Britain before the Romans? Hadrian's Wall

- Understand Celtic tribes and settlements
- Know what British life was like before the Romans
- Understand the purpose of Hadrian's Wall - as a fort to separate the Celts from the Romans

- Cause and effect
- Study change through the lives of significant individuals.
- Identify reasons for and results of people's actions.

	<ul style="list-style-type: none"> Know about Boudicca (Link to SDGs) 	<ul style="list-style-type: none"> Understand why people may have had to do something. Offer a reasonable explanation for some events Use evidence to build up a picture of a past event Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Choose relevant material to present a picture of one aspect of life in time past
<p>3. What was the Roman Empire? When did they invade Britain?</p>	<ul style="list-style-type: none"> Know which countries were in the Roman empire in AD43 Know when they invaded Britain 	
<p>4. Why did the Romans invade Britain?</p>	<ul style="list-style-type: none"> Understand where, when and how the Romans invaded. Know the reasons why the Romans were keen to invade Britain – conquest, metal, slaves, farmland, natural minerals 	
<p>5. Why was the Roman Army so successful? Hadrian's Wall</p>	<ul style="list-style-type: none"> Understand why the Roman army was so successful – pay, training, organisation, weapons, formations 	<ul style="list-style-type: none"> Cause and effect Compare with our life today Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look at the evidence available Ask a variety of questions Use textbooks and the internet for research Begin to evaluate the usefulness of different sources Use text books and historical knowledge Choose relevant material to present a picture of one aspect of life in time past Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Construct own responses beginning to select and organise relevant Historical information.
<p>6. How did the Romans change Britain?</p>	<ul style="list-style-type: none"> Understand the Romanisation of Britain – technology, culture and beliefs including early Christianity. 	
<p>Golden Threads: army / military colony / empire conquest / settlement society / tribe</p>	<p>Second order concepts: Cause and consequence, Historical significance, Change and continuity, Sources of evidence, Historical interpretation</p>	<p>Links across the history curriculum Year 1 and Year 3 – Gender in history Year 6 - Is the way the Maya explain their universe similar to, or different from, the way Roman society does? Local history: Jewry Wall Museum, Roman Leicester/Fosse Way, Roman mosaics (Rutland and city centre- site of Stibbe Engineering Works).</p>