

Year Four Term 1

Theme – Discover

Driving Subject - History

(Romans, Vikings and Anglo-Saxons)

Discover theme key skills

- Identify questions to answer and problems to solve.
- Plan and research.
- Analyse and evaluate.
- Show empathy.
- Show a commitment to justice.
- Explore issues, events and problems from different perspectives.
- Support conclusions using reasoned arguments and evidence.
- Communicate learning in relevant ways.

Driving Question –

Is invasion ever justified?

Project Outcome – Children to create a large Viking longboat to display in the classroom.

Connecting concepts

Concepts to be explored across the project – **resilience, community, adversity and teamwork**

Key Objectives/Subject specific skills.

History National Curriculum Objectives

Hi2/1.2 Roman Britain

Pupils should be taught about the Roman Empire and its impact on Britain

Hi2/1.3 Anglo-Saxons & Scots

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots

Hi2/1.4 Anglo-Saxons & Vikings

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

History Skills

Chronological Understanding

Place events from the periods studied on a time line.
Use terms related to the period and begin to date events.
Understand more complex terms e.g. BC/AD.

Range and depth of historical knowledge

Use evidence to reconstruct life in the time studied.
Identify key features and events from time studied.
Look for links and effects in time studied.
Offer a reasonable explanation for some events.

Interpretations of History

Understand the difference between primary and secondary sources.
Give reasons why there may be different accounts of history looking at propaganda.
Begin to evaluate the usefulness of different sources.
Use text books and historical knowledge.

Historical Enquiry

Use evidence to build up a picture of a past event.
Choose relevant material to present a picture of one aspect of life in time past.
Ask a variety of questions.
Use the library and internet for research.

Organisation and Communication

Recall, select and organise historical information.
Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
Use dates and subject specific words such as monarch, settlement, invader accurately.

PSHE

Children will learn

What strengths, skills and interests do we have?

- How to recognise personal qualities and individuality.
- To develop self-worth by identifying positive things about themselves and their achievements.
- How their personal attributes, strengths, skills and interests contribute to their self-esteem.
- How to set goals for themselves.
- How to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking.

How can we manage our feelings?

- How everyday things can affect feelings.
- How feelings change over time and can be experienced at different levels of intensity.
- The importance of expressing feelings and how they can be expressed in different ways.
- How to respond proportionately to, and manage, feelings in different circumstances.
- Ways of managing feelings at times of loss, grief and change.
- How to access advice and support to help manage their own or others' feelings.

Science

Sc4/2.1 All Living Things

Sc4/2.1a recognise that living things can be grouped in a variety of ways

Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.

Sc4/2.2 Animals including humans

Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans

Sc4/2.2b identify the different types of teeth in humans and their simple functions

Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.

Working Scientifically

Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them

Sc4/1.2 setting up simple practical enquiries, comparative and fair tests

Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes

Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.

Computing

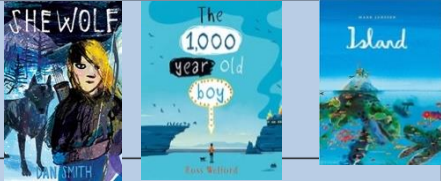
CO 4.1 - Computing systems and networks- The internet

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create.

CO 4.3- Creating media- Audio editing

Learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.

English

Key texts (could be linked to the project directly or the concepts covered).	Reading for Pleasure: • She Wolf • 1000-Year-old boy • Island  Fiction: • Riddle of the Runes • Eric the Viking • Viking Boy • Loki Classics: • Beowulf Poetry: • Beowulf Picture books: • Arthur and the Golden Rope • A Roman adventure (The Histronauts) Non-fiction: • The Romans: Gods, Emperors and Dormice • So, you think you've got it bad: A kid's life in Ancient Rome • We are the Romans: Meet the people behind the history Class Novel: • The Legend of Podkin One-Ear
Reading Outcomes	• Reading books which are structured in different ways and reading for a range of purposes. • Identifying and discussing themes. • Predicting what might happen from details stated and implied. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Linked Objectives

Art

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

Design & Technology

DT2/2.1a understand and apply the principles of a healthy and varied diet

DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients

Music

Mu2/1.6 develop an understanding of the history of music.

PE

Modified team games

PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Key vocabulary:

Invasion, emperor, legion, senate, settlement, temple, revolt, rebellion, civilisation, empathy, invention, ancient, timeline, AD, century, pre-history, sources, analyse, evaluate, digestion, decay, diet, food chains, predators, prey, classification, environment, communicate, primary, secondary