



*Chilton Primary School*  
*Curriculum Long Term Map*  
*Year 4*

## Invasion - Give and Take

*Respect, Excellence, Friendship, Equality, Determination, Inspiration, Courage, Tolerance*

	Autumn Term – Romans (HG)	Spring - Anglo Saxons / Vikings	Summer – Science Block
RRSA / GLP	<b>Childhood</b> – Explore their own childhood and that of others around the world. Some children’s child hood is not as positive – why? How do governments ensure children get their rights? <b>Articles:</b> 17/11/16/13/36 – Children to raise money for a specific charity such as Barnardo’s.		
PHSCE / SMSC	<b>Living in the Wider World</b> – Money; what role does it play? Communities at Christmas	<b>Health and Wellbeing</b> – Habits <b>Keeping Safe</b> – myself, others and those I don’t know	<b>Relationships</b> – Stereotypes LGBT Program
Moral	Is it always right to invade? Provide examples of when it is and when it isn’t. What do we get from invasion? What is ok to take? Is it ever right to take without consent? Within religion, when do different religions giving and taking – personal and other. Which festivals are there where giving and taking are central and what is the purpose behind it?		
RE	<p style="text-align: center;"><b>How do religious people show they care for each other? How do religions teach about the environment and how does this effect what people do?</b> <i>(Use festivals to teach about caring and the environment in a variety of religions)</i></p> <p>Within the religions of Christianity, Hinduism, Sikhism, Buddhism, Islam and Judaism; children learn about how different religious people show they care for each other and how the promotion of caring is evident in all religions. They learn about how the environment is important to different religious groups and how this impacts on what people do.</p>		
	<b>Romans - Britain as Invaders</b> <i>Why did the Romans settle in the NE and what did they bring us? How might the NE look today had the Romans not settled here?</i>	<b>Invaders to the UK</b> <i>Which groups are significant in creating the Modern Day United Kingdom?</i>	<b>Natural Invasion –</b> <i>Explore location across the UK and why cities have grown where they are. How has historical invasion shaped the modern environment?</i>
Eng	Escape from Pompeii	Odd and the Frost Giants	The Wolves in the Walls
	<b>Genres</b> Stories from other cultures with historical settings (Fictional) Newspaper Report	<b>Genres</b> Fictional Descriptive writing of settings and characters Biography	<b>Genres</b> Adventure Story Report writing linked to Geography and Science Enquiry Explanations
	Objectives for writing composition are covered each term across a broad range of genres		
	<b>R – Fiction</b> – The Orchard Book of Roman Myths	<b>R – Non-Fiction</b> – The Viking Invader (Newspaper) and other non fiction texts about Vikings	<b>R – Fiction</b> – Other texts by Neil Gaiman
Maths	Place Value, Addition and Subtraction,	Fractions, (using Aut T) Multiplication and Division	Measures , Geometry (Shape), Geometry

	<p>Multiplication and Division (this order)</p> <p><b>Reasoning and Problem Solving</b></p> <p>G – Mapping work, consolidate coordinates, begin to explore, scale, distance, relationship between measurements.</p> <p>Gather, plot and interpret data surrounding weather / landscape.</p> <p>Sc – classify materials (solids, liquids and gases) using mathematical vocabulary, reasoning and justification.</p> <p>H – Explore and apply knowledge of Roman numerals. Explore intervals of time (centuries, decades, years)</p>	<p><b>Reasoning and Problem Solving</b></p> <p>G – Measurement – capacity - conversions, draw links to water cycle / rainfall.</p> <p>Sc – Data handling – plot frequency / pitch of sound waves / electrical currents.</p>	<p>(position), Statics</p> <p><b>Reasoning and Problem Solving</b></p> <p>G – Drawn links with trade link to explore money / currency. Percentages – linked to population growth / expansion of rural areas.</p> <p>Sc – classify living things, using mathematical vocabulary, reasoning and justification.</p> <p>Computing – directional language / scale.</p>
	G/H	H	G/Sc/DT
<b>OV</b>	<p>Children begin by exploring the physical and human Geography of the NE of England. Where is Chilton and what are the major cities which developed here and why in the locations they did? Children focus on the use of maps to locate places and do field work around the village to identify human and physical features. Children identify Roman towns and then begin to explore the history enquiry question – “Why did the Romans march through Durham”. Using a visit, pupils explore Roman life and identify the reasons for invasion and settlement.</p> <p>Following this unit, children complete a stand-alone science unit where they</p>	<p>After exploring the Romans, pupils now look at the Anglo Saxons and Vikings – two further periods of history focussing on invasion to the UK. Focus on why they came to Britain, where did they settle and why? Look at daily lives (farming, food, religion etc) before looking at famous Anglo-Saxons.</p> <p>Following this explore the idea that the Vikings are often painted as being vicious invaders. Is this true? Research this group of historical invaders and answer this question using the evidence.</p>	<p>Children begin by exploring European countries (such as Italy) where movement in the tectonic plates causes earthquakes. What are the consequences so why have people settled in these locations? From this pupils design and create a warning siren for these communities for an earthquake. This will require deep science knowledge and understanding and use of DT to create a replica. An explanation leaflet on how it works will be written alongside this in English using the science and Geographical learning.</p> <p>Children then explore how we use land in the NE of England. Beginning with farming and land use for food, progressing to science and an understanding of how humans (and other animals) digest the food we farm before finally learning about and classifying different types of native animals, comparing this to the animals of the location studied at the start of this term. How have humans impacted on the native animals by invading their habitats?</p>

<p><b>H/G</b></p>	<p><b>Autumn 1: Geography - Destination North East</b> Map skills and Human and Physical Geography of the North East of England. Why towns developed where they did, place name clues. Focus on rivers, water cycle. Fieldwork opportunity. OS maps.</p> <p><b>Autumn 2: History - History - Invasion! Why did the Romans march through County Durham?</b> Museum panel strategy Glass object -Artefact handling and inference Dynamic timeline – timeline for their book. Questions. Vindolanda – Hadrian’s Wall: artefacts, written accounts. Vindolanda Tablets. Romans in Britain - York, Legions, trade, control, army. Roman life in Britain. Why did the Romans march through County Durham ? Causation of the invasion and settlement of the UK by the Romans. Revisit timeline, do a timeline of Romans in Britain.</p>	<p><b>Spring1 History – How did the Anglo Saxons change Britain?</b> Causation / Change / Similarity and difference What was the treasure in the garden? Sutton Hoo. British museum photos of the horde. Collection of photos. What can you work out about the people who buried these objects? Catalogue the objects, sort them, categories – questions to ask. Your early ideas – write a report for the British museum . Teacher reveal the archaeologists report. Locate Sutton Hoo on a map. Show a map of other places important to Saxons. Or give place name endings - pupils have to find examples on a map. Then show them map of Saxon names – settlements. Why did the Anglo Saxons come to Britain? Start off with discussion of why do people move between countries? Why do people move – bubble map? Use the different reasons to describe why Anglo – Saxons came to Britain. Timeline of the Anglo Saxon period. All change? Food &amp; farming, religion, stories and language. Important Saxons – King Oswald, Bede, King Alfred.</p> <p><b>Dangerous invaders?</b> <b>Were the Vikings really vicious?</b> Focus: Testing out interpretations. Using a range of sources and information. Writing a supported judgement/debate and argument. Use European Geography knowledge to establish origins of the Vikings.</p>	<p><b>Spring 2: Mini Geography enquiry</b> Geography - Europe – Italy European location. Atlases. Tectonic plate maps and processes. Why does Italy shake and roar ? – focus on plate tectonics.</p> <p><b>Giving and taking from the land: Land use and settlement and economic activity</b> - Farm visit, food chains. Human Geog. Fieldwork and mapping skills. Atlases for types of farming in UK/( world - food labels, atlas, basket of shopping)</p>
<p><b>Sc</b></p>	<p><b>States of Matter</b> Compare and group materials together, according</p>	<p>All History this term</p>	<p><b>Living things and their Habitats</b> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a</p>

	<p>to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p>variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Animals, including Humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
<b>Art/ DT/ Comp</b>	<p><b>Computing</b></p> <p><b>Scratch – create the journey the Romans took from their Empire to UK</b></p> <p>Design, write and debug programs</p> <p>Use sequence, selection and repetition in programs</p> <p>Explain how algorithms work and detect errors</p>	<p><b>Art</b></p> <p>Exploring 3D sculpture using wire</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p><b>DT</b></p> <p><b>Create an electronic warning system for the earthquakes in European cities</b></p> <p>Understand and use electrical systems in their products</p>
	<p><b>Ongoing – E-Safety</b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<b>MFL</b>	<p>Spoken/Written – French Vocab Focus – <b>‘Playtime, Sport’</b></p>	<p>Spoken/Written – French Vocab Focus – <b>‘My Home, My Town’</b></p>	<p>Spoken/Written – French Vocab Focus – <b>‘Describing People, The Body’</b></p>
	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language</p>		

	<p> speak in compound sentences, using familiar vocabulary, phrases and basic language structures  develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  read carefully and show understanding of words, phrases and simple writing  write phrases from memory and adapt these to create new sentences  describe people, places, things and actions orally and in writing </p>		
PE	<p> Net and Wall / Invasion Games Coaching  -Mini Tennis 2 L2/3 NWG  -Swimming  -Five and threes L3/4 IG  -Swimming </p>	<p> -End Zone L3 IG  -Dance  -Gymnastics Unit 4 Task 1 L2/3 G  -Communication Challenge L2/3 O+A </p>	<p> -Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A  -Run the loop L2/3 (video) S+F  -Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A  - Pairs Cricket L3/4 S+F </p>
MUSIC		<p> <b>'Samba Drumming'</b> </p>	<p> <b>'Steel Pans UCreate'</b> </p>
	<p> Play and perform in solo / ensemble context (vocals and instruments)  Listen to a variety of sounds / develop aural memory – including music from different time periods and cultural places  Improvise and compose music  Use/understand standard musical notation/signs  Continue to develop an understanding of history of music </p>		
Learning Weeks	<p> <b>Anti-Bullying Week – November</b>  <i>Black History Month – October</i> </p>	<p> <b>National Story Telling Week (Jan / Feb)</b> </p>	<p> <b>Volunteers Week – June (Fundraising Opportunity – Volunteer in our Community)</b> </p>