| Year 4 | Autumn 1<br>Anglo Saxons | Autumn 2<br>Climate Cops | Spring 1<br>The Vikings | Spring 2<br>Geography Detectives | Summer 1<br>Woodlands | Summer 2<br>Habitat Hunters |
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| Maths | | | | | | |
| Literacy | | | How to train your dragon? | | | |
| History | Britain- settlement by Anglo Saxons<br>Main focus – Anglo-Saxon invasions, settlements and kingdoms, place names and village life<br>Key processes/skills – chronology, key features of period, similarities, difference and significance, impact on Britain, interpretations<br>Key Questions and objectives<br>**1.  Who were the Saxons and where did they come from?**<br>   -    to understand where the Saxons came from<br>   -    to understand who the Saxons were<br>   -    to place the Anglo-Saxon period in a chronological framework<br>   -    to understand that Anglo-Saxons invaded Britain and that the period of invasion was followed by a | | The Vikings and Anglo Saxons stuggle for kingdom of England<br>Main focus – Viking raids and invasion<br>Key processes/skills – chronology, key features of period, cause and consequence, impact on Britain<br>Key Questions and objectives<br>**1. Why did the Vikings travel from their homelands and where did they go?**<br>   **-** to place the Viking period in a chronological framework<br>   - to locate on a time line the period when the Vikings made raids and then settled in Britain<br>   - to understand why the Viking people explored many parts of the world<br><br>**2.  How did the Vikings travel so far from their homelands?**<br>   - to use a range of sources to find out about Viking longboats<br>   - to make inferences | - | - | - |

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| | period of settlement<br><br>**2. Where did the Saxons settle in Britain?**<br>- to understand the locations of Saxon Kingdoms and settlements<br><br>**3. What was village life like in Anglo Saxon times?**<br>- to understand where and how Anglo Saxons lived<br>- to use evidence to reconstruct life in Anglo Saxon times<br>- to build and construct an Anglo Saxon village<br><br>**4. What is the mystery of Sutton Hoo?**<br>- to understand the mystery of Sutton Hoo<br>- to answer questions about the finds at Sutton Hoo<br>- to understand how knowledge of the past is constructed from a range of sources<br>- to understand that there are different interpretations of the burial<br><br>**5. What were some of the characteristic** | | about the Viking way of life<br><br>**3. When did the Vikings come to Britain to raid and to stay?**<br>- to order Viking raids in Britain chronologically<br>- to learn where and when the Vikings raided in Britain<br>- to understand that accounts of Viking raids are Anglo-Saxon interpretations of the events<br><br>**4. Why were monasteries good places to raid?**<br>- to learn about the monastic way of life in Anglo-Saxon times<br>- to describe and explain the reasons why the Vikings chose to raid monasteries<br><br>**5. What evidence is there that the Vikings settled in Britain?**<br>- to learn about Viking settlements in Britain<br>- to ask and answer questions from archaeological and picture evidence to find out about the Vikings' settlement of Britain<br><br>**6. Where did the Vikings finally settle in England?**<br>- to learn about King Alfred and the impact he | | | |

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| | **features of Anglo Saxon times?**<br>- to ask and answer questions, and to select and record information relevant to the focus of the enquiry.<br>- to know some of the characteristic features of Anglo Saxon times, including ideas, beliefs, attitudes and experiences of people in the past<br>- to choose relevant material to present a picture of one aspect of life in Anglo Saxon times<br><br>**6. What was life like in Anglo Saxon Times?**<br>- to recall, select and organise historical information<br>- to communicate knowledge and understanding in a variety of ways | | had<br>- to recall, select and organise their knowledge about King Alfred<br>- to locate Viking settlements on a map | | | |
| Geography<br><br>Ongoing-<br>What's in the news diary | Map skills linked to history<br>Main focus –<br>**Geographical skills and locational knowledge**<br>Key objectives –<br>**Geographical skills**<br>To use maps, atlases and | Environmental- climate cops link<br>Main focus – **Human geography,** geographical skills and fieldwork<br>**Human Geography**<br>To describe and understand the | Map skills linked to history<br>Main focus – **Geographical skills and locational knowledge**<br>Key objectives –<br>**Geographical skills**<br>To use maps, atlases and globes and ICT to identify | Regional study of the UK (coastal)<br>Significant to children with comparison to Basingstoke.<br>Visit<br>Main focus – **Place knowledge,** geographical | Woodlands<br>Physical geography<br>Visit<br>Main focus - **Physical geography – climate zones, biomes and vegetation belts, geographical skills** | Habitat hunters<br>Rainforests- place knowledge<br>Climate zones<br>Physical and human geography<br>**Rainforests**<br>To locate areas of rainforests and to identify the countries |

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| globes and ICT to locate some of the Anglo Saxon settlements in Britain<br>To make maps to show some of the key settlements in Anglo Saxon times.<br><br>Locational Knowledge/ Human and Physical Geography<br>To name and locate places and counties related to Anglo Saxon settlement in Britain. | distribution of natural resources, including energy, food, minerals and water.<br>To understand how some aspects of human and physical geography have changed over time.<br>**Geographical skills**<br>To use fieldwork to observe, measure, record and present information about uses of resources such as energy, recycling of materials around school and in Basingstoke. | and locate Anglo Saxon settlements and sites settlements in different parts of Britain.<br>To make maps to show Viking homelands and settlements.<br><br>Locational Knowledge/ Human and Physical Geography<br>To name and locate places and counties related to Anglo Saxon settlements nd Viking invasions and settlement in Britain. | skills, **human and physical geography** and locational knowledge<br>Key objectives –<br>**Locational Knowledge/Place Knowledge**<br><br>**To understand the geographical similarities and differences of a REGION of the UK compared to the Basingstoke region.**<br><br>To locate the region on a range of maps and to make observations about it's position and location in the UK.<br>To identify the key physical and human characteristics of the area and compare to Basingstoke.<br>To look at how aspects of the physical and human characteristics, topographical features and land use in the region have changed over time.<br><br>**Human and Physical Geography**<br>**Human Geography**<br>To describe the type of settlement and the land uses within the region.<br>To describe the economic activities including trade links.<br>To investigate the | **(Google earth, maps, globes, atlases, compass points) and fieldwork,** human geography and locational and place knowledge<br> Key objectives –<br>**Geographical skills and fieldwork**<br>**Woodlands**<br>To ask geographical questions and record geographical information.<br>To use a range of sources including maps (Digimaps for schools, Google Earth, Google maps) and aerial photographs to identify different land use including woodland areas.<br>To devise simple symbols and to use a key.<br>To draw a land use map with a simple key.<br>To reinforce letter/number grid references and introduce 4 figure grid references.<br>To locate woodland area to be visited on OS map.<br>To use fieldwork techniques to collect geographical data i.e. sketch maps of woods, following simple maps, mystery photo trails around the woods, photographs of key features, collecting information about different trees, habitats, feelings, colours etc in | they are in using atlases, world maps and ICT (Google Earth, Google Maps).<br>To communicate information using a range of methods including maps, plans, graphs and digital technology.<br><br>**Physical** and Human **Geography**<br>To describe and understand some key aspects of the physical geography of biomes and vegetation belts and climate zones.<br>  • Woodlands<br>    - Identify and describe main features of woodland.<br>    - Identify what it is like in woodland areas in terms of light, temperature, wind, colours, and what it feels like in different parts of the wood.<br>    - Identify how people improve or damage woodland areas.<br>  • Rainforests<br>    - identify different global climatic zones and describe the climate in the tropics.<br>    - understand and |

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| | | | | distribution of natural resources (to include energy, food, minerals and water where relevant)<br>To compare and identify the similarities and differences in land use and economic activities in the region compared to Basingstoke.<br><br>**Physical Geography**<br>To describe the main physicals features of the region i.e. coastal features<br>To compare and identify the similarities and differences in physical features in region and Basingstoke.<br>Geographical skills<br>To use maps, atlases and globes and ICT (Google Earth, Google Maps) to locate and to describe some of the main features of the region.<br>To use 4 figure grid references to locate places and features on OS maps at variety of scales including 1:1250 and 1:10000<br>To use a simple key on a map.<br>To use maps to plan a route from Basingstoke to a particular region with reference to points of the compass | woods.<br>To analyse evidence and draw conclusions about the woods.<br>To make own simple maps of the woods i.e. Digimap for schools – own annotated maps.<br>To communicate information  i.e. a woodland guide) using a range of methods including maps, plans, graphs and digital technology. | appreciate what it is like in a rainforest climate – compare and contrast with our<br>    own climate<br>-  understand what life would be like in a rainforest<br>- investigate the four layers of a rainforest and the different plants and animals that make up the<br>    biome (an area of world where the flora and fauna determined by climatic conditions)<br>-    explain different views of people about environmental issues i.e deforestation, endanged species<br><br>Locational Knowledge/Place Knowledge<br>To locate the woodland to be visited within Hampshire and to name and locate some of other main areas of woodland or forests in Hampshire i.e. New Forest.<br>To name some of the main areas of rainforests around the world and to name and locate the countries they are in.<br>To locate the Equator and the |

|  |  |  |  | N-S-E-W.<br>To draw a simple map or plan to show the route for a journey from Basingstoke to the contrasting region.<br>To use and interpret aerial photographs and maps to compare the region to Basingstoke.<br>To use fieldwork to observe, measure and record information about the contrasting region.<br>To recognise how places fit together in a wider geographical context.<br>To communicate information using a range of methods including sketch maps, plans, graphs and digital technology. |  | Tropics of Cancer and Capricorn on maps and globes and understand that these help to identify climatic zones.<br>To understand that tropical rainforests are located between the tropics.<br>To describe and understand key aspects of the climate zones, biomes and vegetation belts related to the rainforests studied (focus on rainforests in South America). |
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| Science | - |  | **Electricity**<br>Refer **National Curriculum** for topic objectives. | **Sound**<br>Refer **National Curriculum** for topic objectives. | **States of matter**<br>Refer **National Curriculum** for topic objectives. | **Animals** (including humans)<br>Refer **National Curriculum** for topic objectives. | **Living things and their habitats**<br>Refer **National Curriculum** for topic objectives. |

Working Scientifically:
- Asking relevant questions and using different types of scientific enquires to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units and a range of equipment including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straight forward scientific evidence to answer questions or to support their findings.

| Computing | E Safety introduction and review - Digital leaders will present a quiz to the class that will lead to discussion and agreement of e-safety dos and don'ts that will be handed in for whole school collation. <br>• be aware of e-safety rules <br>Powerpoint <br>• annotate work (edit) <br>• record, edit, and present their ideas in textual, audio and pictorial formats <br>• share their work with others. | Video- campaign <br>• record, edit, and present their ideas in textual, audio and pictorial formats <br>• share their work with others. <br>• include pre-recorded sound <br><br>Simulation - Crystal rainforest <br>• use computer models (Adventure Games / Simulations) to make decisions, solve problems, experience action and consequence, and make informed decisions; | Animation <br>• record, edit, and present their ideas in textual, audio and pictorial formats <br>• share their work with others. <br><br>Data-logging ( linked with sound/states of matter) <br>• use datalogging equipment for sound and temperature | Excel <br>• record, edit, and present their ideas in textual and pictorial formats <br><br>Understanding the digital world (use search technologies effectively) <br>• begin to develop an understanding of the use of ICT in the wider world and its impact on society. | Lego <br>• use control devices such as programmable robots to achieve specific outcomes <br>• use control software and equipment <br><br>Scratch <br>• creating simple blocks of code that pupils can explain in a single sentence that could use repeat loops <br>• given the blocks they need, use trial and error to combine them to achieve a specific purpose <br>• add simple extra blocks to existing code to modify the blocks effect. (eg Looks & Sound Blocks) <br>• independently spot that there is something wrong with code and identify the block | Logo <br>• use on-screen logo software, and control devices such as programmable robots to achieve specific outcomes <br><br>Understanding the digital world <br>• communicate using email safely |
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| | | | | | or place where it is wrong but maybe cannot fix it without help | |
| DT | | **Textiles – Combining different fabric shapes (inc CAD)**<br>*Bags for Life*<br><br>**Prior learning**<br>• Experience of basic stitching, joining textiles and finishing techniques.<br>• Experience of making and using simple pattern pieces.<br><br>**Designing**<br>• Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.<br>• Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.<br>• Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.<br><br>**Making**<br>• Produce detailed lists of equipment and fabrics relevant to their tasks.<br>• Formulate step-by-step plans and, if appropriate, | **Electrical Systems Simple Circuits (inc programming and control)**<br><br>**Prior learning**<br>• Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.<br>• Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.<br><br>**Designing**<br>• Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.<br>• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.<br><br>**Making**<br>• Order the main stages of making.<br>• Select from and use tools and equipment to cut, shape, join and finish with some accuracy.<br>• Select from and use | | **Mechanical Systems – Levers and linkages**<br>*Pop up books*<br><br>**Prior learning**<br>• Explored and used mechanisms such as flaps, sliders and levers.<br>• Gained experience of basic cutting, joining and finishing techniques with paper and card.<br><br>**Designing**<br>• Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.<br>• Use annotated sketches and prototypes to develop, model and communicate ideas.<br><br>**Making**<br>• Order the main stages of making.<br>• Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.<br>• Select from and use finishing techniques suitable for the product they are creating.<br><br>**Evaluating** | |

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| | | allocate tasks within a team.<br>• Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.<br><br>**Evaluating**<br>• Investigate and analyse textile products linked to their final product.<br>• Compare the final product to the original design specification.<br>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.<br>• Consider the views of others to improve their work.<br><br>**Technical knowledge and understanding**<br>• A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.<br>• Fabrics can be strengthened, stiffened and reinforced where appropriate. | materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.<br><br>**Evaluating**<br>• Investigate and analyse a range of existing battery-powered products.<br>• Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.<br><br>**Technical knowledge and understanding**<br>• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.<br>• Apply their understanding of computing to program and control their products.<br>• Know and use technical vocabulary relevant to the project. | | • Investigate and analyse books and, where available, other products with lever and linkage mechanisms.<br>• Evaluate their own products and ideas against criteria and user needs, as they design and make.<br><br>**Technical knowledge and understanding**<br>• Understand and use lever and linkage mechanisms.<br>• Distinguish between fixed and loose pivots.<br>• Know and use technical vocabulary relevant to the project. | |
| Art and design | Clay<br>Artist? | Collage/ sculpture<br>Artist? | Chalk and charcoal<br>Artist? | Printing<br>Artist? | Watercolour<br>Artist? | Batik<br>Artist? |

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| Music | | | | | | |
| PA | | | | | | |
| PSHE/SEAL<br><br>*See SEAL booklets for planning objs*<br><br>**See PSHE units of work for objs** | *New beginnings*<br><br>**Feeling Good** | *Getting on and falling out*<br><br>**Ups and Downs in Relationships**<br><br>(Anti-bullying week) | E-Safety- keeping safe using email<br>To use technology safely, respectfully and responsibly<br><br>To recognise acceptable/unacceptable behaviour in order to become a good digital citizen<br><br>To identify a range of ways to report concerns about content and contact including online messages that are hurtful or might scare them.<br><br>• use ICT safely to explore digital and online resources to find information and answer questions;<br><br><br>*Going for goals*<br><br>**Keeping Safe Outside School** | *Relationships*<br><br>**Changes in Families** | *Good to be me*<br><br>**Keeping Healthy** | *Changes*<br><br>**Looking Ahead** |
| RRR | **RRR Day  - Desert Island – creating class charter** | **Climate Cops - right to voice opinions and to a clean environment** | | **Around the world – Article 29, 30, 31.** | **Animals in the woodland/science link (teeth) – right to healthy** | **Saving the rainforest – right to voice opinions and to a clean environment – writing to** |

|  |  |  |  |  |  | food (24) | Prince Charles |
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| FAB | Symbol<br>Hannukah (December16-24) | Holi<br>Mary Mother of God | Ceremony<br>Death Ceremonies | Ritual<br>Paschal candle<br>Easter Sunday | Freedom<br>Passover and Moses | Iniation<br>Bah Mitzuah and confirmation |