

**St Anne's CEVA
Primary School**



**Year Groups 3/4
Terms 1/2
Curriculum A**

Learning Theme Big Question:

They came, they saw, they conquered-who were they?

Why is this so important? For children to have an understanding of various reasons why people invade countries. Also to understand that it is the same reasons that people would do it now.

Other questions worth asking: Is invasion good or bad? What did we learn from these invaders?

What will be your real life project?

What matters to children? (Children's questions about the big question)

- Who are the Romans?
- Where did they come from?
- How did they get here?
- Who were the Vikings?
- What did they wear?
- What did they eat?
- What weapons did they have?
- What happened to them?

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

History

HS1 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study

HS2 note connections, contrasts and trends over time, develop appropriate use of historical terms

HS3 Address, and sometimes, devise historically valid questions about change, cause, similarity and difference, and significance

HS4 construct informed responses that involve thoughtful selection and organisation of relevant historical information

HS5 understand how our knowledge of the past is constructed from a range of sources

HC1 changes in Britain from the Stone Age to the Iron Age

HC2 the Roman Empire and its impact on Britain

HC3 Britain's settlement by Anglo-Saxons and Scots

HC4 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

What do we want the children to know? (Knowledge)

Links to other subject NC PoS:

Science

R1 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3)

R2 describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)

R3 recognise that soils are made from rocks and organic matter. (Y3)

SM1 compare and group materials together, according to whether they are solids, liquids or gases (Y4)

SM2 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) (Y4)

SM3 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4)

Design Technology

DT2 research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

DT7 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

DT9 apply their understanding of how to strengthen, stiffen and reinforce more complex structures

RE

Unit 1 – What is important to me?

Computing

Comics

Cultural

British values: individual liberty

What maths POS can you incorporate:

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)



To become more independent learners.

To be problem solvers.

To work well in teams.

To communicate clearly both orally and in written word.

To be creative in their work.

What do we want them to be like? (Values, dispositions and attitudes)

To show perseverance

To respect others views

To take risks

To strive to do their best

To take responsibility for their own learning

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

A Play, A song

Debate, Exhibition (Home Project) Museum

What are the big ideas? (Concepts and values)

Connections
Continuity and change
Cause and consequence
Similarity, difference and significance
Making links /understanding reasons why people may invade.

Where can we visit? Who can visit us? (Real life experiences)

Caerleon in Wales (A Roman Barracks and amphitheatre)
Or Roman Baths.
Worlebury Woods
Cadbury Camp
Roman Road

What books/films can we use? (High quality literature)

Raiders
The Ice Palace by Robert Swindalls
The Iron Man by Ted Hughes
The wolf's Footprint by Susan Price
Ug – Raymond Briggs
Michael Morpurgo – Friend or Foe?
Time Team snippets

What can we make?

Roman shields
Viking Long boats
Mosaics
Gladiator sandals
Ships
Forts
Defence for you home
Costumes
Create games with instructions
Celtic jewellery
Weaving – natural dyes – black berry, red cabbage etc

What can we use? (High quality resources)

Google Earth
DVD's
Books
Posters
Education websites

What big words will we use? (High level vocabulary)

Invasion
Peasantry
Settlement
Expansion and dissolution
Empire
Civilisation
Chronological
Civilisation
Contrast
Poppies – Remembrance Day

What can we collect? (Tactile display to aid learning)

What can our role –play area be? (Outdoor imaginative play)

Battle re-enactment
Role play
Time Team
Archaeological dig

What did the children think? (Review)

(To be completed at end of theme)

What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)