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| **YEAR 3/4 TOPIC MAP****Autumn 1****Inventions** | **HISTORY/GEOGRAPHY**In this unit children find out about the invention of Robots, Steam Engines and household goods. | **ARTS****Italian Futurism ( ART)** | **PSHE** |
| **Cross-Curricular literacy:**Eplanations Steam EnginesBiography of a famous inventor**Cross-Curricular maths**Scales **KEY VOCAB**words associated with the passing of time, *eg Ancient VCOMPUTINGorian , Modern*words associated with aspects of society, *eg Medicine, science, technology, architecture, transport*words associated with Inventions, *eg Design Robot Steam Engine Railway, Computer coding de bugging* | History National Curriculum

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| a significant turning point in British history, for example, **the first railways** or the Battle of Britain  |

Explore what is a robotJobs for RobotsWhat might the future of Robots be?Why are trains important?Who invented the steam engine?KEY QUESTIONS*What are Inventions? What is a Robot? Is a computer a robot? Why do we need people to invent new products? Who invented the first railway? What is a steam engine? How do inventions help us in our daily lives?* | **Music**. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians P.E: perform dances using a range of movement patterns ( Robotic Dance)**Art:**. 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] about great artists, architects and designers in history. **DT:** Torches **Educational visit** Discovery Museum Inventions Exhibit |

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| To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  |

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| **YEAR 3/4 TOPIC MAP**Autumn 2: Has Greece always been in the News? | **History/ Geography**In this unit children find out about the way of life of people living in ancient Greece from archaeological discoveries. Children will develop their understanding of characteristic features of a society; identify the different ways the past is represented; and use sources of information to make simple observations, inferences and deductions. | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:**Greek myths narrative**Cross-Curricular maths**Units of measurement**Vocabulary**In this unit, children will have opportunities to use: * words associated with the passing of time, *eg ancient, modern, BC, AD*
* words associated with aspects of society, *eg food and farming, science, technology, architecture, beliefs*
* words associated with Greece, *eg Coliseum , Olympian, democracy tourist attraction, climate,*

words associated with life after death, eg *god, goddess.* | **History** Ancient Greece – a study of Greek life and achievements and their influence on the western world **Geography** Understand the geographical similarities and differences through the study of human and physical geography of a region or area in a European country. **Key Questions***Where is Greece and why do so many people enjoy going on holiday there? (LC1)**How do Greece’s climate impact on its people? ( LC2 LC3)**Who were the Ancient Greeks and what did we learn from them ?(LC4 & LC9)**How would a tourist to Greece today be reminded of the power of the ancient Greeks? (LC5)**Would you have enjoyed being an Olympian? ( LC7)**What is democracy and what part did the Greeks have in creating it? ( LC8)* | **Music**. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians **P.E: Team games and competition****Art:**. to improve their mastery of art and design techniques, including drawing, painting and sculpture with clay (Greek Pots and / or ceramic figures)**Educational Visit**Hancock MuseumGreek Pottery Exhibit | PSHE – SEAL – Relationships Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.Join Seeds for Life Program. Children will plant crops and learn about healthy eating. They will cook dishes using the crops they have planted. |
| **YEAR 3/4 TOPIC MAP****Spring 1****How did the Victorian period help to shape the Newcastle we know today?** | **HISTORY/GEOGRAPHY**In this unit children find out about the way of life of people living in VCOMPUTINGorian Newcastle from various sources. Children will develop their understanding of characteristic features of a society; identify the different ways the past is represented; and use sources of information to make simple observations, inferences and deductions.  | **ARTS**Art – making sketchesMUSIC –VCOMPUTINGorian SongsPE - Gymnastics | **PSHE**Health & Well Being - sensible road use and staying safe in their local environment |
| **Cross-Curricular literacy:**Poems by Robert Louis Stephenson (Victorian poet)**Cross-Curricular maths**3D shapes, Time**KEY VOCAB**words associated with the passing of time, *eg Victorian , Modern*words associated with aspects of society, *eg Medicine, science, technology, architecture, beliefs* words associated with Grainger Town, *eg Building Market Enertainment,* words associated with architecture e.g. *Style Function. Plan and Design* | **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Geographical skills and fieldwork**use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. a **local history study** a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. KEY QUESTIONS*What made people come and live in Newcastle in the first place? Has anyone famous ever lived in Newcastle? What is Grainger Town and when did it open?**Why does Grainger Town have a Monument?* *Why does Newcastle have a railway station and when was it opened? When did St Paul’s CE Primary School open?)* | **Music**. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **P.E:** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Art:**. To make sketches of Grainger Town and Greys MonumentMake VCOMPUTINGorian Toys**Educational Visit**Discovery Museum(Vicorian Toys )Grainger Town( Sketches and Digital Photos) |

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| to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’  |

the importance of protecting personal information, including passwords, addresses and images to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Join Seeds for Life Program. Children will plant crops and learn about healthy eating. They will cook dishes using the crops they have planted. |
| **YEAR 3/4 TOPIC MAP** Spring 2: What makes the earth Angry | **GEOGRAPHY** |  | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:****Write a Letter/email****Cross-Curricular maths:** Work on Coordinates **KEY VOCAB**words associated with the Geography, *eg Country, Landscape, Location Map Topography*words associated with Volcanos and Earthquakes, *eg Eruption Tsunami*  |

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| **Geography: pupils to be taught physical geography, including:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  |

KEY QUESTIONS

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| *What causes a volcano to erupt and which are the famous volcanoes in the world?*  |
|   | *How do volcanoes impact on the lives of people and why do people choose to live near them?*  |
|   | *How can we recreate an erupting volcano?*  |
|  | *What causes an earthquake (and a tsunami) and how are they measured?*  |
|   | *Who experiences extreme weather in our country?*  |
|   | *Which countries have experienced earthquakes and tsunamis in your life time?*  |
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 |  |  **DT :** children will be provided with an opportunity to design and make a volcano and then they will need to think of a way of making it erupt.Music:children to create some music which will be used as part of their reflection presentations. Possibly Peter Grimes.P.E. ( Year 4)swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations.  | PSHE – SEAL – New Beginnings – Create a class charter for communication based on positive rules.Join Seeds for Life Program. Children will plant crops and learn about healthy eating. They will cook dishes using the crops they have planted. |
| **YEAR 3/4 TOPIC MAP**Summer 1: Why do so many people go to the Mediterranean for their holidays? | GEOGRAPHY

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| understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country  |

 | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:** Persuasive Posters**Cross-Curricular maths:** Money**KEY VOCAB**words associated with the Geography, *eg Country, Landscape, Location Map Topography*words associated with Mediterraen , *eg Weather Holiday Climate Europe Brochure*  | **Place knowledge*** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

KEY QUESTIONS

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| *What are the advantages/ disadvantages of living in a Mediterranean country?*  |
| *Why do Mediterranean countries have a warmer climate than we do?*  |
| *Which fruits and vegetables are produced in the Mediterranean?*  |
| *How can we organise a Mediterranean food festival?*  |
| *How would you go about attracting someone to visit a Mediterranean country?*  |
| *Why doesn’t everyone speak English and use the same money?*  |
| *Who are the famous artists of the Mediterranean and what can we learn from them?*  |
| *Which European cities can we associate with different types of music?*  |
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 | **DT:** There are opportunities in LC4 and the reflection for children to design and make a Mediterranean food dish. In addition, **ART :**provides opportunities for children to paint in the style of a well-known Mediterranean artist. Picasso/Matisse/Van Gogh**Music:** LC8 provides opportunities for children to consider the famous musicians of Europe and to listen to their works. This can range from Liverpool’s Beatles to the Viennese waltz's.P.E.swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations.  | PSHE: SEAL Getting on and falling outJoin Seeds for Life Program. Children will plant crops and learn about healthy eating. They will cook dishes using the crops they have planted. |
| **YEAR 3/4 TOPIC MAP**Summer 2:Who first lived in Britain  | **HISTORY****GEOGRAPHY**

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| Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age  |

 | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:** **Aural presentation of research****KEY VOCAB**words associated with the Archeology, *Dark Ages Topography Discoveries .*  | This could include: * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
* Bronze Age religion, technology and travel, for example, Stonehenge
* Iron Age hill forts: tribal kingdoms, farming, art and culture

KEY QUESTIONS

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| What jobs do archaeologists do and why are they so valuable in helping us find out about history?  |
|  | How did the Early Britons make shelters?  |
|  | Would the Early Britons have visited a supermarket for their food?  |
|  | What can you find out about the Stone, Bronze and Iron Ages?  |
|  | What do we know about the life styles of the early Britons through the art they produced?  |
|  | What do we know about the way they moved heavy items around?  |
|  | How do you think the early Britons would have communicated?  |

 | **ART :** LC5 provides opportunities for children to experiment with their own art having first researched the art of the Ancient Britons e.g. Giant chalk drawings in the yard recorded using digital cameras.P.E.( Year 4)swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations.  |

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| Resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong school rules about health and safety, basic emergency aid procedures, where and how to get help  |

Join Seeds for Life Program. Children will plant crops and learn about healthy eating. They will cook dishes using the crops they have planted. |