

	<p>Title: Behind the Mask</p> <p>Topic Description: Since the dawn of time, people have been using masks. A mask is an object normally worn on the face, typically for protection, disguise, performance, or entertainment. Masks have been used since antiquity for both ceremonial and practical purposes. They are usually worn on the face, although they may also be positioned for effect elsewhere on the wearer's body. In parts of Australia, giant totem masks cover the body, while Inuit women use finger masks during storytelling and dancing. This term, you will look at masks from around the world and explore their purpose and symbolism.</p>		
<p>Year Group: 4 Term: Autumn Term 1</p>			
<p>Art Objectives: (Exploring and developing) Plan work carefully before beginning Use other cultures and times as a stimulus Experiment with the styles of different artists (Using materials) Use a combination of visual and tactile ideas Combine different materials in different ways (Evaluating) Compare others' work with their own Appraise the ideas, methods and approaches used in others' work Use the appraisal of others for improvement (Control and expertise) Show tone and texture using hatching and cross hatching</p>	<p>Curriculum Links:</p> <ul style="list-style-type: none"> • Use different software to evaluate our work. • Use Paint 3D to present 3D mask designs. 	<p>Core Skills To collaborate with others To assess themselves and others To generate ideas and explore possibilities</p>	<p>Sustainability Recycling materials- Using recycled materials to create masks.</p>
	<p>Topic end points</p> <ul style="list-style-type: none"> • Research 3D masks by creating a mood-board / visual fact file/collage • Make a wall mask based on a culture. • Create a paper mask using different prints, materials, patterns and shapes. • Draw a mask using cross hatching to add tone. • Create a 3D mask using paint, materials, colour and texture. • As a class, compare and improve our finished mask designs 	<p>EAL <u>Key images:</u> images of masks from around the world, map of the world. <u>Key experiences:</u> Visit to the Hatton Gallery to see original masks, opportunity to make masks. <u>Key vocabulary including words for green screens:</u> artefacts, symbolism, masks, protection, disguise, heritage, origins, historical, spiritual, cultural, religious, cloak, façade, illusion, costume. <u>Key questions/Sentence stems:</u> People use masks to.... Masks help people to....</p>	<p>PHSE To work collaboratively towards shared goals That differences and similarities arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p>The World of Work/Enterprise Doctors and Nurses – How could you become a doctor or nurse? What other people work in the health service? What is the NHS?</p>

Drama

'...experience being behind the mask.
Children act out and take the role of the person wearing the mask. Children explain and talk about feelings while wearing the mask.
Miming and dance linked to the different masks.

Discover**Title: Black Gold**

Topic Description: It is 6 o'clock in the morning, the stars are still shining in the dark sky. As you walk to the mine, all you can hear is the noise of your safety boots on the cobble floor. You reach the pit and look at the cage; it is now time to go down the mine to dig out as much coal as you can. You proudly grab your pickaxe in one hand, and your tally in the other and think about all the wonders that happened using coal. The steam engine: what a wonderful invention! Steam trains and boats that allow to travel the world quicker than ever before. You look at the seam and realise that it is possible thanks to you and your hard work. But beware, mining is a hard and risky job: explosion, poisonous gas and flooding are just a snapshot of some of the hardships miners encountered looking for Black Gold.

This term, children in year 4 will discover the fascinating world of mining and how it helped Britain to thrive during Victorian times.

Year Group: 4
Term: Autumn 2

History ObjectivesHistorical Study

- Use a range of documents and printed sources
- Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task
- Give reasons for change through analysing evidence
- Support own point of view using evidence

Historical Knowledge And Awareness

- Describe how some things from the past affect life today
- Use a full range of dates and historical terms
- Use a time line to place events, periods and cultural movements

Curriculum Links:**Geography:**

- Describe how some things from the past affect life today
- Understand how people can both improve and damage the environment

Art

- Using materials
- Use a combination of visual and tactile ideas

ICT

- Use our online safety guidance to research the history of coalmining using a variety of reliable internet sources.

- Use PowerPoint to create a multimedia presentation based on coalmining.

Topic End Points

- Write a recount of a trip to a coal mine.
- Posing and answering questions about coal mining.
- Research the history of coal mining using various sources.

Core Skills

- To collaborate with others
- To read and communicate ideas in writing efficiently and effectively
- To ask questions to extend thinking

EAL

- Key images; maps of local area, historical photographs, newspaper clippings and images of different machines.

- Key experiences; Visit to a colliery to experience life as a coal miner. Enquiry based learning lessons.

- Key vocabulary including words for green screens: Coal, Miner, Shaft, Mine, Industrial, Methane, Coal Seam, Dynamite, Blast, Ventilation, Carbon Dioxide, Explosives, Conveyor, Trade Union, Davy

Sustainability

- Fossil fuels, understanding where fossil fuels come from and how they are used.

PHSE

- To learn to persevere at a task for longer periods of time.

	<ul style="list-style-type: none"> • Create a diagram to compare and contrast the gold rush and coal mining. • Act out a scene about life in the mine as a child. • (Follow a line of enquiry) 	<p>lamp, Factory, Fuel, Colliery, Coal Cart, Pit pony, Canary.</p> <p>Key questions/Sentence stems:</p> <p>Would you survive as a coal miner?</p> <p>What was life like for miners?</p> <p>Why is coal no longer a primary source of energy?</p> <p>Life as a coal miner was...</p> <p>Living as a coal miner was...</p> <p>The family of a coal miner would...</p> <p>I feel I would find life as a coal miner...because...</p>	
		<p>Drama</p> <p>Children take on the role of characters in a coal mine to explore what life would have been like and why people would choose to work there.</p>	<p>The World of Work/Enterprise</p> <p>What would you expect in a job today? Child labour and the improvement of working conditions</p>

EXPLORE



Title: The Tyne and Other Rivers

Topic Description:

From the Tyne to the Nile and the Amazon. This term, year 4 are going to go on a fascinating journey to discover rivers all around the world. For thousands of years, humans have been using rivers to develop and create fascinating civilisation around the Nile, the Euphrates, the Ganges, the Tiber and many others.

Rivers are also a wonder of nature, home of many different plants and animals, such as the Amazon that has over 1,100 tributaries or the Yangtze river and its breath-taking landscapes.

This half term, year four are going to get out of their bed to see the bank of our very own River, the Tyne.

Year Group: 4
Term: Spring 1

Geography Objectives:

- Examine, question, analyse what is discovered, using a range of evidence
- Make good use of ICT in charts and graphs
- Read and use the symbols on an OS map
- Use four figure grid references to locate points on a map
- Understand why people choose to live in contrasting areas
- Compares the lives of people in two different environments or places
- Understand how people can both improve and damage the environment
- Explain the process of erosion and deposition, and its effects on people
- Consider the future of some physical and human features, based on an understanding of change
- Explain their own views on environmental change and topical

Curriculum Links:

History

Use a time line to place events, periods and cultural movements

ICT

Use Google Earth and Google Maps to locate the source and mouth of different rivers, as well as their local surroundings.

Use online safety guidelines to research the impact of human activity on the environment using a variety of reliable internet sources.

Core Skills

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively

EAL

Key images: images of rivers and various features from around the world, images of environmental impact

Key experiences: Visit to the Tyne river Key vocabulary including words for green screens: source, groundwater, spring, stream, river, floodplain, confluence, tributary, meander, ox bow lake, river mouth, delta, carbon dioxide, pollution, contamination, flooding, climate change.

Key questions/Sentence stems:

Sustainability

Explore the role that minimising packaging materials and using recyclable resources can have on the environment.

<p>issues and compare these with the views of others, evaluating the arguments of each</p>	<p>Topic end points</p> <ul style="list-style-type: none"> • Locate and label the main rivers and seas in the UK on a map. • To label parts of the river system. • Using a video write a description explaining how river Tyne is formed. • Write a letter to the local council explaining how plastic can damage the environment and affect the rivers and sea. • Create a timeline of the bridges over the River Tyne. 	<p>What causes a river to begin? How do rivers develop over time? What causes pollution in rivers? What can we do to reduce our environmental impact? Pollution in rivers is caused by... The river is narrower here because... The river flows into ... The river developed over time by...</p> <p>Drama Talk for writing – how rivers are formed</p>	<p>PHSE</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <hr/> <p>The World of Work/Enterprise</p>
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Discover**Title: The Edge of the Empire****Topic Description:**

In 43 AD, Romans invaded Britain. They conquered most of the Island but were stopped in the North, not far from Newcastle by local tribes like the Picts. In 122 Emperor Hadrian orders the construction of a wall to strengthen the border between Britain and Scotland. The North of England became known as the Edge of the Empire. Day and night, soldiers patrolled on the wall to protect their borders against the various Scottish tribes. Many letters written by soldiers show how difficult it was to be posted in Britannia to guard the wall. These soldiers were coming from all over the Roman Empire, from northern Africa, to Turkey.

This term, we will learn about life on the fort. What was it like to be a Roman soldier coming from Italy or Romania to keep the Pax Romana (Roman peace) at the most northern point of the Roman Empire? How have Romans influenced our way of life?

Year Group: 4
Term: Spring Term 2

History ObjectivesHistorical Study

Use a range of documents and printed sources

Understand that some evidence is limited

Historical Knowledge And Awareness

Describe how some things from the past affect life today

Understand links between history and geography

Chronology and change

Use a full range of dates and historical terms

Show changes on a time line

Describe and make links between events and changes

Curriculum Links:Geography:

Describe how some things from the past affect life today

Art

Using materials

Use a combination of visual and tactile ideas

DT

Join with a greater range of techniques – e.g. staples

Strengthen joins and corners in a variety of ways

ICT

Use green screen to deliver and present their battle cry.

Use online safety guidelines to research information on romans.

Core Skills

To show commitment and perseverance

To speak clearly and convey ideas confidently

To overcome barriers by trying out alternatives or new solutions

EAL

Key images: Images of roman soldier, Hadrians wall and roman numerals.

Key experiences: Visit to Segedunum to see Roman fort, Hadrian's wall, dress up as a Roman soldier and practice battle tactics.

Key vocabulary including words for green screens: Rome, Roman empire, Emperor, Centurion, legion, testudo, cavalry, infantry, standard, latin, celts, gladiator, amphitheatre, roman numerals

Key questions/sentence stems:

When did the Romans invade Britain?

Why did the Romans build Hadrian's wall?

Why was the Roman army successful in

Sustainability

Looking after local monuments and rules of conservations.

PHSE

To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

		<p>Britain? How did the people in Britain feel during the Roman invasion? Can you find.....(roman numeral)?</p>	
	<p>Topic End Points:</p> <ul style="list-style-type: none"> • Conduct an interview with Roman soldier and ask/answer questions about their life. • Create a fact file based upon the different roles of a Roman Soldier. • Create a tomb stone for a roman soldier that contains Roman numerals. • Write an explanation text on why Hadrian wall was built. • Create notes on Word after researching Roman life in Britain. • Write a diary on life as a soldier or child, looking at the impact of the invasion on Britain. 	<p>Drama Children take on the role of roman general who motivates his troops before battle.</p>	<p>The World of Work/Enterprise The importance of high expectation for yourself and your environment. Understanding how team work and good organisation lead to success.</p>

EXPLORE



Title: Run for your lives

Topic Description:

This term, Year 4 are going on an exciting and scary journey to learn about the natural disasters that happen on Earth. Prepare to shake when learning about earthquakes and how the tectonic plates collide to create chaos and destruction. A tsunami of knowledge will land on Year 4 who will become experts in natural disasters. Children will put themselves in other people's shoes, from the volcanic eruption in Pompeii to tsunamis in Japan and Earthquakes in Michigan. So run for your lives!

Year Group: 4

Term: Summer 1

Geography Objectives:

Identify time differences around the world
Understand why people choose to live in contrasting areas
Compares the lives of people in two different environments or places
Examine, question, analyse what is discovered, using a range of evidence
Consider the future of some physical and human features, based on an understanding of change
Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments

Curriculum Links:

ICT :

Use iMovie to create a movie trailer about a natural disaster.
Use search engines safely to research information about tectonic plates.

DT:

Increasingly model their ideas before making
Measure accurately to centimetres and grams
Understand how some properties can be used – e.g. waterproof
Think ahead about the order of their work

Core Skills

To collaborate with others
To read and communicate ideas in writing efficiently and effectively
To ask questions to extend thinking

EAL

Key images: Images of different natural disasters.

Key experiences: Create models of volcano and tsunamis.

Watch videos of natural disasters.

Key vocabulary including words for green screens: tectonic plate, crust, mantle, inner core, earthquake, tsunami, flood, volcano, active, dormant, eruption, magma

Key questions/sentence stems

Key questions/Sentence stems:

What is a natural disaster?

Sustainability

Consider how people can live and work in areas at risk of Earthquakes or volcanoes.

PHSE

To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

		<p>Can you give example of man-made a natural disasters? What is a tectonic plate? What happens when tectonic plates move in different ways? How would you feel if you were in a? A _____ is a natural disaster. A _____ is a man-made disaster.</p>	
	<p>Topic End Points:</p> <ul style="list-style-type: none"> • Draw labelled diagrams of how tectonic plates move and impact on the environment. • Write an explanation text on how earthquake, tsunami and volcanoes occur. • List in a table the disasters that are man-made and which are natural. • Write an information leaflet on how humans can survive during natural disasters. • Write instructions on how to survive a hurricane or earthquake. • Write a 1st person account of how a natural disaster affected 'your' life. 	<p>Drama Be an eyewitness from a natural catastrophe and share what they saw and experienced.</p>	<p>The World of Work/Enterprise Being able to help others to keep safe by following safety procedures.</p>

	<p>Title: Playground Slides and Fairground Rides</p> <p>Topic Description: Hordes of laughter, tears of joy, screams of excitement whilst boarding on an exhilarating ride. Imagine the innovation, the engineering work and manufacturing power that has been required to ensure the popular development of playground and fairground rides. Since the 17th century, some annual fairs had small rides which were powered by men or horses. Now England has some of the finest amusement park and fairground ride heritage in the world.</p> <p>This term, you will be innovators and engineers; designing and making products focusing on components and mechanisms.</p>		
<p>Year Group: 4 Term: Summer 2</p>			
<p>DT Objectives:</p> <p>DESIGN AND DEVELOP Collect and use information to generate ideas Understand designs must meet a range of criteria and constraints</p> <p>MAKING Measure accurately to centimetres and grams Combine materials for strength and to improve how the product looks Use permanent and temporary fastenings to join Understand how wheels, axles, turning mechanisms, hinges and levers all work together</p> <p>PRODUCT AND EVALUATION Talk about what they like and dislike, giving reasons Carry out tests before making improvements</p>	<p>Curriculum Links:</p> <p>History HISTORICAL KNOWLEDGE AND AWARENESS Understand differences in social, religious, political and cultural history Know some similarities and differences within a period of time- e.g. the lives of rich and poor</p> <p>CHRONOLOGY AND CHANGE Describe and make links between events and changes</p> <p>ICT Use PowerPoint to present information on playground and fairground rides.</p> <p>Use online safety guidelines to research information on playground and fairground rides.</p>	<p>Core Skills</p> <p>To assess themselves and others To calculate efficiently and apply skills to solve problems To overcome barriers by trying out alternatives or new solutions</p>	<p>Sustainability Recycling materials- Using recycled materials to create a helter-skelter.</p>
		<p>EAL</p> <p><u>Key images:</u> images of playground and fairground equipment. <u>Key experiences:</u> Visit to Numsmoor park and a fair, opportunity to go on rides. <u>Key vocabulary including words for green screens:</u> slide, saw, swing, merry-go-round, helter skelter, carousel, Ferris wheel, roller coaster, twist, spin, slide, swing, pivot, mechanisms, machinery, forces, electricity, rise, fall, move</p> <p><u>Key questions/Sentence stems:</u> How do rides work? What makes them move? What are forces?</p>	<p>PHSE</p> <p>To work collaboratively towards shared goals To learn to persevere at a task for longer periods of time.</p>

		<p>What mechanisms makes a ride move? How can you make your model stronger? This ride has.... This ride moves because.... I like my model because..... I can improve my model by.....</p>	
	<p>Topic End Points:</p> <ul style="list-style-type: none"> • Visit Nunsmoor Park to investigate a variety of playground rides to identify forces and mechanisms in the playground. • Using a table identify, name and sort playground and fairground rides. • Design and create a helter skelter using paper and card use strengthening techniques. • Make a fairground toy, incorporating wheels, axles, turning mechanisms, hinges and levers, for a model finished to a high standard. • Evaluate own and others products. • (Produce step by step annotated plans for their products.) 	<p>Drama Children explain and talk about feelings while discussing playground and fairground rides.</p>	<p>The World of Work/Enterprise To take part in architectural workshops and learn about roles and responsibilities of an architect.</p>