

**YEAR 4 CURRICULUM OVERVIEW**  
**ANCIENT CIVILISATIONS, EXTREME EARTH, ITALY**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>ENGLISH</b> <i>see detailed English curriculum plan</i>	<b>KEY TEXT:</b> Isis and Osiris	<b>KEY TEXT:</b> George's Marvellous Medicine	<b>KEY TEXT:</b> The Iron Man	<b>KEY TEXT:</b> Fly Eagle Fly	<b>KEY TEXT:</b> Krindlekrax	<b>KEY TEXT:</b> Scoop! An Exclusive by Monty Molenski
<b>HISTORY</b>	<b>Ancient Egypt</b> <i>Achievements of earliest civilisations – an overview of where and when the first civilisations appeared and a study of one</i>				<b>The Romans</b> <i>The Roman Empire and its impact on Britain</i>	
<b>GEOGRAPHY</b>			<b>Extreme Earth and Pompeii</b> <i>Describe and understand key aspects of physical geography –earthquakes and volcanoes. Volcanoes learnt about case study of Pompeii</i> <b>Italy</b> <i>To understand human geography, including: types of settlement and land use, economic activity including trade links.</i>			
<b>COMPUTING</b>	<b>Safe internet searching and creating a multimedia presentation</b>	<b>Collecting and analysing information</b> <b>Sending and receiving email</b>	<b>Coding</b>	<b>Programming</b> <b>Editing music clips</b>	<b>What's a spreadsheet</b>  <b>Finding information online</b>	<b>Computer terminology</b> <b>Stop frame animation</b>
<b>ART</b>	<b>Plants</b> (Science link) e.g. Marianne North – Kew Gardens gallery visit  <i>Use sketch books to record their</i>				<b>Roman mosaics</b> (History link)  <i>Use sketch books to record their observations and use them to review and</i>	<b>Roman mosaics</b> Continued (or other art topic based around the Romans)  Or DT topic (see below)

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	<p><i>observations and use them to review and revisit ideas</i>  <i>Improve their mastery of art and design techniques with a range of materials</i>            e.g.            flowers/landscapes using pencil and paint</p>				<p><i>revisit ideas</i>   <i>Improve their mastery of art and design techniques with a range of materials</i>            e.g. mosaic</p>	
<b>RE</b>	Islam	Christmas: all over the world	Food and religion	Why is Easter important to Christians? Eucharist	Pilgrimages	Faiths in the Community
<b>DT</b>		<p><b>Egyptian masks</b>            e.g. designing death masks then making using papier mache</p> <p><i>Communicate ideas through annotated sketches and prototypes</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks accurately</i></p>	<p><b>Volcanoes</b>            e.g. designing volcano then making using papier mache</p>			<p><b>Torches</b> – optional (Science link)</p> <p>See PlanBee lesson planning</p>

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### ANCIENT CIVILISATIONS, EXTREME EARTH, ITALY

<b>PE</b>	Invasion games	Net and wall games	Gymnastics	Invasion games	Striking and fielding	Athletics
<b>SCIENCE</b> See Science Programmes of Study for objectives and non-statutory guidance	<b>Living Things and Habitats</b>	<b>Animals including Humans</b>	<b>States of Matter</b>		<b>Sound</b> e.g. amplification in amphitheatres	<b>Electricity (DTLink)</b> <i>Understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers and motors (DT objective)</i>
<b>SCIENCE</b> <b>Related methods, processes and skills (Statutory)</b>	<p>These skills are incorporated across the units and year</p> <ul style="list-style-type: none"> <li>▪ Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>▪ Setting up simple practical enquiries, comparative and fair tests</li> <li>▪ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>▪ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>▪ Recording findings using simple scientific language, drawings labelled diagrams, keys, bar charts and tables</li> <li>▪ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>▪ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>▪ Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>▪ Using straightforward scientific evidence to answer questions or to support their findings</li> </ul>					