

Stanley Grove Primary Academy

Curriculum 2020-21

Medium Term Plan Autumn 1 and 2

YEAR 4

TERM	AUTUMN 1	AUTUMN 2
Thread for the Term	The Romans	The Romans
SCIENCE (Week 1 and 2)	BIOLOGY Understand animals and humans Digestive System, teeth	BIOLOGY Understand animals and humans food chains – producers, predators and prey
HUMANITIES (Week 3)	CHANGES IN BRITAIN Roman Empire and its impact on Britain Empire and invasion	CHANGES IN BRITAIN Roman Empire and its impact on Britain Resistance and changes
HUMANITIES (Week 4)	LOCATIONAL AND PLACE The World Location of main countries in continents: Australia, North and South America	LOCATIONAL AND PLACE The World LOCATIONAL AND PLACE The World – Continents Continued. Hemispheres, latitude and longitude and time zones
CREATIVE (Week 5)	PAINTING Movement 'The Chariot Race' Alexander Von Wagner Watercolours techniques and experiment	PAINTING Movement 'Battle ' Georg Meyer-Wie Watercolours (include movement)
CREATIVE (Week 6)	CONSTRUCTION 'Catapult Competition! Roman catapults Experiment/Design	CONSTRUCTION 'Catapult Competition! Make/Evaluate

TERM	AUTUMN 1	AUTUMN 2
Term Thread	The Romans	The Romans
'EXPLORE' Dig Deeper : visit, visitor, experience (IDEAS)	Visit the Manchester Art Gallery The Chariot Race	Boudica
CONTENT	Focus visit around 'The Chariot Race' spend time sketching it from life. Answer questions on what kinds of people are represented in the painting. Understand that this was not painted from life and was from the artists imagination Look for other painting and artwork which explore Roman themes (The Ides of March by Sir Edward John Poynter, A Roman Flower Market by Lawrence Alma-Tadema etc.). Find 'The Desert' by Sir Edwin Landseer – identify the animal and categorise it based on its diet. Find other animals in artworks to identify. E. Martin can devise route and talking points on request	E. Martin to meet with pupils in role as Boudica Queen of the Iceni tribe. Storytelling and questions and answers,
Opportunities to apply knowledge	Science: find painting with animals. Guess what they eat by looking at them in preparation for next term unit. History: When observing the painting answer questions about what you see. Look at clothing, skin colours of participants and spectators. Geography: can you identify and artworks from different countries of continents. Art: direct viewing of the painting studied and an opportunity to find further art works based on Roman life and mythology. Also, an opportunity to find works with movement.	History: Opportunity to explore milestone (Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.) where Boudica would have a biased account. Art: Figure drawing of Boudica to help with their later studies of moving figures.

YEAR 4: SCIENCE		
TERM	AUTUMN 1	AUTUMN 2
Term Thread	The Romans	The Romans
'EXPLORE' Dig Deeper (visit, visitor, experience) IDEAS	Visit the Manchester Art Gallery The Chariot Race	Boudica – E.Martin in role
Breadth of Study	BIOLOGY	BIOLOGY
Threshold Concept	Understand animals and humans Digestive System, teeth	Understand animals and humans food chains – producers, predators and prey
Key Person for Knowledge Web		
LINK	Over this year we will be learning about the changes that took place in Britain due to different invaders taking over and bringing new things and ideas with them. This first term we will be looking at the Romans. We will begin by working as Scientists to learn about the digestive system and our teeth. You might think this does not have anything to do with Romans, but you will see why it does later!	In this half term we will be continuing our work with the common thread of The Romans. In Science we learnt about the digestive system and our teeth. Rather revoltingly, we found out that the Romans used urine as a mouth wash to keep their teeth sparkly and clean! We also discovered their teeth were better than ours due to a low sugar diet. We are going to continue our work as Scientists to look more at teeth but in animals other than ourselves. We will then go on to look at food chains within the animal kingdom. First, we will revisit the digestive system.
No. of lessons	6	6
UNIT CONTENT	<p>BIOLOGY</p> <p>Understand animals and humans</p> <p>Digestive System, teeth</p> <p>3 lessons on Digestive System-mouth, tongue, teeth, oesophagus, stomach and small and large intestine, anus. Explore questions that help them to understand their special function. What is poo made of? Model digestive system https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zrm48mn with the additional step of using a masher and end of a rolling pin to replicate function of the teeth.</p> <p>Revisit nutrition and food groups from year 4</p> <p>3 lessons on Human Teeth -Structure, positions and functions of our different teeth. Milk teeth and adult teeth.</p> <p>-Taking Care of your teeth decay impact of food and drink: best drinks for best teeth construct a fair test.https://www.bbc.co.uk/bitesize/clips/zscg9j6</p> <p>Question to end with: Do you think our teeth are healthier today or around 2000 years ago? Give reasons for your answer.</p>	<p>BIOLOGY</p> <p>Understand animals and humans</p> <p>food chains – producers, predators and prey</p> <p>-Revisit on digestive system followed by Whose Poo? (Identification on poo from different eras- Stone Age Poo, Aztec Poo, Roman Poo, Modern Poo!)</p> <p>-Revisit teeth. End lesson with looking at teeth in different animals and compare them to human teeth.</p> <p>-Teeth in other animals. Do all animals have teeth? Why do animals have different teeth? Suggest reasons. Introduce carnivores, herbivores and omnivores -compare teeth structure and function</p> <p>-What are the characteristics of carnivores, herbivores and omnivores? Identify and categorise a range of animals placing them as either carnivores, herbivores and omnivores.</p> <p>-Revisit food chains from Year 3. Construct and interpret a variety of food chains, identifying producers, predators and prey in different habitats. What is a decomposer? How do they fit into food chains?</p> <p>- Build on food chains by constructing simple food webs</p>
Milestones	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey

YEAR 4: HISTORY		
TERM	AUTUMN 1	AUTUMN 2
Term Thread	The Romans	The Romans
'EXPLORE' Dig Deeper (visit, visitor, experience) IDEAS	Visit the Manchester Art Gallery The Chariot Race	Boudica – E.Martin in role
Breadth of Study	CHANGES IN BRITAIN Roman Empire and its impact on Britain Empire and invasion	CHANGES IN BRITAIN Roman Empire and its impact on Britain Resistance and change
Threshold Concept	<ul style="list-style-type: none"> • Investigate and interpret the past • Build an overview of world history <ul style="list-style-type: none"> • Understand chronology • Communicate historically 	<ul style="list-style-type: none"> • Investigate and interpret the past • Build an overview of world history <ul style="list-style-type: none"> • Understand chronology • Communicate historically
Key Person for Knowledge Web	Julius Caesar – themed around empire	Boudica and Hadrian – themed around resistance
Link	We have been looking at teeth and the digestive system in humans as Scientists. You were asked if you thought our teeth were healthier today or in the past. Scientists looked at the remains of men, women and children killed in Pompeii when Mount Vesuvius erupted in Roman Times. They found that that ancient Romans had better teeth than people today! This is even though they did not have great dentists or toothbrushes, or tooth paste like ours- they used to gargle with stale urine to clean their teeth! (There is a scientific reason why this might have helped them!). They had better teeth than us due to a low-sugar and a healthier diet. We are now going to begin our work looking at the Romans as Historians. We will start by finding out who they were and why they came to Britain.	We have been learning about animals and food chains as Scientists. The Romans held two animals in special regard. The first was the wolf. The Romans foundation myth was based on a she-wolf protecting abandoned twin boys called Romulus and Remus. She cared for them like her puppies. Romulus went on to kill Remus and built a great city- Rome. The Romans believed that without the wolf their Empire would never have begun. The eagle was another important emblem for the Romans. An aquila was the Roman word (Latin) for "eagle". A Roman soldier known as an aquilifer, the "eagle-bearer", carried this standard. Each legion carried one eagle. It was a great disgrace to lose the eagle and the legionnaires had to fight hard to keep it. Are wolves and eagles' herbivores, omnivores or carnivores? Where do they sit with in food chain? (Predators) Perhaps the Romans associated themselves with these animals because of their fierce natures and dominance above other animals. Next, we will continue to explore the Romans as Historians. In this half term we will be looking at resistance to their rule and how the Romans changed Britain.
No. of lessons	3	3
Unit Content	CHANGES IN BRITAIN Roman Empire and its impact on Britain: The Empire and Invasion <i>-Who were the ancient Romans- look at ancient Rome and Roman Society? Include key dates.</i> <i>-What and where was the Roman Empire? Understand that this means Ancient Romans were from many ethnicities as people from different parts of the empire became 'Roman'. Romans were not all light skinned.</i> <i>-When did the Romans want to invade Britain? Understand it was a gradual process. Why did Rome want to expand? Control of trade and resources to grow wealth and power. Julius Caesar wanted to make a name for himself by going beyond 'the known world' and to take control of Britannia's tin mines. The children should understand how nations became richer and more powerful by invading other lands. Julius Caesar lead 2 invasions. When and what happened?</i>	CHANGES IN BRITAIN Roman Empire and its impact on Britain: Resistance and Change <i>-Revisit from half term 1. What was Britain like before the Romans – Revisit the Celts from year 3. Map showing how Britain was divided into different tribal regions.</i> <i>-Resistance to Romans –Revolt by Boudica. The need to build Hadrian's wall</i> <i>Create a timeline- include with first invasions, Boudica and Hadrian's Wall.</i> <i>Roman Britain – How did the Romans change Britain? List: Food, drink, culture, construction of buildings and roads etc. Main aspect of lesson and key concept to understand: The Romans made Britain multi-cultural. People from all around the Roman Empire settled – look at the origins of the different legions stationed along Hadrian's Wall- They came from Syria, Romania, Iraq, Bulgaria, North Africa, Spain, France, Netherlands, Germany, Belgium, Switzerland, Croatia and Hungary – they all bought their cultures with them.</i>
Milestones	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use appropriate historical vocabulary to communicate, including: Dates, time period, era, change, chronology, empire 	<ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.

YEAR 4: GEOGRAPHY

YEAR 4: GEOGRAPHY		
TERM	AUTUMN 1	AUTUMN 2
Term Thread	The Romans	The Romans
'EXPLORE' Dig Deeper (visit, visitor, experience) IDEAS	Visit the Manchester Art Gallery The Chariot Race	Boudica – E. Martin In role hot seating
Breadth of Study	LOCATIONAL AND PLACE The World Location of main countries in continents	LOCATIONAL AND PLACE The World – Continents Continued with Hemispheres, lines of latitude and longitude
Threshold Concept		
Key Person for Knowledge Web		
Link	The Roman Empire extended into 3 of the 7 continents. They were Asia, Africa and Europe. The Romans did not conquer any countries in Australia, Antarctica and North and South America. This was because they were simply too far away to even be known about by ancient Romans. We are going to work as Geographers to extend our knowledge of the world and focus on areas the Roman's DID NOT reach. We will explore the major counties, cities and Geographical features of these continents. Antarctica has no countries or cities, so for this reason we will move on to the other 3 continents.	In History we have been learning about how Roman's came from many countries of the world and made Britain very multi-cultural like it is now. People came her from many countries. Last half term we looked at continents and countries which were not part of the Roman Empire. We will continue to work as Geographers learning about North and South America and Australia. We will also be learning how the about time zones.
No. of lessons	3	3
Unit Content	<p align="center">LOCATIONAL AND PLACE</p> <p align="center">The World: Location of main countries in continents</p> <p>- Investigate and record the countries, environmental regions, key physical and human characteristics such as major cities, mountain ranges, rivers, lakes, landmarks within North America</p> <p>- Study maps of the USA to identify environmental regions.</p> <p>Compare and contrast these regions. Locate the key physical and human characteristics.</p> <p>Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Locate natural and man-made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</p> <p>Reflect on the importance and value of the tourism industry in these areas</p> <p>- Investigate and record the countries, environmental regions, key physical and human characteristics such as major cities, mountain ranges, rivers, lakes, landmarks within South America</p>	<p align="center">LOCATIONAL AND PLACE</p> <p align="center">The World: Continents continued with hemispheres, lines of latitude and longitude and time zones</p> <p>- Revisit North and South America. Investigate and record the countries, environmental regions, key physical and human characteristics such as major cities, mountain ranges, rivers, lakes, landmarks within the continent of Australasia/Oceania.</p> <p>-Revisit Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn from Year 3. Investigate longitude and latitude. Use maps to identify longitude and latitude</p> <p>- Explore time zones – Identify and understand the significance of the Prime/Greenwich Meridian and time zones.</p>
Milestones	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Describe geographical similarities and differences between countries • Use a range of resources to identify the key physical and human features of a location. • Name and locate countries and cities of the wider world, geographical regions and their key physical and human characteristics such as major cities, mountain ranges, rivers, lakes and landmarks. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

YEAR 4: ART

YEAR 4: ART		
TERM	AUTUMN 1	AUTUMN 2
Term Thread	The Romans	The Romans
'EXPLORE' Dig Deeper (visit, visitor, experience) IDEAS	Visit the Manchester Art Gallery The Chariot Race	Boudica – E.Martin in role
Breadth of Study	<ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas as sketches and in finished products. • Improve mastery of techniques. • Learn about and take inspiration from artists, architects and designers. 	<ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas as sketches and in finished products. • Improve mastery of techniques. • Learn about and take inspiration from artists, architects and designers.
Threshold Concept	1. Develop ideas 2. Master techniques - PAINTING 3. Take inspiration from the greats	1. Develop ideas 2. Master techniques - PAINTING 3. Take inspiration from the greats
Key Person for Knowledge Web	Alexander Von Wagner	Georg Meyer-Wiel
Link	We have been working as Historians to begin to explore the Ancient Romans. We then worked as Geographers to learn more about several continents of the world. The Ancient Romans moved across 3 different continents. We are going to look at movement as Artists. Many artists were and are fascinated about capturing movement into still images. We will be looking at different way's artists did this while developing our painting skills. We will begin by looking at a huge painting which is in the Manchester Art Gallery. It is by the Artist Alexander Von Wagner. It is called 'The Chariot Race' and captures an extremely dramatic moment in a Roman stadium known as a circus. It places the viewer directly in the path of the galloping horses, who appear to be almost flying along, with all four hooves lifted off the ground at once. Clouds of dust billow. Not only does the artist capture movement but also the terror and drama of this classic Roman pastime.	In Geography we looked at time zones. The Romans used sundials to tell the time. We have looking as Historians at the Roman invasion of Britain and the resistance to it. Due to The Roman Superior weapons and military tactics they were able to dominate battles with the Celts but never defeated the Picts and Scots, hence the need for Hadrian's Wall. We will continue to work as artist in our attempt to capture movement in our artwork. Last half term we took inspiration from Chariot Racing. This half term we will look at figures in battle and conflict. We will begin by looking at a classic watercolour sketch called 'A Battle Scene' Ferdinand Kobel. We will then move on to the way Modern and Contemporary artist captured movement with paint.
No. of lessons	3	3
Unit Content	<p align="center">PAINTING</p> <p align="center">Movement: Alexander Von Wagner</p> <p align="center">Watercolours techniques and experiments in movement</p> <p>-Studying 'The Chariot Race' Alexander Von Wagner. Recording findings about the artist and the work.</p> <p>- Using watercolours to recreate sections of the painting. Develop skills including use of washes.</p> <p>-Continue to work on your section and develop skills including applying finer detail. Place sections of the work together and evaluate the outcomes. Have people made shown skill in applying the watercolours? Have people been able to capture movement?</p>	<p align="center">PAINTING</p> <p align="center">Movement: Georg Meyer-Wiel</p> <p>-Study A Battle Scene by Ferdinand Kobell. On an outline photocopy of his work apply watercolour in washes in single tone showing darker shading in the background and lighter foreground. Kobell used these differences in light and dark to force the eye into the action.</p> <p>- Look at the presentation on modern and contemporary artists capturing movement including Duchamp, Sally McKay and Georg Meyer-Wiel. Recreate the Georg Meyer-Wiel painting in watercolours. Prepare a two-colour wash on a long strip of paper for the next lesson.</p> <p>- Attempt your own work inspired by his techniques called 'Celtic and Roman Battle' inspired by the work of Georg Meyer-Wiel. Watch the clip of the Celtic warrior fighting. Use a single colour to paint the movements of the Celt across the pre-coloured strip of paper. Watch the second clip of the Roman soldier fighting. In a second colour overlay the Romans movement across those of the Celt. Lay out the work as a class and discuss the outcomes. Who captured the movement?</p>
Milestones	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns or lines. • Mix colours or tones effectively. 	<ul style="list-style-type: none"> • Explore ideas in a variety of ways. • Comment on artworks using visual language. • Use watercolour paint to produce washes for backgrounds then add detail. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

YEAR 4: DESIGN TECHNOLOGY

YEAR 4: DESIGN TECHNOLOGY		
TERM	AUTUMN 1	AUTUMN 2
Term Thread	The Romans	The Romans
'EXPLORE' Dig Deeper (visit, visitor, experience) IDEAS	Visit the Manchester Art Gallery The Chariot Race	Boudica – E. Martin in role
Breadth of Study	•Design and communicate •Make •Evaluate •Technical Knowledge : CONSTRUCTION	•Design and communicate •Make •Evaluate •Technical Knowledge : CONSTRUCTION
Threshold Concept	1. Master practical skills 2. Design, make, evaluate, improve 3. Take Inspiration from designers, artists and products.	1. Master practical skills 2. Design, make, evaluate, improve 3. Take Inspiration from designers, artists and products.
Key Person for Knowledge Web	Dionysius the Elder of Syracuse (inventor of the Catapult)	
Link	As Historians we have been studying the Roman Empire. The Romans successfully invaded other countries and built an empire due to the superior military strategy and weaponry. One weapon they used was a type of catapult. The catapult was invented in ancient Greece (in 399 BCE). The catapult is a device that hurls heavy objects or arrows over a large distance. The Romans later added wheels to the catapult to make it more manoeuvrable. Also called the ballista, this device was a major weapon of warfare for well over a thousand years. We are going to be working as Designers to make our own catapults, not as weapons but as fun toys.	You will finish this terms work on the Romans by competing your Roman inspired catapults. When you have finished, making your catapults, celebrate by deciding which pair has the best catapult- The winners are presented with laurel leaf wreaths to wear - everyone else is fed to the lions! (Possibly Ms. Lyons!)
No. of lessons	3	3
Unit Content	<p align="center">CONSTRUCTION 'Catapult Competition!'</p> <p>In pairs, design a Roman style catapult toy for a child. Use construction materials (nails, screws, drilled holes, joins and strengthening with design) The design needs to work as a catapult, be safe to use and attractive to the child.</p> <p>-Exam and discuss the design brief. Watch the videos of Roman Catapults in action. Play with and investigate a range of catapult toys. Reflect on the designs discuss likes/dislikes/improvements/ how it was made etc.</p> <p>- Experiment in your pairs with making simple catapults from scrap to inform your designs in the next lesson</p> <p>- Use your findings to design your toy catapult as a pair. Work on how you will make it a successful, safe and attractive (include colour and possibly decoration- could be roman designs for example) toy for a child. Make notes. Label materials and joining methods. Present your design to others. Useful support for teachers: https://seerih-innovations.org/tinkering4learning/resources/catapults/</p>	<p align="center">CONSTRUCTION 'Catapult Competition!'</p> <p>In pairs, design a Roman style catapult toy for a child. Use construction materials (nails, screws, drilled holes, joins and strengthening with design) The design needs to work as a catapult, be safe to use and attractive to the child.</p> <p>- Revise and reflect on the start of the unit. In your pair review designs. Make any alterations. Begin construction of your catapult. Use tools safely.</p> <p>- Review the work. Make any alterations, repairs, or improvements. Complete your catapult adding colour and decoration.</p> <p>-Evaluate your catapults – does achieve the success criteria? Present and demonstrate your catapult to others. Decide who has the best designed and constructed catapult.</p>
Milestones	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Identify some of the great designers in all of the areas of study to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design.

