

Entry Point: Dilemma/Question/Spark

How can we possibly know so much about the Ancient Greeks when they lived over 2,500 years ago?

Impact (Assessment Criteria/NC Objectives)

- Use dates and historical terms to describe events
- Use a timeline within a specific time in History to set out the order that events may have happened
- Place events, facts and historical figures on a timeline using dates
- Look at the sources of evidence available and evaluate their usefulness
- Begin to understand how our knowledge of history is developed through sources.
- Ask a variety of questions to further their knowledge of the time period studied
- Remember a range of key facts from the time period studied
- Understand the concept of change over time
- Choose relevant material to present a picture of one aspect of life in the past.
- -Research two versions of an event and say how they differ
- -Explain how an event can have more than one cause
- Analyse evidence and draw conclusions. E.g comparisons between locations using photos/pictures/maps

Wider curriculum Objectives

Art – Create original pieces influenced by the study of notable designers (sketching and creating Greek vases)
 Computing – Audio editing - select use and combine a variety of software.
 Music– Musical Minds - Percussion:
 Body percussion, call and response, and chants.Improvising musical "fills".
 Common drumbeats in popular music.
 Creating drum beats to accompany existing music.
 Use of non-standard music symbols.
 Forest Schools – Create model Greek temples, re-enact Greek myths.
 P.E - Athletics, Greek Dance
 Science- Rocks and Soils (see separate planning)
 RE - Words and beyond (the Bible and Buddhism)
 PSHCE -Relationships: positive friendships, including online. Responding to hurtful behaviour, managing risks online, managing confidentiality.
 Respecting ourselves and others; respecting similarities and differences.

Raeburn Citizenship Links

Respect - respect the rule of democracy
 Resilience - Growing up as a Spartan
 Curiosity - What do the artefacts tell us about Ancient Greece?
 Positivity - Democracy
 Responsibility - How do Greek states work together?

Tier 2

Empire, Olympics, state, myth, legend, exhibition, culture, landscape, vase, ancient, invade, ruler, God

Tier 3

Democracy, Hoplite, archaic, Parthenon, Labyrinth, acropolis, philosophy, polis,

KS2 Year 4 - Autumn

It's All Greek To Me History

Texts across the curriculum

Greek Myths– Icarus and Daedalus, Pandora's Box and Hercules (Marcia Williams)
 Who let the Gods out?

Intent (Knowledge/NC links) - Key Questions

NC - A study of greek life and achievements on the Western World
NC– Name and locate a wider places in the wider world. Make observations about places and features which change over time. (Locate Ancient and Modern Greece on maps and discuss the changes over time).
Match boundaries with increasing accuracy (e.g. find boundary of a country on different scale maps)
Use the zoom function to explore places.
 What were the major influential city states in Greece and are these still prominent today?
 How can we possibly know so much about the Ancient Greeks when they lived over 2,500 years ago?
 What was life like in Ancient Greece? How does this compare to our lives today?
 Why did the Ancient Greeks worship so many different gods?
 Who were the important figures in Ancient Greece? Why?
 What legacy have Ancient Greeks left us?

Implementation (including cross-curricular links and enrichment activities)

Potential local links and enrichment

-Understand the contribution of the Greeks to the modern world and our local area by exploring what life would be like without all of their achievements.
 Go on a learning walk around school and identify what would be missing without the influence of the Greeks.

-Democracy - school council/local council and their roles and responsibilities.

Museum artefacts—analyse.

Virtual Tour around the British Museum - Tour Greek Temples

Golden Threads

Innovation-alphabet, olympics, architecture, democracy, contribution to the English language

Beliefs- gods

Social Structure-city states, democracy, citizens and slaves

Learning opportunities linked to our key questions

- Archaeological dig to introduce the topic and different sources of evidence. (written and artefacts)
- Create a timeline to place Ancient Greece in a chronological context with other civilisations and time periods.
- Create a fact file about the Greek gods
- Compare the modern and ancient Olympic games using Horrible Histories and other videos. Take part in ancient and modern Olympic events
- Explore the Greek alphabet looking for similarities and differences with our own. Use chalk on the playground to practise forming the letters and then write own name and messages.
- Compare the life of a person in Athens and Sparta.
- Who were the main influential Ancient Greek figures? (Research)

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Drawing Paintings Discovery—The First
Impact (Assessment Criteria/NC Objectives)
<p>All children will be able to: Know and use the term 'age', Paleolithic, Mesolithic and Neolithic.</p> <p>All children will be able to: Name and identify the dates of three ages within the prehistory and order them on a timeline</p> <p>All children will be able to: Identify some of the effects of the Neolithic Revolution</p> <p>Identify how these effects impacted prehistoric people's way of life</p> <p>All children can: Know about the inventions of tools and what they were used for.</p> <p>All children can: Explain what daily life was like during the Stone Age and how this developed</p> <p>All children can: Explain some of the main changes in housing from the Stone Age to the Iron Age</p> <p>All children will be able to: Understand that sources can be used to build our 'picture' of the past.</p> <p>Use evidence from sources to complete a research sheet about Skara Brae</p> <p>All children can: Understand about some of the beliefs people held in the Stone Age period</p> <p>All children will be able to understand how our knowledge of the past is constructed from a range of sources</p> <p>All children will create a short documentary to summarise their knowledge on Stone Age Britain (assessment task)</p>

Wider curriculum Objectives
<p>PE— Football (ball skills) Yoga (develop flexibility, strength, control, technique and balance), swimming.</p> <p>DT— see separate planning</p> <p>MFL— see separate planning</p> <p>RE— Continuity, Changes and Diversity - The effect of Jesus on the lives and behaviour of individuals. The use of symbols. How faith has helped people make decisions. The Big Picture-different views of religion (Buddhism)</p> <p>Computing— Photo editing—select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Data Logging—making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data</p> <p>Science— Teeth and Digestion, States of Matter, Water Cycle (see separate planning)</p> <p>Art—Cave Paintings—design and use different materials (chalk/paint/charcoal)</p> <p>Work with a range of different materials for drawing including charcoal.</p> <p>Forest Schools - Stepping back in time - Stone age tools, shelters, making paint, making flat breads, fire.</p> <p>PSHCE - belonging to a community (what makes a community? Shared responsibility), Media literacy and Digital resilience (how data is shared and used), Money and work (making decisions about money, using and keeping money safe)</p> <p>Music- Musical Minds- Boom Whackers. How to read music notation. How to sing in tune (Do Re Mi...), How famous songs have been composed using scales. Composition methods including random chance and simplicity. Composing music using non-standard notation. Pop music structure and 12 bars</p>

Raeburn Citizenship Links
<p>Curiosity—Asking questions, showing an interest outside of the classroom</p> <p>Resilience— Surviving the Stone Age</p> <p>Responsibility—Working together stone age civilisation</p> <p>Respect - Respect how difficult life would have been in prehistoric times.</p>

Tier 2	Tier 3
<p>prehistoric, BC/BCE, AD/CE, hunter gatherer, spear, tribe, cave, shelter, civilisation, settlement, thatched, craftsman, tunic, settler, human/non-human history, duration, ages, disconnected, revolution, nomadic</p>	<p>Paleolithic, Mesolithic, Neolithic, Lascaux, excavate, hill fort, archaeologist, artefact, chronology, peat, evolved, cranogs, wattle and daub, dwelling</p>

KS2 Year 4 - Spring

Stones and Bones History

Texts across the curriculum
<p>Stone Age Boy (Satoshi Kitamura), How to Wash a Woolly Mammoth (Michelle Robinson and Kate Hindley), The Boy with the Bronze Axe (Kathleen Fidler), The First Drawing (Mordicai Gerstein), The Pebble in my Pocket (Meredith Hooper)</p>

Intent (Knowledge/NC links) - Key Questions
<p>NC: Changes in Britain from Stone Age to Iron Age NC: Identify and describe similarities, differences and patterns when investigating different people, places and environments. (comparing the changes in settlements) NC: Landscape (UK) – rivers, mountains and seas, countries and cities of the UK, human and physical features, mapping, grid references, OS maps What is an 'age' and when did the earliest humans exist? What were the ages of Prehistoric Britain and when did they happen? Why was the Neolithic Revolution so important? What were some of the major achievements of each age (during the Stone Age period)? How society changed in Britain from the Stone Age to the Iron Age? How did housing change in Britain from the Stone Age to the Iron Age? How do we know about Skara Brae? How did settlements and beliefs change from the Stone Age to the Iron Age? What evidence do we have of changes from the Stone Age to the Iron Age? Nothing really changed from the Stone Age to the Iron Age in Britain, did it?</p>

Implementation (including cross-curricular links and enrichment activities)		
Potential local links and enrichment	Golden Threads	Learning opportunities linked to our key questions
<p>Gold Cape found in Mold (just over the border in Wales).</p> <p>Great Orme Bronze Mine in Llandudno.</p> <p>Lindow Man found in a peat bog in Cheshire.</p> <p>Prehistoric sites in Wirral on Hidden Wirral Site.</p> <p>Stone Age Man - visit to school</p> <p>Whole School History Day</p>	<p>Social Structure: the lifestyles of nomadic hunter-gatherers, how the settlement of people changed society</p> <p>Innovations: the human achievements during the Stone Age Periods, human housing and shelter development during the time period, how people lived in Skara Brae, domestic artefacts from the time period</p> <p>Beliefs: We will understand about some of the beliefs people held in the Stone Age period</p>	<ul style="list-style-type: none"> - Identify how long each period of history lasted. - Create a timeline of prehistoric Britain. - Research the effect of the Neolithic Revolution and its impact - Sort innovations from each period. - Use key vocabulary to explain changes in each time period. - Look at types of housing: main features and how it changed. - Research Skara Brae and produce an information sheet - Compare settlements and beliefs in each time period - In books, children write a heading for each age and record some of the primary sources that might be found for that age and the potential volume of it - Produce a documentary to summarise their learning -

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Building application—planning to build a new estate on a local green space. Protest in regard to saving the green space. How can it be protected? Do they have a plan?

Impact (Assessment Criteria/NC Objectives)

Identify and describe similarities, differences and patterns when investigating different people, places and environments.

Describe how features and places change and the links between people and environments.

Express, and explain opinions on geographical issues studied including environmental ones. Recognise that other people may think differently about these.

Ask and respond to more searching geographical questions including 'how' and 'why?' (offer their own ideas)

Raeburn Citizenship Links

Responsibility—Caring for the environment
Curiosity—Showing an interest in the location of other countries and where animals live
Kindness - Providing habitats for animals
Respect - Respect the world around us
Positivity - Make a positive impact on the world around us

For Science objectives see separate planning
Living things and their habitats. Grouping, classification keys and living things in the local/wider environment. Changing environments.

Tier 2	Tier 3
Environment, continents, pollution, natural resources, nomadic, endangered, habitat, survey.	biome, poles, tropic, equator, latitude, longitude, classification, sustainability, vertebrate, invertebrate, deforestation

KS2 Year 4 - Summer 1**Home Sweet Home Geography****Texts across the curriculum**

Running Wild (Michael Morpurgo), The Great Kapok Tree

Intent (Knowledge/NC links) - Key Questions

NC—Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics.

NC - Understand geographical similarities and differences.

How does the location of places and countries in different continents give us an idea of what the environment may be like? (linking to work on belts/poles of the Earth)
What are the positive and negative changes to the local area and wider world?
Why are some people/animals having to move on from their homes?
What natural resources does our environment provide and how can we manage the use of these (sustainability)?

Wider curriculum Objectives

Art—Expanding images. Environmental artwork—power of images/message. Looking through a lens—animal perspectives.
NC/Key Skills: Use sketchbooks to record observations, Sketch a collection of observational drawings and ideas using line, tone, texture and shading, Use a viewfinder to select an area of a subject for drawing.

3D: Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. (Andy Goldsworthy/Nature Art)

Computing—Repetition in shapes—Programming. Use sequence selection and repetition in programs.

Forest School—Living things in our local environment (eg. bug hotels)

PE—tag rugby and athletics (games)

Science—Living things and their habitats (see separate planning.)

RE—A good life (The 10 commandments)

MFL - see separate planning

PSHCE - see separate planning

Implementation (including cross-curricular links and enrichment activities)**Potential local links and enrichment**

World Environment Day (5th June)

Fieldwork in local area/school field

Learning opportunities linked to our key questions

Explore the main types of habitats (biomes) around the world. (Colour world maps)
Why are biomes different in different parts of the world e.g. why are rainforests found in the tropics? (google earth)
What biome is the UK in? What about other countries we have heard of? (fact sheets)
Explore food packaging—which country / countries does it come from. Are those ingredients sustainable?

Entry Point: Dilemma/Question/Spark

Invitation to the ground opening of Hamilton Square and pupils invitation to research and explore the digital balance of the building.

Impact (Assessment Criteria/NC Objectives)

Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline
Pupils can use sources to justify their answers and are beginning to organise their responses

Pupils can ask questions to develop their understanding
Pupils can identify at least two ways we gather information
Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

Observe, record and explain physical and human features of the environment.

Collect and record evidence

Name and locate a range of places in their locality

Describe how features and places change and the links between people and environment

Make a map of a short route experienced

Ask and respond to more searching geographical questions including 'how' and 'why?'(offer their own ideas)

Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations Make Simple scaled drawings. Draw plan views. Highlight the area of a map.

Wider curriculum Objectives

Art - Use a view-finder to select an area of a subject for drawing. (choose a part of the architecture to sketch), Andy Goldsworthy - Create a piece of art in the style of an artist and look at and talk about the work of artists who use mediums. Select a range of materials for a striking effect.

Make digital artworks that extend work in other areas of the curriculum. (architectural photos)

Collect images from internet to use as inspiration and store in a folder.

Create images, video and sound recordings and explain why they were created.

DT - Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (James Gillespie - Graham)Electrical system - see separate planning

Computing - Describe how networks physically connect to other networks

PE - OAA and gymnastics - Take part in outdoor and adventurous activity challenges (linked to Geography)

Science - Electricity (see separate planning)

MFL - see separate planning

Forest School - Use natural resources to recreate maps. Create and follow paths and routes. Create story sticks.

RE - Making sense of life's experiences, Influence, Community, Culture and Power (Christianity in the local area, Buddhist community, festivals)

PSHCE - Relationships: positive friendships, including online. Responding to hurtful behaviour, managing risks online, managing confidentiality. Respecting ourselves and others; respecting similarities and differences.

SRE - Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty, Understand that children change into adults to be able to reproduce if they choose to, Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.

Music - Musical Minds Note names within the music stave on both lines and spaces.

How to correctly hold note lengths for semibreves, minims, and crotchets.

To play notes clearly. To sing in tune, imitating changes in pitch.

Raeburn Citizenship Links

Kindness - Be kind to our world

Responsibility - Looking after our world

Respect - Respecting our world

Curiosity - learn more about the history of their local area

Resilience– the hard work that went into creating the landmark

Positivity - Taking pride in our local community

Tier 2

Navigate, physical, human, fieldwork, landscape, urban, rural, satellite, Town hall, source, evidence, industry, influence, community, trade, population, county, docks

Tier 3

Topography, contour lines, Ordnance Survey, grid references, tributary, confluence, delta, meander, Victorian architecture, arch, borough, commission, census

KS2 Year 4 - Summer 2

Inspirational Island Geography

Texts across the curriculum

The Iron Man (Ted Hughes), The Railway Children

Intent (Knowledge/NC links) - Key Questions

NC - A study of an aspect of history or a site dated from a period beyond 1066 that is significant in the locality.

NC- Name and locate counties and cities of the UK

NC- Identify human and physical characteristics

NC- Identify topographical features (hills, mountains and rivers)

NC- Use maps, atlases and digital mapping to locate countries

NC - Use grid references, symbols and keys (OS Maps)

NC - Use fieldwork to observe, measure, record and present the human and physical features using a range of methods including; sketch maps, plans and digital technology.

Where do we live?

What can we learn about the UK from a map?

What rivers and mountain ranges can you find in the UK?

How can we use maps to find out about our local area and other places we may visit?

What is an Ordnance Survey Map?

What do the symbols mean on an OS map?

How are places, human and physical features represented on OS maps?

How do you use an OS map to locate places and to follow/plan a route?

Implementation (including cross-curricular links and enrichment activities)

Potential local links and enrichment

Digi maps for local area—compare over time (layering). Have river courses moved? Have coastlines moved? Are there more roads?

In 1948 a small office in Hamilton Square was originally old people's welfare committee originally)

Trip on the train to Hamilton square through to Liverpool Lime Street

Tour of buildings in Liverpool focusing on the architecture - City Sightseeing bus

Visitors—someone who has grown up in Birkenhead/links to industry (ship building/transport).

Golden Threads

Innovation- architecture, ship building, train stations and railways.

Beliefs- British Empire

Social Structure- census data, building usage, rich and poor.

Learning opportunities linked to our key questions

Locate the UK on a world map.

Map a familiar route (to school)

Draw the UK on the ground with chalk/ropes. Can they name any features and add these on using cones for mountains or other resources? Can they walk a journey around the UK and explain their route and what they may see?

- Secret Maps—Identify features of an OS map. Provide six pieces of crumpled paper (OS map of local area). Where is the map of? What features can the children spot? Look at Google Earth and zoom into local area. Does it match the map? What do you need to know about the map? (symbols).

-Use maps to find the school and significant places in the region. Which county is it in? Which villages, towns, cities, coasts etc. are nearby?

-Use aerial maps and images/photographs and own knowledge to decide if the local area is more physical /human. Make comparisons to an area in the UK that is different to the local area (different county/country in UK).

TRIP TO HAMILTON SQUARE ON THE TRAIN:

- Use photography to capture architectural features of Victorian buildings internally and externally. (Local study)

- Research lesson: Use a range of sources of evidence to ask and answer questions about the development of Hamilton square and the key buildings in the surrounding area (Railway station, The Town Hall, Hamilton Square gardens, Liverpool Lime Street. (Wirral Archives) (Local study and architect)

- Look at a range of maps to locate key features at Hamilton Square and surrounding location (eg. Tunnel runs under the square). (Where is HS?)

- Map part of the square