

Year 4 Medium Term Outline Planning – Time Travellers

<p>Philosophical Question</p>	<p>Is change ever for the better?</p>
<p>History Theme</p>	<p>Who were the Ancient Romans, Saxons and Vikings?</p>
<p>As Historians we will: investigate and interpret the past, build an overview of world history, understand chronology & communicate historically</p>	<p>Romans, Anglo-Saxons and Vikings in Britain – study of how British society was shaped by the movement & settlement of different peoples in the period before the Norman Conquest & an in-depth study of how British society was affected by: – Roman- <u>or</u> Anglo-Saxon- <u>or</u> Viking settlement.</p> <p>3. Roman Empire and its impact on Britain This <u>could</u> include:- Julius Caesar's attempted invasion in 55-54 BC- the Roman Empire by AD 42 and the power of its army- successful invasion by Claudius and conquest, including Hadrian's Wall- British resistance, e.g. Boudica- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Chronology</p> <ul style="list-style-type: none"> o Can use specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). o Can make some links between and across periods, such as the differences between clothes, food, buildings or transport. o Can identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People & Changes</p> <ul style="list-style-type: none"> o Can understand some of the ways in which peoples lives have shaped this nation. o Can describe how Britain has influenced and been influenced by the wider world. o Can understand some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. <p>Communication</p> <ul style="list-style-type: none"> o Can construct informed responses that involve thoughtful selection and organisation of relevant historical information. o Can produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Enquiry, Interpretation & Using Sources</p> <ul style="list-style-type: none"> o Can understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. o Can use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. o Can understand some of the methods of historical enquiry, how evidence is used to make historical claims. o Can use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. o Can identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). o Can understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

<p>As computer experts we will:</p>	<ul style="list-style-type: none"> o 2 Can keep information secure using safe passwords o 2.3 To know a range of ways to report concerns about content and inappropriate behaviour both in and out of school o 2.4 Can recognise what is acceptable online behaviour, knowing what is cyber bullying and applying this to gaming o 3.1 Can select, use and combine a range of software on a range of digital devices to produce documents for a specific purpose o 3.7 Can record, edit and playback videos, framing videos appropriately and adding simple titles, credits and special effects o 3.9 Can capture images to create a short animated sequence (Focused Week) o 3.10 Can use advanced searching options to refine internet searches
<p>As Artists we will: Develop ideas, take inspiration from the greats and master techniques</p>	<p>3-D</p> <ul style="list-style-type: none"> o Can plan, design and make models from observation or imagination. o Can join clay adequately and construct a simple base for extending and modelling other shapes. o Can create surface patterns and textures in a malleable material. o Can use papier mache to create a simple 3D object. <p>Collage</p> <ul style="list-style-type: none"> o Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. o Can use collage as a means of collecting ideas and information and building a visual vocabulary. <p>Activity- Roman Mosaic Tiles</p>
<p>As designers we will: master practical skills & design, make, evaluate and improve</p>	<p><u>Structures</u></p> <ul style="list-style-type: none"> ● Can develop vocabulary related to the project. ● Can create shell or frame structures. ● Can strengthen frames with diagonal struts and make structures more stable by giving them a wide base. ● Can measure and mark square section, strip and dowel accurately to 1cm. <p><u>Structures: Design</u></p> <ul style="list-style-type: none"> ● Can develop more than one design or adaptation of an initial design. ● Can plan a sequence of actions to make a product and can record the plan by drawing using annotated sketches or cross-sectional or exploded diagrams. ● Can propose realistic suggestions as to how they can achieve their design ideas including the order of their work and the tools and materials required and the aesthetic qualities of materials chosen. <p><u>Structures: Make</u></p> <ul style="list-style-type: none"> ● Can prepare pattern pieces as templates for their design.

- Can cut slots and internal shapes.
- Can select from a range of tools for cutting shaping joining and finishing and use tools with accuracy.
- Can select from techniques for different parts of the process and materials according to their functional properties.
- Can plan the stages of the making process and use appropriate finishing techniques.

Structures: Evaluate

- Can investigate similar products to the one to be made to give starting points for a design. Can research needs of the user and decide which design idea to develop.
- Can draw/sketch products to help analyse and understand how products are made.
- Can identify the strengths and weaknesses of their design ideas in relation to purpose/user. Can consider and explain how it could be improved and can discuss how well the finished product meets the design criteria of the user.
- Can investigate key events and individuals in Design and Technology.

Suggested activity- Making ballistas