

## CATASTROPHE!

How can we help those affected by a natural disaster?

Class texts:  
Escape From Pompeii  
Escaping the Giant Wave

**Killer Questions:**

- What causes different natural disasters?
- Where in the world have natural disasters occurred?
- How do natural disasters impact on human and physical geographic features?
- Why might certain regions in the world be affected by natural disasters more than other regions?
- How does technology help us in an emergency?

Curriculum focus: Geography and PSHE

Hook: **FRIDAY 17<sup>th</sup> SEPTEMBER 2021 in the HALL and FOOD TECH ROOM**  
One Day Creative Workshop <https://onedaycreative.com/workshop/earthquakes-volcanoes/>

Science

A1: Living Things and Habitats  
S2.1t Recognise that living things can be grouped in a variety of ways.  
S2.1u Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  
S2.1v Recognise that environments can change and that this can sometimes pose dangers to living things.

A2: Forces and Magnets  
S2.2c Compare how things move on different surfaces and give reasoning for differences.  
S2.2d Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  
S2.2d Explain how magnets attract or repel each other and discuss why they attract some materials and not others.  
S2.2e Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  
S2.2f Predicts whether two magnets will attract or repel each other, depending on which poles are facing and support prediction with scientific understanding.

Working Scientifically:  
S2.1a Ask relevant questions and use different types of scientific enquiries to answer them  
S.2.1b Set up simple practical enquiries, comparative and fair tests  
S2.1c Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Geography

G2.1 a Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their countries and major cities and environmental regions  
G2.1c Explain the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle  
G2.2a Understand geographical similarities and differences between two regions (e.g. a region of the UK, a region in a European country and a region within North or South America)  
G2.2b Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle  
G2.3a Understand geographical similarities and differences between two regions (e.g. a region of the UK, a region in a European country and a region within North or South America)

Diversity links:  
-In context to a natural disaster, look at the direct relationship relationships between the location (proximity to the equator), levels of poverty and deprivation and how this affects peoples' recovery. It is an opportunity to learn about third world versus first

Art: Focus on sketching skills

**Year group artist: Leonardo Da Vinci**

A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists' work  
A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work.  
A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control

	<p>A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion  A3.3d Explore more complex pattern and techniques to create designs for painting or printing  A3.3e Confidently print on paper and fabric using a range of techniques for layering image  A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.  A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> <p>Diversity links -  Influential female artists  Georgia O’Keeffe - artwork linked to landscapes/Geography  <a href="https://www.okeeffemuseum.org/about-georgia-okeeffe/">https://www.okeeffemuseum.org/about-georgia-okeeffe/</a></p> <p><b><u><a href="#">*British Art Show 9 – contemporary art</a></u></b></p>
Computing	<p>C2.1.a Understand the opportunities computer networks offer for communication.  C2.2b Collect data.  C2.2c Design and create content.  C2.2d Present dada  C2.2e Evaluate information  C2.4b Use search technologies effectively</p>
Music	<p>M2.1a, 2.1c, 2.2b, 2.2e, 2.3c, 2.3d, 2.4b, 2.5b,</p>
PE	<p><u>A1: Dance</u>  P2.1a Consolidate and apply with greater control and coordination.  P2.1b Select and use actions and ideas appropriately, applying them with greater control and coordination.</p> <p><u>A2: Gym</u>  P2.1b Select and use actions and ideas appropriately, applying them with greater control and coordination.  P2.3a Pupils can talk about similarities and difference between their own and others work and suggest improvements.  P2.3b They can use evaluation to make improvements to their improvements.  P2.4a Understand why they need to warm up and cool down and understanding why physical activity is good for their health.</p>
PSHE/RHE	<p>PSHE C2.3 I can discuss the idea of ‘personal strengths’ and ‘equal rights’ and what these mean  PSHE B2.6 I know how to speak to someone if I feel isolated or lonely.  PSHE B2.4 I can describe the importance of expressing emotions  PSHE A2.14 I recognise the differences between appropriate and inappropriate physical and other contact  PSHE A2.10 I can explain different types of bullying and how to help if someone is being bullied</p>
RE	<p>A1: What is it like to be a Hindu? Community, Worship, Celebration.</p> <p>A2: Values: What matters most? (Christianity, Humanism)</p> <p><u>Diversity links:</u>  -Antiracism is a really important aspect to teach our children, helping them with knowing how to deal with issues of racism. The below resources may aid with teaching this matter:  <a href="https://www.nspcc.org.uk/globalassets/documents/race-and-racism/unicef-anti-racism-resource-pack.pdf">https://www.nspcc.org.uk/globalassets/documents/race-and-racism/unicef-anti-racism-resource-pack.pdf</a></p>
French	<p>Language Angels’ unit/s - Core Vocabulary  -Listen to model role-plays and infer meaning. Numbers listening exercise.  -Say colours and numbers 1-10 to develop pronunciation and intonation  -Role play on saying how you are and what your name is to present ideas and information orally.  -Match colours to written form. Read and match the written form of numbers to digits develop vocabulary</p> <p><b>Listening 1 Speaking 4, 5, 6 Reading 9</b></p>

Year 4 Curriculum overview: Spring term	
<p><b>.....Attack!</b></p> <p>How can we recreate a Roman banquet?</p> <p>Class texts:</p>	
<p><b>Killer Questions:</b></p>	
Curriculum focus:	History and DT
Hook:	One Day Creative Workshop <a href="https://onedaycreative.com/workshop/rome-wasnt-built-day/">https://onedaycreative.com/workshop/rome-wasnt-built-day/</a>
Science	<p><u>SPR1: Animals including humans (nutrition and food chains)</u></p> <p>S2.1r Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>S2.1s Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Working Scientifically:</u></p> <p>S2.1e Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>S2.1f Report on findings from enquiries, through oral and written explanations, displays or presentations of results and conclusions</p> <p>S2.1g Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>
<p>History: Celts (Iron Age 600 BC – 43 AD)</p> <p>Romans (43 AD – 410 AD)</p>	<p>H2.1a Use BC and AD to show different time periods studied</p> <p>H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline</p> <p>H2.1c Sequence time periods studied to create a timeline through history</p> <p>H2.1d Use understanding of specific time periods to create an identified timeline</p> <p>H2.2b Use different sources of information to build up specific pictures of the past</p> <p>H2.2d Question if a source is useful or not</p> <p>H2.3b Identify changes, cause and impact at the time of events beyond our living memory</p> <p>H2.3c Make connections and contrasts over different periods of time</p> <p>H2.3d Differentiate between fact and opinion</p> <p><u>Diversity links:</u></p> <p>-Explore and discuss the archaeological evidence of Black Romans? Examples include:</p> <p>-A discover of human remains of a lady who became known as Ivory Bangle lady from North African descent.</p> <p>-North African troops posted on Hadrian's Wall/ Discoveries of graves near Hadrian's Wall suggest some of the soldiers fighting were Black</p> <p><a href="https://blackpresence.co.uk/first-black-person-england/https://blackpresence.co.uk/black-romans-at-hadrians-wall/?doing_wp_cron=1593693711.5225720405578613281250https://www.blackpast.org/global-african-history/africans-hadrians-wall/#:~:text=Although%20North%20Africans%20may%20have,in%20the%203rd%20century%20AD.">https://blackpresence.co.uk/first-black-person-england/https://blackpresence.co.uk/black-romans-at-hadrians-wall/?doing_wp_cron=1593693711.5225720405578613281250https://www.blackpast.org/global-african-history/africans-hadrians-wall/#:~:text=Although%20North%20Africans%20may%20have,in%20the%203rd%20century%20AD.</a></p>
DT: Prepare and make Roman food for a banquet	<p>D2.1a Describe how my design ideas fulfils a purpose</p> <p>D2.1b Explain how my ideas meet set design criteria</p> <p>D2.1c Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose</p> <p>D2.1d Produce a labelled plan, explaining my process of production</p> <p>D2.4a Evaluate my product against its original design purpose and if it is appealing</p> <p>D2.4b Describe how existing products with a similar design brief have been effective at their purpose</p> <p>D2.4c Evaluate my work both during and at the end of the making process</p> <p>D2.5a Describe the key features of a healthy diet</p> <p>D2.5b Explain the rules of food hygiene and the importance of these</p> <p>D2.5c Use heat sources to cook ingredients (with adult supervision)</p> <p>D2.5d Use techniques such as rubbing, mashing, chopping, mixing, blending to combine ingredients effectively</p> <p>D2.5e Identify ingredients as fresh or processed foods</p> <p>D2.5f Explain where food come from e.g. region of the world, how they are produced</p> <p><u>Diversity links:</u></p> <p>-Connect to Fairtrade and the importance of this for many tribes and regions of certain countries.</p> <p><a href="https://www.huffingtonpost.co.uk/entry/using-food-to-celebrate-cultural-diversity_uk_5a392569e4b0578d1beb7309">https://www.huffingtonpost.co.uk/entry/using-food-to-celebrate-cultural-diversity_uk_5a392569e4b0578d1beb7309</a></p>
Art	<b>Year Group Artist: Leonardo Da Vinci</b>

	<p><u>Diversity links:</u>  Hurvin Anderson – born in Birmingham, parents of Jamaican origin.  Anderson often works from photographs and his own memories to create works that range from delicate paintings on vellum to large canvases that can consume an entire wall. His paintings and works on paper "depict places where memory and history converge" and engage with issues of identity and representation.  <a href="https://www.tate.org.uk/art/artists/hurvin-anderson-12583/turner-prize-2017-biography">https://www.tate.org.uk/art/artists/hurvin-anderson-12583/turner-prize-2017-biography</a></p> <p><u>British Art Show 9 contemporary art links</u></p>
Computing	<p>C2.1a understand the opportunities computer networks offer for communication.  C2.2a Select a variety of software to accomplish given goals  C2.4a Use technology responsibly  C2.4b Use technologies effectively</p>
Music	<p>M2.1a, 2.1b, 2.2d, 2.3e, 2.4c, 2.4e, 2.5c</p>
PE	<p><u>SP1: Hand and Foot Coordination</u>  P2.1a Consolidate and apply with greater control and coordination.  P2.1b Select and use actions and ideas appropriately, applying them with greater control and coordination.</p> <p><u>SP2: Strike and Field</u>  P2.1c Develop tactics for attacking and defending  P2.2a Select ideas and actions and apply them across a wide range of tactics and compositional ideas in play.  P2.2b Show understanding of tactics and composition by starting to vary how they respond.  P2.2e Set out rules for safety.</p>
PSHE/RHE	<p>PSHE A2.3 I can identify the characteristics of what makes a good friend  PSHE A2.4 I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs.  PSHE A2.5 I recognise who are the right kind of people to trust and have friendships with  PSHE B2.1 I can reflect on changes and how felt during this time  PSHE B2.2 I can identify choices that I might make when there is change in my life  PSHE B2.3 I can plan things that I can do to help me feel better if I am finding life hard  PSHE B2.5 I can explain that my mental wellbeing is as important as my physical health  PSHE B2.7 I understand that there is a consequence to my online actions  PSHE B2.8 I understand what bullying looks like in real life and online  PSHE B2.15 I know how to react if someone is hurt or ill</p>
RE	<p>SP1: Keeping the five pillars of Islam.</p> <p>SP2: Why do Christians call the day Jesus died 'Good Friday'?</p>
French	<p>Language Angels' unit/s - Animals and Instruments  -Be able to Say "I play..." plus an instrument in French  -Be able to say "I am..." plus an animal in French  -Listen attentively to match sound to animal/instrument picture / word / phrase.  -Read carefully to match word to animal/instrument picture / word / phrase in English. – broaden vocabulary and show comprehension in French.  -Introduction of gender via the indefinite article and first person singular of the verb 'to be'.  -Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p> <p><b>Listening 1 Speaking 3 Reading 9 Grammar 12</b></p>

## Fibbersley Time Travellers

How can art represent life in Georgian times?

Class texts:

Killer Questions:

Curriculum focus: History and Art

Hook: Visit a Georgian building/ museum exhibition (Wolverhampton Art Gallery)

### Science

S1: Light and Shadows:

- S2.2g Recognise that they need light in order to see things and that dark is the absence of light.
- S2.2h Know that light is reflected from surfaces.
- S2.2i Recognise that light from the sun can be dangerous and suggest ways to protect their eyes.
- S2.2j Uses scientific vocabulary and knowledge to describe how shadows are formed.
- S2.2k Find patterns in the way that the size of shadows change

S2: Electricity

- S2.2l Identify common appliances that run on electricity.
- S2.2m Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- S2.2n Predict with scientific reasoning, whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, the materials used in the circuit using knowledge of conductors and insulators)
- S2.2o Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit and describe what happens when the circuit is closed.
- S2.2p Recognise some common conductors and insulators, and associate metals with being good conductors.

Working Scientifically:

- S2.1d Gather, record, classify and present data in a variety of ways to help in answering questions
- S2.1h Identify differences, similarities or changes related to simple scientific ideas and processes
- S2.1i Use straightforward scientific evidence to answer questions or to support their findings.

### History: House of Hanover/ Georgian Period (1714 – 1847)

- H2.1a Use BC and AD to show different time periods studied
- H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline
- H2.1c Sequence time periods studied to create a timeline through history
- H2.2b Use different sources of information to build up specific pictures of the past
- H2.2d Question if a source is useful or not
- H2.3a Give reasons for different ways that the past is represented
- H2.3b Identify changes, cause and impact at the time of events beyond our living memory
- H2.3c Make connections and contrasts over different periods of time

Diversity links:

- Look at how Britain and the West Midlands changed to become more diverse over time, and the stories of oppression and racial injustice against black people at various times including:
    - The Slavery triangle, how different families ended up in Britain, how their culture and heritage has influenced Britain today. An individual to study here would be Olaudah Equiano (c.1745-1797)
- <https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1>  
[https://www.bbc.co.uk/history/historic\\_figures/equiano\\_olaudah.shtml](https://www.bbc.co.uk/history/historic_figures/equiano_olaudah.shtml)

### Art: Architecture, sculpting and Georgian art

**Year Group Artist: Leonardo Da Vinci**

- A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists' work
- A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work.
- A3.3a Know which secondary colours mix to make tertiary colours and use this successfully.
- A3.3b Use their knowledge of different types of paint to choose the most suitable.
- A3.3c Choose appropriate brushes and tools to apply paint for a desired effect.
- A3.3d Explore more complex pattern and techniques to create designs for painting or printing
- A3.4a Plan and make sculptures using a range of natural and manmade resources with increasing accuracy and success in joining together materials.
- A3.4b Explore more complex patterns and shape using a variety of materials

	<p>A3.4c Increase proficiency in a range of tools and techniques for sculpting  A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.  A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> <p>Landscape artist – Lancelot ‘Capability’ Brown</p> <p><u>Diversity links:</u>  Dame Zaha Hadid - a British Iraqi architect, artist and designer, recognised as a major figure in architecture of the late 20th and early 21st centuries.  <a href="https://www.zaha-hadid.com/archive/">https://www.zaha-hadid.com/archive/</a>  <a href="https://en.wikipedia.org/wiki/Zaha_Hadid">https://en.wikipedia.org/wiki/Zaha_Hadid</a></p>
Computing	<p>Coding-</p> <p>C2.3b Within a sequence, use repetition in programs  C2.3e Introduced to the notion of variables  C2.3f Use logical reasoning to explain how simple algorithms work  C2.3c Understand the notion of input and output</p>
Music	M2.1a, 2.2e, 2.3c, 2.4b, 2.4d, 2.5d, 2.5e
PE	<p><u>S1: Net and Wall:</u>  P2.2c Devise and use rules during a game.  P2.2d Follow a route on a map.  P2.2e Set out rules for safety.</p> <p><u>S1 Athletics:</u>  P2.4a Understand why they need to warm up and cool down and understanding why physical activity is good for their health.  P2.3a Pupils can talk about similarities and difference between their own and others work and suggest improvements.  P2.3b They can use evaluation to make improvements to their improvements.</p>
PSHE/RHE	<p>PSHE B2.13 I practice daily good hygiene (dental and body) and understand how germs can be spread  PSHE B2.14 I can recognise when someone might not be as healthy by some of the changes that may take place to their body  PSHE C2.1 I can consider the different pathways that people might take in life  PSHE C2.2 I can explain how good values and behaviours can make someone a positive person or hero  PSHE C2.7 I know how to treat people the way we expect to be treated, with respect, including those in positions of authority  PSHE C2.8 I can discuss how money is earned and spent  PSHE C2.9 I can reflect on why I may not be able to afford to buy certain things with a given amount of money  PSHE C2.10 I have aspirations for how I will work in the future and how this will affect my economic wellbeing</p> <p><u>Diversity links:</u>  -When teaching children about Role models, connection could be made to the work being done by the Football association and famous footballers (who many children may associate as heroes).  <a href="https://youtu.be/3gyNWcWPj4Y">https://youtu.be/3gyNWcWPj4Y</a></p>
RE	<p>S1: For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>S2: Why does the Prophet matter to Muslims?</p>
French	<p>Language Angels’ unit/s - Little Red Riding Hood and I can...</p> <ul style="list-style-type: none"> <li>-Listen attentively to a story in and understand meaning match what they hear to pictures.</li> <li>-Listen to match sound to picture / word / phrase.</li> <li>-Say words / parts of the story or retell and appreciate a story in French</li> <li>-Say with correct pronunciation and intonation "I am able to.." / "I can..."</li> <li>-Read carefully and show broader vocabulary to match key verb to picture / word / phrase in English.</li> <li>-Read the story and understand meaning to match picture, word and phrase cards.</li> <li>-Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only</li> <li>-Definite articles with parts of the body</li> </ul> <p><b>Listening 1,2 Speaking 3, 4, 5, 6 Reading 7, 8, 9 Grammar 12</b></p>