



# Belgrave Curriculum 2023-24

Termly overviews:

| Y4                    | T1   | T2   | T3   |
|-----------------------|--|--|--|
| Theme                 | How the Romans have impacted on our lives.   | Understanding how the UK developed – geographically and historically   | How the water cycle interacts with animals, humans and the environment   |
| Two Famous people     | Boudicca<br>Andy Warhol  | Lewis Latimer<br>Alfred the Great  | Marianne Hendriks<br>Aethelflaed   |
| History/<br>Geography | <p>Study of the Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> <li>- successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, for example, Boudica</li> <li>- 'Romanisation' of Britain and their legacy: the impact of technology, architecture, culture and beliefs, including early Christianity</li> <li>- Trade links and communication</li> </ul> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries within the Roman Empire in the UK, Europe and the rest of world.</li> </ul> <p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>- identify the position and significance of Arctic and Antarctic Circle.</li> </ul> | <p>Study of Britain's settlement by Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>- Anglo-Saxon art and culture including architecture and conversion to Christianity</li> </ul> <p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed relating to Anglo-Saxon times</li> </ul> <p>Describe and understand key aspects of human geography in the UK:</p> <ul style="list-style-type: none"> <li>- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> | <p>Study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great, Athelstan and Aethelflaed</li> <li>- family life in Viking Britain</li> <li>- Viking myths and beliefs</li> <li>- Edward the Confessor and his death in 1066</li> </ul> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>- Using 8 point compasses, OS maps and a wider range of symbols. Applying knowledge and skills when orienteering on residential.</li> </ul> <p>Describe and understand key aspects the water cycle.</p> |
| Science               | <p>Sound:</p> <ul style="list-style-type: none"> <li>- identify how sounds are made, associating some of them with something vibrating</li> </ul>  | <p>Electricity:</p> <ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>- construct a simple series electrical circuit, identifying and naming its basic parts,</li> </ul>  | <p>Living things and their habitats:</p> <ul style="list-style-type: none"> <li>- recognise that living things can be grouped in a variety of ways</li> </ul>  |

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|                                | <ul style="list-style-type: none"> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul> <p>recognise that sounds get fainter as the distance from the sound source increases.</p> | <p>including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> <li>- identify 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</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>Animals including humans:</p> <ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans and their simple functions</li> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> | <ul style="list-style-type: none"> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>States of matter:</p> <ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> |
| English                        | <p>Myths and Legends focussing on retelling narratives.</p> <p>News Report writing.</p> <p>Narrative Stories with an Historical Setting.</p> <p>Persuasive writing.</p>   | <p>Traditional Stories and Fables.</p> <p>Narrative Stories set in an Imaginary World.</p> <p>Diary Entry.</p>   | <p>Extended writing and Non-Chronological Reports (linked to residential activity and science).</p> <p>Information Text.</p> <p>Poetry.</p>  |
| Possible Texts used in English | <ul style="list-style-type: none"> <li>- Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie (<i>No Outsiders</i>)</li> <li>- Romulus and Remus and the founding of Rome</li> <li>- The Lambton Lamb</li> <li>- The Whale by Vita Murrow</li> <li>- The Plight of Boudicca</li> <li>- Pigeon Impossible</li> <li>- The Magic Paintbrush</li> </ul>   |  |  |

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|                           | <ul style="list-style-type: none"> <li>- The Crown and Sceptre</li> <li>- Clock Tower</li> <li>- Once in a Lifetime</li> <li>- Broken - Rock, Paper, Scissors</li> <li>- Kennings (linked to history topic)</li> <li>- Marshmallow</li> <li>- The Rhythm of the Rain by Graeme Baker-Smith</li> </ul>  |  |   |
| Maths                     | We will be following the White Rose schemes of work to plan from. We may not follow the exact order as shown but coverage will be ensured over the year:<br><a href="https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/">https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/</a>  |  |   |
| Computing                 | E-Safety; Word processing  | Animation; Scratch   | Photostory; Using and applying skills   |
| Art/ DT                   | Cooking – history link to Roman origins as first bread makers - bake a loaf<br>Portrait of Boudicca – in the style of Andy Warhol  | STEM week – make maths electronic game<br>Watercolour painting – settings  | Study of Levon Biss photography linked to science.  |
| RE                        | Hinduism – How do Hindus worship?<br>Christianity - What do the Christians think about the incarnation at Christmas?   | Christianity – How can I understand different Easter concepts?<br>Judaism – How do Jews demonstrate their faith through communities? | Humanism – What Humanists value.<br>Christianity - What is my point of view about God and why do people have faith? |
| PE                        | Invasion games, Swimming and Roman Dance   | Invasion games (Hockey & Netball) and Gymnastics   | Athletics, Rounders & Quick Cricket   |
| Music                     | Music is taught through the First Access Music Scheme where the children will have the opportunity to learn how to play a woodwind, brass or percussion instrument. Professional musicians from the music service lead the sessions, teaching the children how to play their allocated instrument, read musical notation and sing associated songs. The process will offer the children the opportunity to play and perform, including some improvisation, a variety of pieces from different composers in solo and ensemble contexts. |  |   |
| Mandarin                  | This year, we are excited to be introducing Mandarin into the Belgrave curriculum. We will be learning Mandarin vocabulary and culture through art, story-telling, drama and music. The children will be learning about, and celebrating, events within the Chinese calendar. We hope that they will be enthused to learn about another culture and that this, in turn, will open their minds to new cultures and language learning opportunities.   |  |   |
| No Outsiders texts<br>RSE | Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie<br>The Way Back Home by Oliver Jeffers  | The Flower by John Light<br>RSE and drugs and alcohol education – see Christopher Winter scheme of work.                             | King and King by Linda de Hann and Stern Nijland<br>Red: The Crayon Story by Michael Hall                           |
| Trips/ visitors           | Grosvenor Museum and Roman Soldier Tour  | Residential overnight trip   | Bridgewater Hall (Hallé)  |