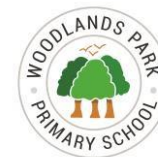


Year 4 Topic: The Arctic

Term: Autumn 2

Topic Length: 7 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
	Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge					
	Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To locate and learn about the climate of the Arctic Region										
		Hook: Live lesson from The Antarctic institute					Celebration: Arctic themed cards to send to families					
	Main Subjects	Science				Geography				Art		
	Key Performance Indicators	<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. 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) Identify the part played by evaporation and condensation in the water cycle. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. 				<ul style="list-style-type: none"> Locate the world’s countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle human geography, including: types of settlement and land use. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 				<ul style="list-style-type: none"> To create sketch books of photography to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques - photography skills (subject, composition, angles, perspective, rules of thirds) 		
Our Overarching Themes	Relationships	Mastery	Community		Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, etc...)

Subject	Key Performance Indicators
Computing	Online Safety <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
PE	Tag Rugby <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate (Rugby), and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement
PSHE	Celebrating Differences <ul style="list-style-type: none"> • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them
RE	What do Hindus believe? <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God. • Make clear links between some stories (e.g. Ganesh, Diwali) and what Hindus believe about God.
Art	Improved composition and subject choice <ul style="list-style-type: none"> • To record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques (photography skills)

MFL – French	Describing me and others <ul style="list-style-type: none"> • Phonics – vowels, silent letters t and s • Vocabulary - verbs, listen, speak, and write • Greeting, yes and no • Grammar – Etre, I am, he is, she is (adjective agreement)
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Key Objective Progression

Prior Knowledge	Year 4 - Arctic - Key Objective	Future Learning
Y3 (Rocks & Soils) - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (WS KS1) Identifying and classifying. (WS KS1) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Science - Compare and group materials together, according to whether they are solids, liquids or gases.	Y5 (Properties and changes of materials) - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Y5 (Properties and changes of materials) - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Y5 (Properties and changes of materials) - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Y2 (Materials) - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Science - 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)	Y5 (Properties and changes of materials) - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Y1 (Blast Off) - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Science - Identify the part played by evaporation and condensation in the water cycle.	Y5 (Properties and changes of materials) - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Y2 (Unique, Marvellous Me) - explore and compare the differences between things that are living, dead, and things that have never been alive	Science - Identifying differences, similarities or changes related to simple scientific ideas and processes.	(WS UKS2) - identifying scientific evidence that has been used to support or refute ideas or arguments.
(WS KS1) - asking simple questions and recognising that they can be answered in different way	Science - Using straightforward scientific evidence to answer questions or to support their findings.	(WS UKS2) - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
KS1 – Ultimate mini beasts Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Geography - Locate the world’s countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Y5 Our Ocean Planet Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
KS1 – Light up our world Name and locate the world’s 7 continents and 5 oceans.	Geography - Identify the position and significance of Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Y5 – Our Ocean Planet Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

<p>KS1 – Ultimate mini beasts Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Geography - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Y6 - Chocolate Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>KS1 – I spy springtime Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Geography - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.</p>	<p>Y6 - Chocolate Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>KS1 – Light up our world Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Geography - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Y6 – Chocolate Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Y3 (Where can we go from here?) – Develop sketchbooks by recording observations, reviewing and revisiting ideas.</p>	<p>Art - To create sketch books to record their observations (of snowflakes) and use them to review and revisit ideas</p>	<p>Y5 (Make Do & Mend) - Develop sketchbooks by recording observations, reviewing and revisiting ideas.</p>
<p>Y3 (Where can we go from here?) – Introduce different types of brushes for specific purposes.</p>	<p>Art - To improve their mastery of art and design techniques</p>	<p>Y5 (Make Do & Mend) - Explore 'mark making' and be able to understand and use a variety of different mark making to show three dimensions.</p>