

**Overview: Who were the Ancient Egyptians? What was life like in Ancient Egypt?
Who was Tutankamun? Egyptian Gods.**

Y3 Chronological Understanding

- Can they describe events and periods using the words: BC, AD and decade?
- Can they describe events from the past using dates when things happened?
- Can they describe events and periods using the words: ancient and century?
- Can they use a timeline within a specific time in history to set out the order things may have happened?
- Can they use their mathematical knowledge to work out how long ago events would have happened?

Knowledge and interpretation

Historical enquiry

- Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can they use various sources of evidence to answer questions?
- Can they use various sources to piece together information about a period in history?
- Can they research a specific event from the past?
- Can they use their 'information finding' skills in writing to help them write about historical information?
- Can they, through research, identify similarities and differences between given periods in history?

Y4 Chronological Understanding

- Can they use their mathematical skills to round up time differences into centuries and decades?
 - Can they use their mathematical skills to help them work out the time differences between certain major events in history?
 - Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?
 - Do they recognise that the lives of wealthy people were very different from those of poor people?
 - Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
 - Can they recognise that people's way of life in the past was dictated by the work they did?
- Historical enquiry**
- Can they research two versions of an event and say how they differ?

Overview: Local area History (link to mining)

Y3

Historical enquiry

- Can they use various sources of evidence to answer questions?
- Can they use various sources to piece together information about a period in history?
- Can they research a specific event from the past?
- Can they use their 'information finding' skills in writing to help them write about historical information?
- Can they, through research, identify similarities and differences between given periods in history?

Exceeding

- Can they begin to use more than one source of information to bring together a conclusion about an historical event?
- Can they use specific search engines on the Internet to help them find information more rapidly?

Y4

Knowledge and interpretation

- Can they explain how events from the past have helped shape our lives?
- Do they recognise that the lives of wealthy people were very different from those of poor people?

Exceeding

- Can they recognise that people's way of life in the past was dictated by the work they did?
- Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Historical enquiry

- Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
- Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Exceeding

- Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

**Key Stage 2
Year 3, Year 4**



Step Back in Time

During this unit we will be focussing on history, art, geography & technology. We will also be developing our understanding of the world.

**Cross Curricular English and
Maths**

Diary entries
Information Texts
Story Writing
Newspaper Reports
Instructional Writing
Playscripts
Poems

Weights and Measures (Cooking)
"Christmaths"
Calendar Work
Timelines

Geography

Overview: Local Area Geography (Link to mining)

Y3

Geographical enquiry

- Do they use correct geographical words to describe a place and the events that happen there?
- Can they identify key features of a locality by using a map?
- Can they begin to use 4 figure grid references?
- Can they accurately plot NSEW on a map?
- Can they use some basic OS map symbols?

Human geography

- Can they confidently describe human features in a locality?
- Can they explain why a locality has certain human features?
- Can they explain why a place is like it is?

Link to science topic of Rocks

Human Geography

- Can they describe how volcanoes have an impact on people's lives? **Geographical knowledge**
- Can they locate and name some of the world's most famous volcanoes?

Y4

Geographical enquiry

- Can they carry out a survey to discover features of cities and villages?
- Can they find the same place on a globe and in an atlas?
- Can they label the same features on an aerial photograph as on a map?

Physical Geography

- Can they describe the main features of a well-known city?
- Can they describe the main features of a village?
- Can they describe the main physical differences between cities and villages?
- Can they use appropriate symbols to represent different physical features on a map?

Exceeding

- Can they explain how a locality has changed over time with reference to physical features

Human Geography

- Can they explain why people may choose to live in a village rather than a city?
- Can they explain how a locality has changed over time with reference to human features?
- Can they find different views about an environmental issue? What is their view?

Science Year 3 Living things and their habitats

Can they match certain living things to the habitats they are found in?

Can they explain the differences between living and non-living things?

Can they describe some of the life processes common to plants and animals, including humans?

Can they decide whether something is living, dead or non-living?

Can they describe how a habitat provides for the basic needs of things living there?

Can they describe a range of different habitats?

Can they describe how plants and animals are suited to their habitat?

Exceeding

Can they name some characteristics of an animal that help it to live in a particular

Y3/4 Rocks

Can they compare and group together different rocks on the basis of their appearance and simple physical properties?

Can they describe and explain how different rocks can be useful to us?

Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?

Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?

Can they recognise that soils are made from rocks and organic matter?

Exceeding

Can they classify igneous and sedimentary rocks?

Can they begin to relate the properties of rocks with their uses?

Y4 Electricity

Can they identify common appliances that run on electricity?

Can they construct a simple series electric circuit?

Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?

Can they 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?

Can they recognise that a switch opens and closes a circuit?

Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?

Can they recognise some common conductors and insulators?

Can they associate metals with being good conductors?

P.E.

Y3: Outdoor games. P.E. Hub Unit 1 and 2

Y4: Outdoor Games P.E. Hub Unit 1 and 2

Music

Year 3 /4- Performing

Do they sing in tune with expression?

Do they control their voice when singing?



The children will be:

Making a Christmas Toy/torches

DT Y3 Developing, planning and communicating ideas

Can they show that their design meets a range of requirements?

Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?

Can they describe their design using an accurately labelled sketch and words?

How realistic is their plan?

Electrical and mechanical components

Do they select the most appropriate tools and techniques to use for a given task?

Can they make a product which uses both electrical and mechanical components?

Can they use a simple circuit?

Can they use a number of components?

Y4 Developing, planning and communicating ideas

Can they come up with at least one idea about how to create their product?

• Do they take account of the ideas of others when designing?

• Can they produce a plan and explain it to others?

• Can they suggest some improvements and say what was good and not so good about their original design?

Can they add things to their circuits?

How have they altered their product after checking it?

Are they confident about trying out new and different ideas?

ICT:

Year 3

Can they copy and paste text into a document?

Do they begin to use note making skills to decide what text to copy?

Data Retrieving and Organising

Can they review images on a camera and delete unwanted images?

Have they experienced downloading images from a camera into files on the computer?

Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Year 4

Using the Internet

Can they use a search engine to find a specific web-site?

Can they use note-taking skills to decide which text to copy and paste into a document?

Can they use tabbed browsing to open two or more web pages at the same time?

Can they open a link to a new window?

Data Retrieving and Organising

Can they capture images using webcams, screen capture, scanning, visualise and internet?

Can they choose images and download into a file?

Can they download images from the camera into files on the computer?

Presentation

Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?

Can they insert sound recordings into a multi media presentation?

French

Year 3

Can they have a short conversation where they are saying 2-3 things?

Can they use short phrases to give a personal response?

Year 4

Can they write 2-3 short sentences on a familiar topic?

Can they say what they like and dislike about a familiar topic?

Broaden vocabulary.

PSHE & RE:

PSHE: Going for Goals

Remembrance- local area study.

RE: Stories from Old Testament

RE Unit 1/2 Christianity

Harvest Festival

Christmas

Year 3: Christmas—What is Advent. We will examine the importance and meaning of Christmas for Christians.

Year 4: Christmas—What is Epiphany? We will examine the importance and meaning of Christmas for Christians.

Art

Collage/Christmas Crafts

Year 3 /4

Using different media to make a mosaic.

Can they cut very accurately?

Can they overlap materials?

Can they experiment using different colours?

Can they use mosaic?

Can they use montage?

Styles of different artists.- famous artists/designers in history.

Improve skills by using different materials.

Drawing

Year 3

Can they use their sketches to produce a final piece of work?

Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture?

Year 4

Can they identify and draw simple objects, and use marks and lines to produce texture?

Can they organise line, tone, shape and colour to represent figures and forms in movement?

Can they show reflections?

Can they explain why they have chosen specific materials to draw with?