

Core Subjects: Links to theme	Year Group: 3/4 Topic Title: Roman Rule	
English	Personal Development	Foundation Subjects
Recount / diary, information text (play)	Core and British Values	Humanities and RE
Mathematics	Who Am I? Personality, Talents and Abilities The Origins of Democracy and Other Systems of Governance (Y4) Integrity – telling the truth even if it means a consequence Pride of place – presentation during pop-up museum	History: <ul style="list-style-type: none"> • <u>The Roman Empire and its impact on Britain</u> • To suggest and evaluate sources of evidence using appropriate vocabulary. • To describe different accounts of historical events • To use evidence to ask questions in order to understand • To suggest causes and consequences of events in history • Place events and historical figures on a timeline using dates. Geography: <ul style="list-style-type: none"> • Use maps and atlases to ask and answer geographical questions • Name and locate countries within Europe
Roman numerals Compare and order dates Symmetry and pattern within mosaics	Outside Learning Opportunities	Art and Design and Design Technology
Science	History – Roman numerals / battle formations / catapults Drama – Roman daily life / market scene	Art: <ul style="list-style-type: none"> • Sketch designs • Comment on art work using visual language and use tessellation, mosaic and montage techniques. • Make clay pot and paint • Select and arrange materials for a striking effect. Design and Technology: <ul style="list-style-type: none"> • Choose suitable techniques to construct products. • Refine work and techniques as work progresses, continually evaluating the product design (catapult)
Friction To use catapults to investigate friction linked to forces.	Leadership	Music
	Safeguarding	<ul style="list-style-type: none"> • Choose, order and combine sound to create an intended effect.
	E Safety Road safety	

Core Subjects: Links to theme		Year Group:3/4 Topic Title: World Kitchen		
English		Personal Development	Foundation Subjects	
Diary, postcards, newspapers, weather forecasts Recipe book, reviews	Core and British Values Faith and Belief in the UK: Can we live together? (Y3) Challenging Stereotypes (Y4) Individuality – kindness and encouragement when cooking and discussing FairTrade Service – being involved, being generous - FairTrade	Humanities and RE Geography <ul style="list-style-type: none"> Locate the world’s countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country, and a region or area within North or South America. Understand and describe key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water-cycle 		
	Outside Learning Opportunities Gardening – seasonality, planting DT (clay oven) garden soup, pizza			
	Mathematics Climate graphs Favourite food charts	Leadership Attitude to failure – not being upset when something went wrong (assembly, cooking) Goal setting – completing the task in time when cooking	Art and Design and Design Technology Art and Design - Improve artistic techniques such as drawing using a range of materials, e.g. Pastels, chalk, etc. sketch still life, photo montage D&T - Develop skills and the safe use of tools in the preparation and cooking of food.	
	Science Healthy eating	Safeguarding Food and Kitchen safety, health Safer Relationships	Music Music - Develop skills of singing with increased confidence and control; Perform as part of an ensemble using voice and musical instruments. (World music)	

Core Subjects: Links to theme	Year Group: 3 / 4 Topic Title: Crime and Punishment	
English	Personal Development	Foundation Subjects
Crime report, diary, letter, recount, comparison	Core and British Values	Humanities and RE
Mathematics	The Rule of Law (Y3) Rights and Responsibilities (Y4) Individuality – forgiveness – why we should help people better themselves Integrity – following the rules and being honest	History <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest cause and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain. • Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and dates on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
n/a	Outside Learning Opportunities	
Science	Looking for clues about a crime Drama – acting out a court scene with Dick Turpin Citizenship – visit from police	
N/A	Leadership	
	Time Management – completing a task on time Public Speaking – assembly, presenting information to the class Communication – peer feedback on presentations	Art and Design - Use shading to show light and shadow – portraits – pencils, charcoal, chalk Use a variety of techniques to create interesting effects (fingerprint block printing) D&T – investigate and create levers – ducking stool, stocks
	Safeguarding	
	Rule of law. Personal Safety – visit from police Safer Relationships	Music
		n/a

Core Subjects: Links to theme	Year Group: 3 / 4 Topic Title: Transport	
English	Personal Development	Foundation Subjects
Poster for Road Safety Instructions Letter	Core and British Values	Humanities and RE
Mathematics	Worcester City Council (y3) Challenging Stereotypes 9y4) Service – working as a team and being involved when doing DT, Listening and showing excellent behaviour when on a trip	<p>History:</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Suggest causes and consequences of some of the main events and changes in history – local history canals and railways (formation and growth of Stourport) <p>Geography:</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases and digital/computer mapping to locate countries and describe features. • Describe how some locations around the world are changing and explain some of the reasons for change. <p>Citizenship:</p> <ul style="list-style-type: none"> • Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and reinforced.
Tally charts pictograms Data handling Scales on maps	Outside Learning Opportunities	
Science	Geography – canal visit Mapping forest school area to show pathways and connections	
Forces	Leadership	Art and Design and Design Technology
Science	Goal Setting – completing the tasks needed to design and build a floating model Support Structure – working with a team to create a map / model, knowing when to ask for help	<p>Art and Design:</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum – print transport scene • Select and arrange materials for a striking effect. • Create and combine shapes to create recognizable forms. • Include texture that conveys feelings, expression or movement. • Give details about the style of some notable artists, artisan and designers. <p>Design Technology:</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design – gears and pulleys – design and make a vehicle • Cut materials accurately and safely by selecting appropriate tools.
	Safeguarding	
	Water safety Railway safety	

Core Subjects: Links to theme		Year Group: 3/4 Topic Title: Meet the Flintstones	
		Personal Development	Foundation Subjects
English		Core and British Values	Humanities and RE
Letter, instructions, narrative Explain and justify reasons.		Faith and Belief in the UK: Can we live together? Rights and Responsibilities (y4) Individuality – Encourage each other in tasks, not copying Ambition - perseverance to produce their best and resilience when things go wrong	History: <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the characteristic features of the past, including experiences of everyday life. Understand the concept of change over time, representing this, along with evidence, on a time line. Place events, artefacts and historical figures on a time line using dates. Suggest causes and consequences of some of the main events and changes in history. Describe different accounts of historical events, explaining some of the ways the accounts may differ. Geography: Know the location and contexts of places studied and some significant other places (location and context).
		Outside Learning Opportunities	
Mathematics		History – cook over an open fire Art – create 'paint' from natural materials, make 'paint brushes' Create a shelter Weaving natural products	Art and Design and Design Technology
To use vocabulary associated with time. To put dates in order.		Leadership	Art: <ul style="list-style-type: none"> To make careful observational drawings. Use different hardness of pencils to show line, tone and texture. Use shading to show light and shadow. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Create original pieces that are influenced by studies of others. Use different media to achieve variations in line, texture, tone, colour, shape and pattern – natural materials To use clay and other mouldable materials. Design and Technology: <ul style="list-style-type: none"> To cut materials accurately and safely by selecting appropriate tools – make a modal boat that floats using natural materials Evaluate design, identify strengths and weaknesses. Strengthen materials using suitable techniques.
		Creative Leadership – when investigating natural art, can you be different from others?	
Science		Safeguarding	
To examine the properties of materials using various tests.		E-Safety	
		Fire safety	

Core Subjects: Links to theme		Year Group: 3/4 Topic Title: Reign over us	
English		Personal Development	Foundation Subjects
Diary Newspaper Biography		Core and British Values	Humanities and RE
		Worcester City Council (y3) The Origins of Democracy and Other Systems of Governance (y4) Ambition – commitment to a cause / resilience in the face of adversity Integrity – being fair in tricky situations	
Mathematics		Art - sculpture History – Role play of Battle of Stamford Bridge	Art and Design and Design Technology
Timelines (chronology of Monarchs)		Leadership	
		Traits of a leader – what makes a good leader? Support Structure – knowing who to ask for help to complete a task	
Science		Safeguarding	
Scientific role models.		Prevent Protective behaviours	<u>History</u> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest cause and consequences of some of the main events and changes in history. Give a broad overview of life in Britain. Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and dates on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <u>Geography</u> <ul style="list-style-type: none"> Locate the world's countries with a focus on Europe and North and South America and countries of particular interest to pupils. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Art and Design</u> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Explore ideas in a variety of ways. Select and arrange materials for a striking effect. <u>Design Technology</u> <ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world – light-up electric model

Core Subjects: Links to theme		Year Group: 3/4 Topic Title: Britain from the air	
English		Personal Development	Foundation Subjects
		Core and British Values	Humanities and RE
<p>Diary, newspaper, non-chronological report</p>		<p>Who am I? Personality, Talents and Abilities (y3)</p> <p>My Values, Needs and Wants (y4)</p> <p>Individuality – what makes me ‘me’?</p> <p>Service – litter pick school / village / dementia cafe</p> <p>Pride of Place - litter pick</p>	<p>Geography:</p> <ul style="list-style-type: none"> Identify roads, rivers and railway lines on an OS map. Know what the OS symbol for a church is, and find it on an OS map. Observe the area around their school. Identify places of special interest. Use an atlas to find places. Use 4-fig grid references to identify places on OS map. Use compass directions to write a set of directions. Begin to suggest reasons why people may have settled in my local area. <p>History:</p> <ul style="list-style-type: none"> To suggest, use and evaluate sources of evidence. To describe changes that has happened in the locality. Use more than one source of evidence for historical enquiry in order to gain more accurate understanding of history.
		Outside Learning Opportunities	
		<p>Geography and History – local study (village walk)</p> <p>PE / geography - Orienteering</p> <p>Art – using natural materials (Andy Goldsworthy)</p>	
Mathematics		Leadership	Art and Design and Design Technology
<ul style="list-style-type: none"> Position and patterns Co-ordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. 		<p>Art and design:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences - landscapes Describe the differences and similarities between the designs and materials used by different sculptors. Explore the work of sculptors. <p>Design Technology:</p> <ul style="list-style-type: none"> Explore products Generate and develop ideas. Select from and use a wide selection of tools and materials. Evaluate their ideas against the design criteria and consider the views of others to improve their work – moving scene / picture with cogs and levers 	
Science		Safeguarding	
N/A		<p>Road safety</p> <p>Safer relationships</p>	

Core Subjects: Links to theme	Year Group: 3/4 Topic Title: Tomb Raiders	
English	Personal Development	Foundation Subjects
Diary, instructions (mummification), newspaper, report	Core and British Values	Humanities and RE
Mathematics	The Rule of Law (y3) My Values, Needs and Wants (y4) Integrity – trust conversation surrounding pharaohs (treasure in tombs and assassinations) Ambition – make the ‘best’ pyramid	History: <ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview of where and when the first civilisations occurred with a depth study of Ancient Egypt. Geography: <ul style="list-style-type: none"> Name and locate Egypt and their identifying human and physical characteristics, including monuments and rivers. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Understand the geographical similarities and differences between Egypt and England
scale, 3d-shapes,	Outside Learning Opportunities	Art and Design and Design Technology
Science	History – archaeological dig / pyramids DT – making the tallest structure from given material n/ pyramids Make an irrigation system	Art and Design: <ul style="list-style-type: none"> Improve their mastery of techniques- painting and use of materials /media – death masks Learn about the great architects, artists and designers. Design Technology <ul style="list-style-type: none"> Use safely and increasingly effectively a wider range of tools, equipment and materials – build the tallest structure Use constructive comments from others to improve their work.
	Leadership	Music
	Traits of a leader – motivation – can you get your team to work together to complete the task? Public Speaking – present homework research / assembly	Music: <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression. Improvise and compose music using the inter-related dimensions of music separately and in combination. Use and understand some musical notation
	Safeguarding	
	Prevent Protective behaviours	