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| **Spring Term Year 4**  **All subjects are directly linked to the National Curriculum’s programmes of study.** | | | | |
| **African Adventures** | | | | |
|  | **History/Geography** | **Art/DT** | **RE** | **Music** |
| *National Curriculum objectives and coverage*  Curriculum Enrichment  A visit from Cleopatra  Visit to British Museum | **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.**  **Subject Endpoints**  **Skills**  Locate the ancient Egyptian empire and its key places on a map.  Identify a primary and secondary source of information and give reasons.  To know that our knowledge of the past is constructed from a range of sources.  **Knowledge**  Place the ancient Egyptian civilization on a timeline and chart key events in its history.  To explain these events: Building of the Great Pyramid / Tutankhamun’s death / Alexander the Great’s conquer of Egypt / Rome’s rule over Egypt / Discovery of tombs and hieroglyphics.  Use dates, the passing of time in both ancient and modern History.  **Africa**  **Subject Endpoints**  **Skills**  Use maps, atlases, globes, ordnance survey maps and digital/computer mapping (Google earth) to locate the countries of Africa.  To use maps, atlases, globes, Ordnance survey maps and digital/computer mapping (Google earth) to locate the countries, mountain ranges, capitals, rivers and oceans of Africa.  Use 4 figure grid references to read maps.  **Knowledge**  To be able to make connections between the equator and the tropics and Africa.  Identify the largest urban areas in Africa and the deserts/plains.  Compare two different regions in Africa (rural/urban). | **Art**  Focus on **Joseph Thiongo**(African)    **Subject Endpoints**  **Skills**  Learn about great artists.  Develop techniques including the use of materials (creating an accurate picture of an animal and creating an effective background).  To be able to use different techniques to put water colour onto a page.  To understand and create texture while drawing.  Improve mastery of techniques including painting/drawing with a range of materials (using water colour to create the background/using pencil to draw the animal).  **Knowledge**  Review and revisit ideas (progression from Sherwood Forest (Painting) and Romans topic (pencil drawing)).  To record observations (comment on existing art and experiment with different designs).    **DT**  The Great Bread Bake Off **(Cooking and Nutrition)**  **Subject Endpoints**  **Skills**  To be able to find out about important people and events in the past that have shaped the way bread is made and sold today.  Investigate and analyse a range of existing products.  To be able to shape dough.  To be able to think of original ideas for a product based on my design criteria.  To be able to develop designs based on my design criteria and clearly communicate my final design.  To be able to knead and bake.  **Knowledge**  To be able to select ingredients and kitchen equipment to help me follow a bread making recipe.  Evaluate- Understand how key events and individuals in design and technology have helped shape the world.  Evaluate their ideas and products against their own Design Criteria.  Design- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate develop, model and communicate their ideas through discussion and annotated sketches.  Make- Select from and use a wider range of tools and equipment to perform practical tasks for example shaping accurately.  Cooking and nutrition- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. | **Religions:** Judaism and Hinduism  **Subject Endpoints**  **Skills**  Pupils understand what is important to them  Pupils share understanding with a group  Pupils present knowledge  Make comparisons between religious beliefs  **Knowledge**  Understand the idea of a ‘pilgrimage’  Explore the ‘Wailing Wall’ and ‘The River Ganges’  Pupils create their special journey | **Stop! By Joanna Mangona (Grime)**  **Subject Endpoints**  **Skills**  Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.  **Knowledge**  Identify basic musical styles through learning about their style indicators and the instruments played.  Find the pulse, the steady beat to the music and understand what that means.  More consistently use accurate musical language to describe and talk about music.  Listen to other ideas about music, respect those ideas and feelings. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. |