

**GEOGRAPHY****TO INVESTIGATE PLACES**

Ask and answer questions about the physical and human characteristics of a location.

Explain own views about locations, giving reasons.

Use a range of resources to identify the key physical and human features of a location.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers....land use patterns...**how these have changed over time.**

Use field work to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

**TO INVESTIGATE PATTERNS**

Describe how the locality of the school has changes over time.

Describe geographical similarities and differences between countries.

Name and locate the equator , the northern hemisphere, southern hemisphere, Tropics, Antarctic and arctic, date and time zones, Describe some of the characteristics of these geographical areas.

**TO COMMUNICATE GEOGRAPHICALLY**

Describe key aspects of human geography: Settlements and land use.

**HUMAN GEOGRAPHY**

Locate world's countries/Map skills/Compass—Grid referencing/use of Geographical sources Use the 8 points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom

**HISTORY****TO UNDERSTAND CHRONOLOGY**

Place events, artefacts and historical figures on a time line using dates.

**TO INVESTIGATE AND INTERPRET THE PAST**

Suggest causes and consequences of some of the main events and changes in history.

**TO BUILD AN OVERVIEW OF WORLD HISTORY**

Compare some of the times studied with those of other areas of interest around the world

**TOPIC STATEMENT**

We will identify the physical features and the opportunities these present for humans to settle in areas supported with industry that enables them to live. We will do this by zooming in from space to our locality and find out why people have chosen to live here.

**POSSIBILITIES****Responsibilities**

Do people need to go out to work?

Do people need to see each other?

**HOOK****WOW**

Community Tea Party

**ENQUIRY**

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

**EXPLORE:** What features identify the characteristics of a location?

**DISCOVERY:** Why have people chosen to settle in Brockworth?

**POWER:** Do you think cities hold the most power?

**SIGNIFICANT PERSON/EVENT/PLACE**

Edward Jenner

**SUGGESTED VOCABULARY**

- Settlement
- Locality
- Brockworth
- Ordnance survey
- Temperate
- Desert
- Polar
- Tropical
- County
- Continent

## LANGUAGES

FRENCHREAD FLUENTLY

This concept involves recognising key vocabulary and phrases.

Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words.

UNDERSTAND THE CULTURE OF THE COUNTRIES IN WHICH THE LANGUAGE IS SPOKEN

This concept involves the background knowledge and cultural capital needed to infer meaning from interaction

Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.

## P.E

GAMES – NET & WALL

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Develop an understanding of how to improve in different physical sports and learn how to evaluate and recognise their own success

DANCE

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

## COMPUTING

COMMUNICATE

Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

## D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY

Disassemble products to understand how they work.

TO DESIGN, MAKE, EVALUATE AND IMPROVE

Design with purpose by identifying opportunities to design  
Refine work and techniques as work progresses, continually evaluating the product design

TO MASTER PRACTICAL SKILLS

TEXTILES [ART LINK](#)  
Understand the need for a seam allowance.  
Join textiles with appropriate stitching.  
Select the most appropriate techniques to decorate textiles.

## ART

TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN)

Replicate some of the techniques used by notable artists, artisans and designers.

TO DEVELOP IDEAS  
Explore ideas in a variety of ways.  
Comment on artworks using visual language. Adapt and refine ideas as they progress.

MASTER TECHNIQUES DRAWING  
Use different hardness of pencils to show line, tone and texture.  
Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.

DIGITAL MEDIA  
Create images, video and sound recordings and explain why they were created.  
COLLAGE  
Select and arrange materials for a striking effect.  
Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.

TEXTILES  
Create weavings  
TEXTILES [DT LINK](#)  
Shape and stitch materials.  
Use basic cross stitch and back stitch.  
Colour fabric.  
Quilt, pad and gather fabric

## MUSIC

TO PERFORM (Singing / Tuned Instruments)

Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice.

TO COMPOSE

Compose and perform melodic songs. Use sound to create abstract effects. Use digital technologies to compose pieces of music

TO TRANSCRIBE

Devise non-standard symbols to indicate when to play and rest.

TO DESCRIBE MUSIC

Evaluate music using musical vocabulary to identify areas of likes and dislikes

## R.E

GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB LEADER DIRECTION

Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts. Make simple links between stories, teachings and concepts and how people live, individually and in communities. Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. Describe how people show their beliefs in how they worship and in the way they live. Make links between some beliefs and practices and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make. Identify some differences in how people put their beliefs into action. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

Incarnation/God

## P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB LEADER DIRECTIONYEAR 3

Healthy and safer lifestyles: Growing and changing 1. Maintaining personal hygiene

Relationships and Sex Education

YEAR 4

Healthy and safer lifestyles: Keeping safe 1. Safety contexts and Personal safety

Relationships and Sex Education