

Line of enquiry annual overview and curriculum content 2017/18 Year 4

Colour code key for curriculum content:

- History,
- Art,
- Geography,
- DT
- R.E.

Bullet points are objectives from the national curriculum that need to be covered

Hyphens are ideas for how this could be done.

Below is the new Line of Enquiry overview showing the questions and curriculum content that will be covered over the course of the academic year. It is up to each year group to determine when each Line of Enquiry is taught and the amount of time dedicated to each one based on the amount of content that needs to be covered. This might involve teaching more than one enquiry question in a term or teaching one question over the course of two terms. Each enquiry question has links to core areas of the curriculum, a wow to engage the children in the topic, a challenge to illustrate their learning and often includes an enrichment activity to deepen the children's understanding of the topic. Each year group will also ensure that the 'British Values' aspect of the curriculum is embedded into each Lines of Enquiry.

<u>Enquiry Question</u>	<u>Curriculum content</u>	<u>Core curriculum links: English, maths, science</u>	<u>British values</u>	<u>Enrichment activities e.g trips visitors WOW, challenge & family learning and sharing</u>
How can I think like a learner?	To set expectations for learning behavior across the school. Set up pupil council – child's voice	Tribe	Children will develop an understanding of how citizens can influence decision making through the democratic process. The children will learn about the history of British parliament and will develop an understanding of the voting system.	<u>Wow:</u> The children will create posters showing off what they already know about the different gem powers. <u>Challenge:</u> Based on their learning over the course of the topic, the children will make a different member of the class a friendship bracelet to show that they are able to work as part of the same team and work towards the same goals. <u>Opportunities for enrichment:</u> Discussion between year three classes of what the gems mean to them – how they were used in year 3.

			They will then use a similar model to vote in two pupil council members.	<p><u>Family learning and sharing:</u> The children will send home a box of gems to explain to their families what it means to think like a learner.</p>
How do different religions celebrate?	To cover celebrations from a broad range of religions.	Mirror	An understanding that a freedom to hold other faiths and beliefs is protected by law.	<p><u>Wow:</u> Children will be asked to bring in a photo/artefact to explain a celebration that they have been a part of.</p> <p><u>Challenge:</u> After having experienced a range of religious celebrations over the course of the enquiry, the children will create a class celebration. They will think about the different aspects of the celebration and justify why they chose to include them.</p> <p><u>Opportunities for enrichment:</u> Members of the community and parents invited in to share their experiences of religious celebrations.</p> <p><u>Family learning and sharing:</u> Families will be invited in to decorate a bauble illustrating a religious festival.</p>

<p>Can we produce a piece of art in the style of a famous artist?</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Learn about great artists and designers in history. • Improve their mastery of art and design techniques – drawing. • Design, make, evaluate and use technical knowledge (skills from page 3 of DT curriculum.) 	<p>Biography of Keith harring</p>	<p>T-shirt design non-fiction An understanding of the importance of identifying and combatting discrimination.</p>	<p>Wow: The children will watch Keith Haring designing and making a mural with a range of school children in the 1980's. Using his designs, the children will then create their own mural, with the support of their families, which will be displayed in the hall.</p> <p>Challenge: Year 4 children will host a fashion show to show off their t-shirt designs made in the style of Keith Haring.</p> <p>Opportunities for enrichment: CLF secondary – fasion designer/textile students in to share processes and experiences.</p> <p>Family learning and sharing: Families will be invited in to create the mural for the children's wow. They will also be invited to watch the children in their own fashion show, showing off their t-shirt designs.</p>
<p>Term 4 – 6 weeks Roald Dahl Performance</p>		<p>Roald Dahl's Revolting Rhymes</p>		<p>The children will be introduced to Roald Dahl's Revolting Rhymes. Each class will choose a different rhymy to perform. At the end of the term, the children will perform this to the children of Summerhill Academy and their families.</p>
<p>Greeks V Romans</p>	<ul style="list-style-type: none"> • The Roman empire and its 	<p>Thieves of Ostia</p>	<p>Children will develop an</p>	<p>Wow: Artifacts will be borrowed from local places and the children</p>

<p>Who influenced us most?</p>	<p>impact on Britain. -The power of its army. -Romanisation of Britain impact of technology culture and beliefs including early Christianity.</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek like and achievements and their influence on the western world. • A study of an aspect or theme that extends pupils chronological knowledge. <p>- The legacy of Greek or Roman culture (art, architecture, literature)</p>		<p>understanding of how citizens can influence decision making through the democratic process. Children will learn about the origin of democracy from Ancient Greece.</p>	<p>will explore them thinking about how old they are and what they might have been used for.</p> <p><u>Challenge:</u> Based on the knowledge learnt over the course of the topic, the children will hold a debate between the Romans and the Greeks.</p> <p><u>Opportunities for enrichment:</u> Artifacts will be brought in for the children to explore. Visit to the Roman baths.</p> <p><u>Family learning and sharing:</u> As part of this enquiry the children will be making Roman shields. The children’s families will be invited in to support the children.</p>
<p>What makes Bristol popular?</p>	<ul style="list-style-type: none"> • Use maps and atlases, globes, computer mapping to locate countries and to describe features. • Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of 	<p>Non – fiction Bristol text.</p>	<p>An understanding of the importance of identifying and combatting discrimination</p> <p>An understanding that a freedom to hold other faiths and beliefs is protected by law.</p>	<p><u>Wow:</u> A large map of the world will be displayed and the children will have the opportunity to share their experiences of their day trips or holidays to anywhere in the world. The children will be invited to bring in a photograph, object or a memory that could be drawn or written about, and stick them all over the map. The children will discuss why they visited those destinations and what about the place made it memorable.</p> <p><u>Challenge:</u> Year 4 will make a persuasive leaflet about Bristol</p>

	<p>ordinance survey maps) to build their knowledge of the United Kingdom.</p> <ul style="list-style-type: none"> Local history study. <p>- A study over time tracing how several aspects of history are reflected in the locality.</p> <p>- A study of an aspect of history or a site that is significant in the locality.</p>		<p>An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p> <p>Children will explore the multicultural nature of Bristol.</p>	<p>encouraging people to come and visit!</p> <p><u>Opportunities for enrichment:</u> One or two of the following will be chosen in a local trip around Bristol.</p> <p>Visit Bristol: Ferry tour Mshed Visit from Lord Mayor of Bristol</p> <p><u>Family learning and sharing:</u> Families will be invited in to share their favourite parts of the city providing children with research of their leaflet.</p>
<p>What are the Similarities and differences between Bristol and Sanandar?</p>	<ul style="list-style-type: none"> Use maps and atlases, globes, computer mapping to locate countries and to describe features. Name and locate countries and cities in the united Kingdom, geographical regions and their identifying human and physical characteristics (hills, mountains, coasts and rivers) and land use patterns and understand how some of these have changed 	<p>Text on Santander</p> <p>Story involving a child visiting a new area</p>	<p>An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p> <p>An understanding of the importance of identifying and combatting</p>	<p><u>Wow:</u> Suitcase from Santander.</p> <p><u>Challenge:</u> Using Geographical and Historical knowledge learnt over the term, find similarities and differences with any location you go over the summer holidays.</p> <p><u>Opportunities for enrichment:</u> Write/email link school in Santander</p> <p><u>Family learning and sharing:</u> Tapas afternoon Invite parents</p>

	<p>over time.</p> <ul style="list-style-type: none">• 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 in North or South America.		<p>discrimination</p>	
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