

<b>Topic</b>		<b>Framework First Year</b>	<b>Year Group: 3 &amp; 4</b>
<b>C Area</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>History</b>	<p style="text-align: center;"><b>Egypt</b></p> <ul style="list-style-type: none"> <li>Identify what children already know</li> <li>Identify the Egyptian period on a timeline – chronology</li> <li>Children to identify key things that might be useful for us to investigate to help in a guided audio visual tour.</li> <li>Investigate how Ancient Egypt was ruled</li> <li>Identify the role of a Pharaoh and the importance of order</li> <li>Research the life of the Pharaoh</li> <li>Discuss with the children who they worshipped and where.</li> <li>Look at pyramids and images. What information do we know?</li> </ul>	<p style="text-align: center;"><b>Celts</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the stone-age to the iron-age.</li> <li>Landscape, housing, farming, family life.</li> <li>Iron age hill forts: Position, Construction</li> <li>Celtic farming, Machinery, layout, produce</li> </ul>	<p style="text-align: center;"><b>Tudors</b></p> <ul style="list-style-type: none"> <li>Who was Henry v111</li> <li>Activities of the King</li> <li>Problems of the King</li> <li>Henry V111 fact file</li> <li>Order the wives in chronological order</li> <li>Place fact cards under images</li> <li>Problems of Ann Boleyn</li> <li>Problems of Ann of Cleves</li> <li>Research on one wife</li> <li>Marriage, certificates or facts file</li> <li>Activities of the Queen Elizabeth 1.</li> <li>Problems of the Queen</li> <li>Queen fact file</li> <li>What medical practices and punishments were used?</li> </ul>
<b>Geography</b>	<p style="text-align: center;"><b>The Sahara Desert</b></p> <ul style="list-style-type: none"> <li>To locate the Sahara Desert</li> <li>To plot the Sahara’s location</li> <li>To identify which countries are near/overlap</li> <li>To compare the Sahara Desert to other deserts from around the world</li> <li>To learn about the climate in the Sahara</li> <li>To identify features of the Sahara</li> <li>To locate other deserts around the world</li> <li>To identify Flora and Fauna in the Sahara</li> <li>To learn about animals who live in the Sahara</li> <li>To learn about body adaptations of the animals who live in the Desert</li> </ul>	<p style="text-align: center;"><b>Distribution and Natural Resources</b></p> <ul style="list-style-type: none"> <li>To find out where oil comes from</li> <li>To learn about how oil is obtained from the sea/land</li> <li>To learn about how the River Thames provides resources e.g. food, power, transport</li> <li>To learn about the oil production – Russia/USA</li> <li>To learn how they obtain the gas</li> <li>To learn about where trees come from for industry</li> <li>To research deforestation</li> <li>To learn about the implications on the animals and plants in the forests</li> <li>To learn about uses for wood around the world and in the UK</li> <li>To learn about minerals from Australia</li> <li>To learn about the mining process and how to obtain minerals from the ground</li> <li>To learn about locally (UK) mined resources (coal and clay)</li> </ul>	<p style="text-align: center;"><b>Tudor London</b></p> <ul style="list-style-type: none"> <li>To find out what Tudor London looked like</li> <li>To compare Tudor London to now</li> <li>To look at Tudor London land uses</li> <li>To learn about Tudor houses and the features of Tudor houses</li> <li>To find similarities and differences between layouts of roads, bridges and transport and if any of those features are still around today</li> <li>To find out how the Tudors travelled around the country and beyond</li> <li>To learn about how the River Thames was used as a mode of transport</li> <li>To find out what countries were founded in the Tudor times by sailors</li> <li>To learn about resources brought back from different countries in Tudor times e.g. food, fabrics, spices</li> <li>To find out the impact of travel in Tudor times to different countries</li> </ul>

		<ul style="list-style-type: none"> <li>To learn about where food we eat comes from</li> <li>To locate the countries where our favourite foods come from</li> <li>To research how food and other resources are transported</li> </ul>	<ul style="list-style-type: none"> <li>To look at Tudor maps and compare them to OS maps</li> </ul>
<b>Design and Technology</b>	<p><b>Egyptian Sandals</b></p> <ul style="list-style-type: none"> <li>Consider conditions in Ancient or Modern Egypt</li> <li>List criteria for design</li> <li>Create footwear</li> <li>Justify design</li> </ul>	<p><b>Lighthouse</b></p> <ul style="list-style-type: none"> <li>Electrical control</li> <li>Making a model lighthouse</li> <li>Designing a model lighthouse</li> <li>Designing circuits</li> <li>Designing switches</li> <li>Constructing a model lighthouse</li> </ul>	<p><b>Tudor Money Box</b></p> <ul style="list-style-type: none"> <li>Investigate how Tudors gave money to the poor</li> <li>Look at alms giving</li> <li>Packaging made from wood</li> <li>Examples of commercial packaging</li> <li>Designing from original examples</li> <li>Making boxes</li> <li>Reviewing and improving designs</li> <li>Finishing and Decorating</li> <li></li> </ul>
<b>Art and design</b>	<p><b>Objects and Meanings</b></p> <ul style="list-style-type: none"> <li>Visit British Museum for search around Egyptian session</li> <li>Collect images on every day artefacts</li> <li>Once back in the classroom discuss the Old and New</li> <li>Look at modern Egyptian artefacts</li> <li>Link to Art by looking at showing objects and meaning</li> <li>Create arrangement</li> <li>Experiment with mediums</li> </ul>	<p><b>Celtic Patterns</b></p> <ul style="list-style-type: none"> <li>Explore examples of Celtic 2D and 3D art</li> <li>Ask the children to cut out multiple copies of a simple paper shape.</li> <li>Make different patterns, using a grid to ensure the pattern they make is repeated regularly.</li> <li>Rotate, reflect, transform in different positions (half drop, full drop).</li> <li>Ask the children to cut out a second shape.</li> <li>Ask the children to use ICT and explore: <ul style="list-style-type: none"> <li>how paint software can be used to explore symmetry</li> </ul> </li> <li>How a shape can be copied, re-sized and multiple copies made</li> <li>How to flood fill shapes with different colours</li> <li>Create with paper or fabric. Encourage them to overlap and arrange shapes to make patterns, blending and varying</li> <li>Ask the children to make a two-colour pattern on paper or fabric. Ask them first to print a stencilled pattern with one shape and then to overlay the second shape.</li> </ul>	<p><b>Tudor Throne</b></p> <ul style="list-style-type: none"> <li>Collect visual information</li> <li>Explore visual qualities</li> <li>Make class board of examples</li> <li>Look at purposes of thrones</li> <li>Choose Monarch and type of seat they need</li> <li>Organise and combine for different purposes</li> <li>Communicate their ideas for design</li> <li>Experiment with material techniques</li> <li>Identify similarities / differences</li> <li>Adapt and improve design</li> </ul>
<b>Opportunities to develop English</b>	<i>Biography</i>	<i>Instructions</i>	<i>Tudor news report</i>

<i>within topic</i>			
<b>Possible Computing opportunities</b>	<i>Egyptian Simulation software</i>	<i>Research</i>	
<b>Linked Educational Visit</b>	<i>British Museum</i>	<i>Natural History Museum Geology</i>	<i>Hampton Court</i>