

Topic		Framework First Year	Year Group: 3 & 4
C Area	Autumn Term	Spring Term	Summer Term
History	<p>Egypt</p> <ul style="list-style-type: none"> Identify what children already know Identify the Egyptian period on a timeline – chronology Children to identify key things that might be useful for us to investigate to help in a guided audio visual tour. Investigate how Ancient Egypt was ruled Identify the role of a Pharaoh and the importance of order Research the life of the Pharaoh Discuss with the children who they worshipped and where. Look at pyramids and images. What information do we know? 	<p>Celts</p> <ul style="list-style-type: none"> Changes in Britain from the stone-age to the iron-age. Landscape, housing, farming, family life. Iron age hill forts: Position, Construction Celtic farming, Machinery, layout, produce 	<p>Tudors</p> <ul style="list-style-type: none"> Who was Henry v111 Activities of the King Problems of the King Henry V111 fact file Order the wives in chronological order Place fact cards under images Problems of Ann Boleyn Problems of Ann of Cleves Research on one wife Marriage, certificates or facts file Activities of the Queen Elizabeth 1. Problems of the Queen Queen fact file What medical practices and punishments were used?
Geography	<p>Sahara</p> <ul style="list-style-type: none"> Where the Sahara and what is it like? Using an atlas identify where Africa is and where is Sahara located? Plot the Sahara’s position on a map of Africa. Identify which countries it is near. Look at images of the Sahara and deserts around the world. Look at the climate and create a climate graph. Identify features of deserts ie: dunes, playas (dried salt lakes), wadi (dry river course)and Oases. Use images of deserts around the world to make comparisons and complete a world map locating deserts around the world. How do they survive? 	<p>Distribution and natural resources</p> <ul style="list-style-type: none"> Where in the world do we get oil, Water- Thames, Gas- Russia, Wood- far east, Minerals- Australia. Food and how it gets here? 	<p>Tudor London</p> <ul style="list-style-type: none"> What was it like? Housing, layout of roads, bridges, transport, Compare to how we live now. How did they use the river? Voyages and discovery: Famous explorers Where did they go What did they bring back? What was the impact on London?

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

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