

<b>Topic</b>		<b>Framework Second 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>
<i>History</i>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Children to be shown Greek costume.</li> <li>• Identify the Ancient Greek period on a timeline – chronology.</li> <li>• Identify the main city-states.</li> <li>• Children to investigate, using a variety of resources, how the Greeks were ruled</li> <li>• Look at everyday aspects of Greek life e.g. clothing, houses</li> <li>• Hoplites</li> <li>• Triremes</li> <li>• Draw symbols of the different Gods</li> <li>• Create a God fact file</li> <li>• Identify features and create a labelled diagram of Temples</li> <li>• Find photographs of buildings in London with similar features.</li> <li>• Words with Greek origins, e.g. geo-, -ology, photo-, phon-, tech-, -phobia.</li> <li>• Olympic games</li> <li>• Discuss how the children's ancient Olympics differed from the modern version.</li> </ul>	<p><b>Romans</b></p> <ul style="list-style-type: none"> <li>• Research who Julius Cesar is – when was he alive etc</li> <li>• What did he do?</li> <li>• Look at his attempted invasion (55-54BC)</li> <li>• Identify why the army was powerful</li> <li>• Look at the movement of the army (AD 42)</li> <li>• Research who Claudius is</li> <li>• Investigate why the invasion was successful – what did they do to win?</li> <li>• What and who did they conquer?</li> <li>• Think about Hadrian's Wall and its importance.</li> <li>• Look at current British residence e.g. Boudica</li> <li>• Think about the 'Romanisation' of Britain e.g. Caerwent and the impact of technology, culture and benefits, including early Christianity.</li> </ul>	<p><b>Farming Past and Present</b></p> <ul style="list-style-type: none"> <li>• Provide pictures, newspaper articles and artefacts Have children identify changes that have taken place.</li> <li>• Identify the main changes that have taken place using past and present table</li> <li>• Investigate key developments</li> <li>• Timeline key developments</li> <li>• Discuss if these changes are positive or negative- create interviews of farmers and farm workers. Identify how their role has changed.</li> <li>• Compare the past and present methods farming through written and pictorial work</li> </ul>
<i>Geography</i>	<p><b>Greek Holidays</b></p> <ul style="list-style-type: none"> <li>• To locate Greece on a map</li> <li>• To think about places visited on holiday</li> <li>• To find out the most common holiday destination in the class</li> <li>• To find the longitude and latitude of holiday destinations</li> <li>• To look at differences in climate between holiday destinations</li> <li>• To explore Greek mountains ranges and islands</li> <li>• To create a holiday brochure</li> </ul>	<p><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>• To investigate places</li> <li>• To observe and ask questions using maps about the characteristics of settlements</li> <li>• To use maps to obtain evidence</li> <li>• To be aware that a village can develop as a result of several factors</li> <li>• To think about features of a present day village</li> <li>• To use a key to interpret symbols</li> <li>• To recognise that most places are connected to others</li> <li>• To recognise that settlements have specific</li> </ul>	<p><b>Britain's Farms</b></p> <ul style="list-style-type: none"> <li>• To learn about the role of a farmer</li> <li>• To learn what jobs the farmer does on a range of farms e.g. dairy, crops, live stock</li> <li>• To create a job descriptor for a farmer</li> <li>• To sort items that are produced on a farm and those that are not</li> <li>• To know the difference between the different types of farms and what they produce</li> <li>• To learn about different types of land use on farms</li> <li>• To learn how the produce gets from the farm to</li> </ul>

	<ul style="list-style-type: none"> <li>To explore different Greek foods</li> <li>To learn about Greek trade</li> </ul>	<p>features and are located in response to physical features and human choice</p> <ul style="list-style-type: none"> <li>To draw a map of the layout of a settlement</li> </ul>	the supermarkets/the buyer
<i>Design and Technology</i>	<p><b>Photo frames</b></p> <ul style="list-style-type: none"> <li>Design and make frame for a holiday photograph</li> <li>Ask the children to draw and label how they would like their design to look considering the basic frame shape that they will be given and the user's preferences in colours and designs, as well as how it will stand up.</li> </ul>	<p><b>Roman Chariots</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for children to examine vehicles eg lorries, prams, cars, vans, ambulances, caravans, fire engines, tractors, buses, carnival floats.</li> <li>Discuss with the children the different features of the vehicles, eg Why do vehicles have wheels? Do they all have the same number and size of wheels? Why are vehicles different shapes? Which vehicles have parts that move, light up or make a noise?</li> <li>Ask the children to identify the different parts of vehicles – wheel, axle, chassis, body, cab.</li> <li>Ask the children to practise joining wheels and axles to allow movement.</li> <li>Children to research Roman Chariots</li> <li>Children to plan and construct chariot</li> <li>Evaluate</li> </ul>	<p><b>Food Preparation</b></p> <ul style="list-style-type: none"> <li>Demonstrate or explore different ways of making sandwiches e.g. toasted sandwiches, double-decker sandwiches, open sandwiches, club sandwiches, filled pitta, filled fajitas, Show the children how to prepare and/or cook simple sandwich components e.g. hard-boil an egg, make tuna mayonnaise, grill bacon rashers, and make cheese on toast.</li> <li>Use different spreads e.g. butter, margarine, and mayonnaise on the bread to carry out a discrimination test to see if children can identify each spread.</li> <li>Knife skills</li> </ul>
<i>Art and design</i>	<p><b>Pots</b></p> <ul style="list-style-type: none"> <li>Explain that the children are going to create their own Greek inspired pot</li> <li>Discuss ideas for designs for a pot for the chosen area. Consider real designs</li> <li>Make pots using clay</li> <li>Coil Pots</li> <li>Thumb Pots</li> <li>Decorate</li> <li>Evaluate</li> </ul>	<p><b>Mosaics</b></p> <ul style="list-style-type: none"> <li>Investigate examples of Roman Mosaics</li> <li>Investigate materials for mosaic eg paper, card, ceramic</li> <li>Design and make</li> <li>Evaluate</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Ask the children to cut out a second shape, thinking about its relationship to the first shape. Will it be a similar shape but larger or smaller? Will it be a contrasting shape, size and colour? How will it be positioned in relation to the first shape? Will it overlap, be set inside or fit a space in between?</li> <li>How paint software can be used to explore symmetry</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>Ask them to practise using stencil and stippling techniques and printing techniques to print shapes onto paper or fabric. Encourage them to overlap and arrange shapes to make patterns, blending and varying colours as a part of pattern making.</li> <li>Review children's experiments</li> </ul>
<i>Opportunities to develop English within</i>	<i>Words with Greek origins</i> <i>Brochures</i>	<i>Recount</i> <i>Explanations</i>	<i>Lists</i>

<i>topic</i>			
<i>Possible Computing opportunities</i>	Using Travel Websites Using Publisher to create Brochures		Draw and Paint Software
<i>Linked Educational Visit</i>	British Museum	St Albans	Tilford Farm Museum Weald and Downlands Open Air Museum