



Year 4: Autumn 1 Significant periods of time Vikings		
Topic Name: Are all Vikings Vicious? Driver: History Parental involvement/trip/visit: Invite parents to come and look at the Viking longship clay exposition		Big Writes / SPAG <ul style="list-style-type: none"> • Simple and compound sentences • Complex sentences • Inverted commas (speech marks) • Apostrophes for omission and possession • Noun phrases • Adverbs • Prepositions • A range of sentence types • Spell some Y3/4 words
Previous learning Pupils will draw upon their year 3 work, exploring similarities and differences over a period of times. Pupils will draw upon their year 3 work, using photographs and maps to retrieve information about the past. In year 4, pupils will begin to understand which sources are more reliable and why. Pupils will draw upon their year 3 work, placing significant events on a timeline. In year 4, pupils will show understanding of chronology within periods of time studied such as early events and what led to the end of the time period.		
Week 1 – hook	A Viking battle	A fact file about the Viking Gods
Week 2	Viking raids	
Week 3	Viking transport	A report about Viking village life
Week 4	Village life, looking at sources (reliability of sources)	
Week 5	Identify and explore Viking gods and religious beliefs	Instructions - how to make a Viking longship from clay
Art/DT projects	Using clay to make longships	

Sticky knowledge	Vocabulary	Local connection
<p>The Vikings were Norse people who came from an area called Scandinavia which is now known as Norway, Sweden and Denmark</p> <p>Vikings came to England because we had gold and good land for farming</p> <p>Vikings were pagans and believed in many gods</p> <p>They travelled in large sturdy warships called longships.</p>	Pagan Chieftain Forge Longhouse Longship Raid Warrior Invade Legend Clan	Grimsby.



Year 4: Autumn 2 Weather and Environment Caring for the environment		
Topic Name: What will happen to Planet Earth if we don't act now? Driver: Geography Parental involvement/trip/visit: Sea Life Scarborough KS2 Sea defenders/plastic pollution or visit the recycling centre on Marfleet Avenue		Big Writes / SPAG <ul style="list-style-type: none"> • Simple and compound sentences • Complex sentences • Inverted commas (speech marks) • Apostrophes for omission and possession • Noun phrases • Adverbs • Prepositions • A range of sentence types • Spell some Y3/4 words Story writing
Previous learning Pupils will draw upon their knowledge of the impact of humans on the environment (Year 3 Oceans) Pupils will draw upon their knowledge of rural and urban areas and their knowledge of the United Kingdom. (Year 1 and Year 2) Pupils will also draw upon their world knowledge of continents and deepen their knowledge by exploring countries within these continents (Year 2 and Year 3).		
Week 1 – hook	Hosting an awareness event/assembly on global matters (water pollution) Looking at the worst affected areas of the world	Write a description of an area of the world that has been studied this week (in preparation for story writing)
Week 2	Urban and Rural areas	
Week 3	What is organic farming and why is it beneficial?	Who are the characters in your story? Write a description of one/some of them
Week 4	Water pollution and factors that damage rivers	
Week 5	What are the effects of river pollution?	Plan and write a story "Adventure in ___" (link with topic coverage)
Art/DT projects	DT - Recycle and repurpose potential pollution.	

Sticky knowledge	Vocabulary	Local connection
Organic farming is the production of crops, animals and other products without chemicals or pesticides Some plastics take 500 years to decompose The UK is mostly rural. Rural areas have large amounts of undeveloped land Water pollution is the process of lakes, rivers and oceans becoming contaminated.	Pollutant Recycling Plantation Flooding Resources Air pollution Organic farming Environment Pesticides Urban Rural	Local farming areas. Miss Wilson's family farm.



Year 4: Spring 1 Significant periods of time Greeks		
Topic Name: What did the Greeks do for us? Driver: History Parental involvement/trip/visit: Invite parents to school to see Mosaics exhibition or local Greek restaurant visit		Big Writes / SPAG <ul style="list-style-type: none"> • Simple, compound, complex sentences • Conjunctions-even though, although • Uses 's and s' correctly for possession • Inverted commas • Fronted adverbials • Spell Y3/4 words
Previous learning In this unit of work, the year 4 pupils will explore the social, cultural and religious aspects of the time period. The pupils will also use a range of sources to learn about the time period. During their art lessons, the pupils will design and create their own Grecian urn and create images which represent the time period. The pupils will build upon their prior knowledge, developing their understanding of chronological order and communicating using historical vocabulary. In year 3, pupils explored similarities and differences. In year 4, pupils will draw on prior knowledge to reach conclusions. In year 3, pupils retrieved information from a range of sources. In year 4, pupils will build on these skills by inferring and explaining their findings.		
Week 1 – hook	Greek theatre. Making theatre masks	An information leaflet about The Greeks
Week 2	Placing the Greeks in history based on other time periods	
Week 3	Significant events and how they have impacted our own society	A report about Greek religion
Week 4	Religious practices	
Week 5	Significant Greek historical figures - Alexander the Great	A diary entry of Alexander the Great
Art/DT projects	Collage. Making Greek mosaics	

Sticky knowledge	Vocabulary	Local connection
Zeus was the God of Thunder, Poseidon was a God of the Seas, Athena is the God of wisdom, Hades is God of the Underworld The Greeks are important to history because of democracy Alexander the Great became the King at 20 The Peloponnesian War was a war fought in ancient Greece between Athens and Sparta – the two most powerful city-states in ancient Greece at the time.	Treasury Temple Sanctuary Democracy Olympian Architecture Ancient Myth Alliance Fable	Local Greek restaurants.



Year 4: Spring 2 Significant places Deserts		
Topic Name: Can you survive in the Desert? Driver: Geography Parental involvement/trip/visit: Invite parents to try our cooking		Big Writes / SPAG <ul style="list-style-type: none"> • Simple, compound, complex sentences • Conjunctions-even though, although • Uses 's and s' correctly for possession • Inverted commas • Fronted adverbials • Spell Y3/4 words
Previous learning Pupils will build on their understanding of the world by exploring the driest places on earth. In their previous unit pupils explored oceans. Pupils will also draw upon their world knowledge of continents and deepen their knowledge by exploring countries within these continents. Pupils will explore the impact of climate (biomes) on the environment and on living things. This will build on the impact humans have on the oceans.		
Week 1 – hook	Sand Art	A description of a desert scene
Week 2	Identify and explain what a desert is and locate and talk about different types	
Week 3	Features of a desert	Plan and write a story, "How the camel got its humps"
Week 4	Life in the desert - plants, animals, humans	
Week 5	Creating a desert landscape	Poetry unit - Writing a poem about life in the desert
Art/DT projects	Food. Making falafels, pitta bread	

Sticky knowledge	Vocabulary	Local connection
A desert is a large region that gets very little rain each year The Sahara is the largest hottest desert in the world A camel's hair reflects the sun which helps it to cool down. The spine on a cactus helps protect it from other animals.	Desert Habitat Dune Sandstorm Adaptation Sand Sea Poisonous Oasis Climate Arid	Dungeness.



Year 4: Summer 1 Kings and Queens Tudors		
Topic Name: What is Henry VIII's legacy? Driver: History Parental involvement/trip/visit: Tutor workshop visitor		Big Writes / SPAG <ul style="list-style-type: none"> Careful vocabulary choices Modal verbs Simple, compound, complex sentences Adverbs, prepositional and noun phrases for effect Spell Y3/4 words
Previous learning Pupils will build on their understanding of the world by exploring the driest places on earth. In their previous unit pupils explored oceans. Pupils will also draw upon their world knowledge of continents and deepen their knowledge by exploring countries within these continents. Pupils will explore the impact of climate (biomes) on the environment and on living things. This will build on the impact humans have on the oceans. Pupils will learn about the impact the physical environment has on humans.		
Week 1 – hook	Tudor banquet	A recount of week 1's banquet
Week 2	Henry VIII's family tree	
Week 3	Henry VIII's wives	A biography of Henry VIII
Week 4	How and why Henry created the Church of England	
Week 5	Place Henry VIII's life on a timeline	A report about life in the time of Henry VIII
Art/DT projects	Printing a tudor rose on material	

Sticky knowledge	Vocabulary	Local connection
Henry VIII was the King of England Henry wanted a son so that a male heir inherited the throne Henry VIII had 6 wives. They were divorced, beheaded, died, divorced, beheaded and survived King Henry VIII wanted to divorce his wife because she did not produce a male heir for him, but the Catholic Church would not let him He decided to split from the Roman Catholics and create his own church called the Church of England.	Tudor Tudor Rose Civil War Parchment Plague Roman Catholic Convent Noble Pope Monasteries	Hull Castle was an artillery fort in Hull. Together with two supporting blockhouses, it defended the eastern side of the River Hull, and was constructed by King Henry VIII to protect against attack from France.



Year 4: Summer 2 Natural Disasters Tornadoes and Hurricanes		
Topic Name: Which is most likely in Hull: a Tornado or a Hurricane? Driver: Geography Parental involvement/trip/visit: Vlog how to protect yourselves at home from a hurricane		Big Writes / SPAG <ul style="list-style-type: none"> Careful vocabulary choices Modal verbs Simple, compound, complex sentences Adverbs, prepositional and noun phrases for effect Spell Y3/4 words
Previous learning Pupils will use their prior knowledge of natural disasters and the impact it has on the environment and key locations where hurricanes mainly occur Pupils will learn about weather systems and how hurricanes are formed Pupils will learn about the scale used to measure the strength of a hurricane Pupils will also explore location around the world which have been significantly affected by this natural phenomena.		
Week 1 – hook	Creating tornadoes in a bottle	A description of a tornado scene
Week 2	Use secondary sources to find out information about tornadoes and hurricanes	
Week 3	How hurricanes form, locate known hurricanes, aftermath	A fact file about hurricanes
Week 4	How tornadoes form, locate known tornadoes, aftermath	
Week 5	How scientists predict hurricanes and tornadoes	A poster explaining how to stay safe in a hurricane
Art/DT projects	Systems. Designing a warning system for a hurricane or tornado	

Sticky knowledge	Vocabulary	Local connection
Hurricanes are giant tropical storms Hurricanes rotate around a centre call the 'eye' A tornado is a violently rotating column of air that extends from the bottom of a cloud to the ground Meteorologists can make a fairly accurate prediction of the weather up to a week in advance using satellite images and Doppler radar.	Destruction Torrential Northern Hemisphere Southern Hemisphere Moisture Vortex Storm Surge Eye Cumulonimbus clouds Tectonic plates	Damage from 1987 Great Storm