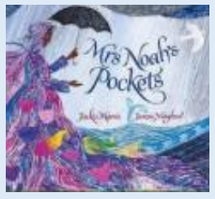
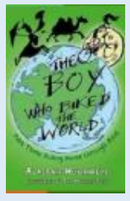
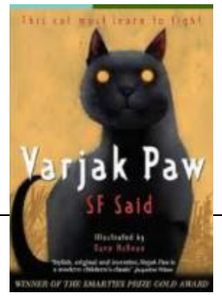
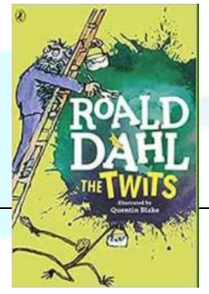
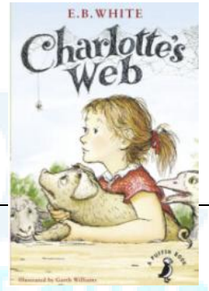
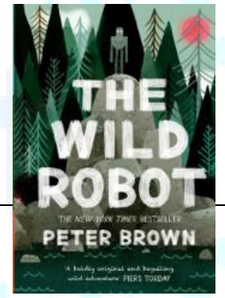
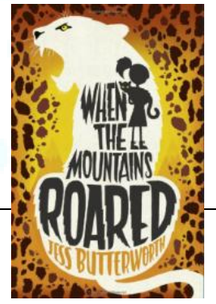
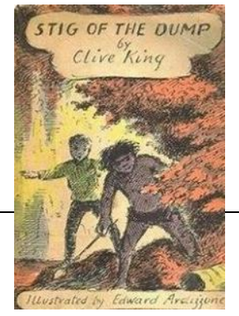
Old Bank Academy Curriculum Long Term Plan
Year 3 / 4 Cycle A

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Geography / History unit focus						
Enquiry Question	How does Manchester compare to Huddersfield?	What changed for people living in Stone Age Britain?	What made Ancient Egypt a successive civilisation?	How does Egypt benefit from its geographic location?	How much of our lives have been influenced by the Romans?	What is the journey of a river from its source to the mouth?
Golden Thread	Location knowledge Physical and human geography Mapping			Locational knowledge Physical and human features e.g. rivers Tourism		Locational knowledge Mapping Physical and human geography including climate change Fieldwork
		Society and community Migration, trade, civilisation, settlement and industry	Power Human Geography Monarchy Exploration		Conflict and disaster Power Monarchy	
ROAP outcome	On location – fieldwork report and findings to be shared with parents	Time detectives – how has Skara Brae helped us find out about the Stone Age period?	Horrible histories documentary	Information leaflet	Re-enactment of a battle	
Book Led Literacy						

Year 3 & 4 ***(Year 3 – purple)*** **Grammar**	Expanded Noun Phrases Determiners a/an Conjunctions—co-ordinating Consolidate full stops, capital letters, question marks. Place/Time/Cause adverbials Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation Adverbials Proper nouns Expanded nouns Inverted commas Alliteration, Repetition, Similes Paragraphs	Conjunctions- subordinating, commas in a list, Inverted commas, Prepositions of time/place/cause Paragraphs as a way to group related material Headings and sub-headings to aid presentation Informal and formal Plural nouns Past perfect continuous Possessive apostrophes Powerful verbs Inverted commas Prepositions (beginning of sentence) Comparative and superlative adjectives	Present/Perfect Tense Direct Speech/dialogue Subordinating conjunctions Prepositions of time/place/cause Paragraphs as a way to group related material Headings and sub-headings to aid presentation Possessive pronouns Determiners Past perfect continuous Inverted commas Informal and formal Expanded nouns	Inverted Commas Direct Speech /dialogue Pronouns Verbs and nouns ending in -y Modal verbs Inverted commas Past perfect continuous Compound noun using hyphen Start sentence with -ing Compound sentences Possessive apostrophes	Inverted Commas Past/ Perfect Tense Fronted Adverbial Three actions, one sentence. Drop-in clause with an “-ing” verb Compound sentences Adverbial phrases Determiners Modal verbs Powerful verbs, alliteration and similes	Consolidate all year 3 grammar Repetition to persuade Compound sentences Adverbial phrases Expanded nouns Inverted commas Formal and informal
Whole Class Reading						

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Understanding the world	**Geography**	Identify UK seas Locate and name 5 key UK cities Describe and understand key aspects of human geography, including: types of settlement and land use Order types of settlements – hamlet, village, town, city etc Describe the different ways land is used in different types of settlements Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Use the 8 points of the compass to describe locations (NW, SW etc) Describe features of two locations during fieldwork – including digital technology (webcams etc)			Identify northern and southern hemisphere and understand the use of the lines of longitude and latitude Locate and identify at least 6 African countries (South Africa, Egypt, Tanzania, Tunisia, Ethiopia and Rwanda) and their capital cities Identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country Explain why one physical area is more suited to a purpose than another Offer own ideas to geographical questions Investigate features and themes of locations in-depth at one level (i.e. micro or macro) Make comparisons between places based on different types of sources (i.e. photos, drawings and maps) Draw conclusions about locations based on evidence/sources Name and locate key topographical features of the river Nile		Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle Locate and name key British rivers. Draw a sketch route of a river with key features Sequence and briefly describe the water cycle Understand the role of renewable energy sources and the role of carbon capture Offer own ideas to geographical questions Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and line graphs, and digital technologies

	History		**Stone age** *The sub lenses for this unit are migration, trade, civilisation, settlement and industry. It will cover the how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks. This builds on from KS1 where children have a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts.* What was life like in the Paleolithic and Mesolithic? What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age?	Ancient Egyptians The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy and rebellion. This unit will cover how early civilisation started within Egypt. It will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. It will look at the Egyptian gods and what Ancient Egyptians believed		**Romans** *The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This builds from KS1 learning about the monarchy and the idea of a castle as a fort and year 3 learning on the Celts living in round house and developing strong defensive systems called Hill forts.* How did early Rome grow to become the Roman Empire? How did Britons resist occupation? How did the Romans maintain control over Britain?	
	RE	CL2.1: What faiths and beliefs can be found in our country and community?	C:2.2: How do different people express their spirituality?	CL2.6: How do Jews use stories to remember God's covenant?	FL2.14: How are the stories of Holy Week important to Christians?	FL2.11: How do creation soties help people understand the world?	
	MFL	Spanish- Language Angels 					
Expressive arts and design	**Art**	Drawing: **Hilary Pecis** **American - Contemporary**  **Still life** **Still life (Lily and books)**	Painting: **Claude Monet** **French - Impressionism**  **Blending / Acrylics** **Water Lilies**	Printmaking: **Andy Warhol** **American - Pop Art**  **Stencilling/Screen Printing** **Marilyn Monroe**	Collage/ Textiles: **Henri Matisse** **French - Fauvism**  **Paper cuts** **Sadness of the King**	Sculpture: **Joan Miro** **Spanish – Surrealism**  **Papier mâché/ Mod Roc** **Fantastic characters**	Take one picture
	DT	Primary Knowledge Curriculum 					
	Music						
STEM	**Science**	Year 3 –Forces and magnets	Year 3 – Light Unit	Year 4 – Animals, including humans	Year 3 – Plants	Year 4 – Electricity	Year 4 – Sound

		Working Scientifically					
	Computing	Online Safety	Networks and the Internet	Programming – Scratch	Online Safety – ThinkUKnow	Journey inside a Computer	Video Trailers
	Physical education	inspire create perform	strike react rally	agility balance coordination	run jump throw	duel win lose	jump shape create
		hands feet equipment	look run avoid	react roll retrieve	fair share dare	pass position patience	accuracy power distance
Whistles/Personal Development	**PSHE/ SCARF**	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	Enrichment/ Trips &Experiences	Fieldwork trip to Huddersfield and Manchester.	Leeds Discovery Centre Pantomine	Bagshaw Museum- Workshop Ancient Egypt	Residential - Whitby	Jorvic dig in York	Scammonden Damn- fieldwork
	i-challenge			Parachute/build a tower – ichallenge launch Bird and mammal identification Swimming	Wet and wild Outdoor equipment Growing and gardening Map reading	Communicate – sign language	IChallenge Day – climbing/ abseiling
		Building confidence, building relationships, building teamwork					

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