



	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Driver	History 8 weeks	Science 7 weeks	Science 6 weeks	Geography 7 weeks	History 5 weeks	Geography 6 weeks
Theme Title	What did we learn from the Romans?	What happens to the food we eat?	Why is a Carnival so noisy?	Why is the River Tees so important?	Who was involved in the struggle for the Kingdom of England?	How and why has our town changed?
Why this topic and why now? (Rationale)	Developing chronological knowledge started in Year 3 and beginning to understand how historical knowledge is built up through a range of sources.	Building on KS1 and Y3 knowledge of the human body and beginning to learn about the important systems within. Moving on from identifying animals and beginning to think about how wider environments influence animal populations and food chains.	Children learn about sound and how it travels through the development of scientific enquiry skills taught in KS1 and Y3.	Develop understanding of physical geographical features by identifying key topographical features. Focusing on a local river to build on fieldwork and map skills from Y3. Knowledge is then extended to consider wider implications of flood defences and climate change around the world.	Continue developing chronological knowledge and creating a narrative from the end of the Romans through the Viking and Anglo Saxon struggle for the Kingdom of England.	Children use Middlesbrough to explore how physical and human changes can influence the growth and land use change within a town. Links very closely to the previous River topic and allows children to ask their own geographical questions and investigate their local area.
Enrichment	Roman battle re-enactment	Theatre	Visiting Scientist	River Tees Visit /Environment Agency Visitor	Performance	Local Area Visit Sports' week
Remembering Experience	Quiz		Parent work share		Museum in the Classroom	
Science	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. recognise that living things can be grouped in a variety of ways 	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the 	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or 	<ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 		



	<ul style="list-style-type: none"> • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>object that produced it</p> <ul style="list-style-type: none"> • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. 	<p>research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> • recognise some common conductors and insulators, and associate metals with being good conductors. 	
<p>Geography</p>	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • understand geographical similarities and differences through the study of human and physical geography. • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. 		<ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, 	<ul style="list-style-type: none"> • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some



				including sketch maps, plans and graphs, and digital technologies.		of these aspects have changed over time.
History	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain <p style="text-align: center;">Romans</p>				<ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p style="text-align: center;">Vikings/Anglo Saxons/Celts</p>	<ul style="list-style-type: none"> a Local History Study: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). <p style="text-align: center;">Land Use Change in Middlesbrough</p>
Art	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials to learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<ul style="list-style-type: none"> to learn about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
	Design and make a mosaic using ceramic tiles (History Link)	Study Damien Hirst and Antoni Gaudi. Replicate an animal collage in the style of Gaudi (Science Link)	Children to research, design and make their own carnival mask using different materials (English and Science Link)	Study Monet’s river artwork. Compare to other artists. Create an impressionist style river picture (Geography/Science Link)	Buckles and Jewellery design, sketch Bayeux tapestry, illuminated letters (History Link)	Sketch a famous bridges and design their own artwork based on the transporter bridge (Geography/History Link)
DT	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit 		<ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		<ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures



	<p>for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 		<ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. select from and use a wider range of tools and equipment to perform practical tasks. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 		<ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world. to learn about great artists, architects and designers in history.
			Design and make a carnival float with moving parts (English and Science Link)		Anglo Saxon Cookery (History Link)	Explore bridges around the world, build a bridge that can hold weight (Geography/History Link)
Computing	<ul style="list-style-type: none"> understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for 	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating 	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. use sequence, selection, and repetition in 	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts



	<ul style="list-style-type: none"> communication and collaboration. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	<ul style="list-style-type: none"> and presenting data and information. use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 	<ul style="list-style-type: none"> collecting, analysing, evaluating and presenting data and information. 	<ul style="list-style-type: none"> programs; work with variables and various forms of input and output. 	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
	Purple Mash Unit 4.2: E-Safety	Purple Mash Unit 4.1: Coding	Purple Mash Unit 4.4: Writing for Different Audiences Purple Mash 4.6: Animation	Purple Mash Unit 4.3: Spreadsheets	Purple Mash Unit 4.7: Effective Searching Purple Mash 4.5: Logo	Purple Mash 4.8: Hardware
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 					
	Charanga: Mamma Mia	Charanga: Stop!	Charanga: Lean on Me	Songs for Viking play	Charanga: Blackbird	Charanga: Reflect, Rewind and Replay
MFL	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 					



	<ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing 					
	Rigolo Unit 7: Encore! (People and places)	Rigolo Unit 8: Quelle heure est-il? (Time)	Rigolo Unit 9: Les fêtes (Festivals)	Rigolo Unit 10: Où vas-tu? (Where are you going?)	Rigolo Unit 11: On mange! (Eating)	Rigolo Unit 12: Le cirque (Different languages)
PE	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 					
	Tag Rugby	Indoor Athletics	Fitness	Tennis	Orienteering	Athletics
	Gymnastics	Dance	Dodgeball	Football	Rounders	Cricket
PHSE	Online technology safety: Photos of myself online.	Online technology safety: Taking care online	Relationships: What makes a good friend. Relationships: Getting on with family	Keeping Safe: Good and Bad Touch (NSPCC)	Gender Stereotypes: Jobs	Gender Stereotypes: Mothers and Fathers.
RE	Why is Jesus inspiring to some people?	Why do some people think life is a journey?	What can we learn from religions about deciding what is right and wrong?	Why are festivals important to religious communities?		What does it mean to be a Hindu in Britain today?