

Whole School Curriculum Long Term Plan KS2

	Y3/4 Autumn	Y3/4 Spring	Y3/4 Summer
Enquiry question <i>(RC, ML)</i>	How does the past affect the future?	Why does water matter?	How has the past influenced the present?
Enquiry driver	History <i>Roman Empire Picasso, Basquiat</i>	Geography <i>Rivers and water cycles</i>	Art & Design <i>Architecture, ancient Egyptian artwork</i>
Enquiry enhancers	D&T Geography	Art, RE, Science	History, D&T
Discrete subjects	Computing, Science, Music, MFL, PE, RE, Art & D&T	Computing, Music, MFL, PE	Computing, music, MFL, PE, RE, science, geography,

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<p>Rationale for enquiry <i>(RC, ML)</i></p>	<p>Because our children are extending their knowledge of British History and learning about an invasion of Britain, they are going to learn about the impact and legacy of the Romans in Britain.</p> <p>As our children have limited experience of Roman Britain, they will have many experiential learning opportunities such as visiting Roman experts and recreating Roman battle formations with their Roman shields.</p> <p>Because our children have previously learnt about Stone Age to Iron Age Britain, they will be able to continue their chronological understanding of British History by starting to learn about the end of the Iron Age in Britain as the Romans invaded in AD42.</p>	<p>Because our children are developing their understanding of the world around them, we want them to learn about rivers and the water cycle from a variety of viewpoints: journeys that water make and our responsibility to conserve water and waterways; religious journeys that people make to rivers of the world and also the responsibility to be safe near water. The children have developed their geographical understanding of the UK in KS1 and this enquiry will also expand their understanding of the world and the country that they live in as many children have a limited experience of the world.</p>	<p>Because our children are studying ancient Egypt, they will learn about the legacy of architecture from this period of history and its influence on the world today.</p> <p>As children are comparing past with present, they are contrasting ancient Egypt with the more modern artwork of abstract cubism and graffiti artists that they have studied in Autumn Term in Year 4.</p>
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<p>Key content choices (e.g. significant people, events etc) (RC, EC, ML)</p>	<p>History: Roman Empire – Italy Boudica Impact of Roman Empire on Britain – technology, beliefs, culture. Design & Technology: Roman shields Durability, protection. Handles. Geography: Regions of the UK Counties and cities of East Midlands</p>	<p>Geography: UK regions and rivers Water Cycle River Trent River Thames River Ganges River Nile RE: Pilgrimage Christianity – Lourdes Hinduism - Ganges Art & design: Watercolour art Movement, water Claude Monet John Constable Science: Water Cycle Condensation & evaporation</p>	<p>Art & design: Ancient Egypt Architecture – influence of Egyptians and their legacy, sphinx and pyramids. Egypt and the River Nile History: Ancient Egypt Paper, ink, toothpaste Job classes, social structure, Artefacts – pyramids, tombs. Compare Egyptians and Romans D&T: Ancient Egyptian collars Stitching and fabric</p>
<p>Hook</p>	<p>Roman museum set up with primary and secondary sources (books, artefacts, QR codes etc). Children in hi viz jackets etc.</p>	<p>TBC</p>	<p>D&T Virtual visit to the British Museum.</p> <p>Children create and explore ancient Egyptian artefacts and culture:</p> <ul style="list-style-type: none">- Papyrus- Net for a pyramid- Sphinx sculpture

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Experts and Experiences <i>(RC, EC, PO)</i>	Visiting Roman experts into school – all children to experience Roman soldier uniform and weapons, Roman life and learn about Roman beliefs. Want2Be Workshops	Severn Trent Water Geographical Association BBC and National geographic – water cycle https://www.natgeokids.com/uk/discover/science/nature/water-cycle/ https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-water-cycle/zbcmxyc Nottingham based Owen – Open Water Education Network https://owen7.org.uk/ - emotional read on this website but real life and will teach the children a life lesson! WaterAid	
Authentic Outcome <i>(RC, EC, PCH, ML, PO)</i>	Children to create a museum in the hall to showcase the legacy left by the Romans in Britain and the impact of the invasion in Britain – including resistance to the Romans by Boudica. Parents come and watch the iMovie they’ve created and take part in Quiz. Collection Museum to help develop a successful museum. Children to display their exhibits and posters in the Collection Museum. Collection search British Museum	Creating a water roadshow in the hall to present their learning about water this term: water cycle, journey of water in rivers (physical features) and pilgrimages. Writing persuasive letters to Severn Trent to persuade them to conserve water.	Stanhope Art Gallery Exhibition of children’s artwork, including: <ul style="list-style-type: none">• Famous artwork of inspirational artists• Artwork inspired by artists studied• Knowledge the children have learnt about artists Knowledge of techniques and styles of artists
School’s Curriculum Vision: LOVE	LIFE	LIFE	LIFE

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Assessment opportunities & retrieval practices <i>(ML)</i>	Leitner System flash cards. Reactivate as part of each lesson. Use of knowledge mats throughout enquiry Authentic outcome at the end of the enquiry.	Leitner System flash cards. Reactivate as part of each lesson. Use of knowledge mats throughout enquiry Authentic outcome at the end of the enquiry.	Leitner System flash cards. Reactivate as part of each lesson. Use of knowledge mats throughout enquiry Authentic outcome at the end of the enquiry.
Key Texts <i>(ML)</i>	Thiago de Moraes - A Gladiator Stole My Lunchbox	River Boy- Tim Bowler The Rhythm of the rain- Grahame Baker-Smith The Drop In My Drink: The Story of Water On Our Planet	Emily's blue period-Cathleen Daly Poppy Pym and the pharaohs curse- Laura Wood Who Let The Gods Out – Maz Evans