

# Year Four Discover Autumn Term

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

**Project Launch: Religious Education Sikhism**

We begin our project by finding out about the beginnings of the Sikh religion. We learn about Guru Nanak and how and why he founded the religion. We consider the sorts of leadership qualities he showed and why people followed him. We learn about some of the Guru's who followed him and investigate their similarities and differences. We find out about the important symbols Sikhs have to identify themselves and show that they belong to their faith.

**History Sequencing events in the past: Celts and Romans in Britain**

We get to know the key events in the histories of the Romans and Celts by plotting their time periods onto timelines. We use the language BCE and CE and BC and AD to place events correctly and consider why it is important for Historians to have a shared language when talking about dates of events in the past.

**Geography Finding out about locations: The Roman Empire**

Using maps and atlases, we find out about the location of Rome and the Roman Empire, mapping the way it grew and changed over time. We consider how other societies, including the Celts in Britain, would have felt about the Roman Empire at its different stages. We name European countries and locate them.

**History The impact of an historical figure: Augustus Caesar**

Using research and historical sources, we find out about Augustus Caesar and the impact he had. We find out about his achievements and the things he is remembered for. We think about the sort of leader he was and how his actions give us clues to this, comparing him to our learning about Guru Nanak's leadership.

## Project Launch

## FOCUS 1

## FOCUS 2

## FOCUS 3

**Science Animals including Humans**

In this unit, we find out about the different parts of the digestive system and how it works. We learn about teeth in humans and their different functions as well as how to keep them clean and healthy. We find out about food chains and learn about predators, prey, producers and consumers.

**Values Exploration What makes a good leader?**

We reflect on the different leadership styles, actions and motivations of Guru Nanak, Augustus Caesar and Boudicca and think about why people were prepared to follow them. We form our own judgements about what makes a good leader and think about how good any leader can be without followers.

**History Finding out about historical figures: Boudicca**

We explore different primary sources including first hand accounts to build a picture of the Celtic leader, Boudicca. We consider the reliability of sources written by her enemies. We think about the challenges bias can present to historians and how to evaluate the usefulness of sources. We look for common themes to infer some things that are likely to be true about Boudicca. We think about her motivations for leading and why the people in her tribe were inspired to follow her.

## FOCUS 4

**History Sequencing events in the past: Chronology of battles**

To finalise our learning about the power struggle between the Romans and the Celts, we create a chronology of the battles between them. We reflect on the moments when each side needed to show courage and when their leaders needed to motivate and inspire them the most.

**Design and Technology Roman Shields**

We explore the way the Roman army made itself intimidating, learning about their armour and army. We use images to design our own Roman shields and then cut, shape and join materials to create our own out of cardboard and paper.

## FOCUS 6

## FOCUS 5

**History Life for people in the past: Celtic life in Britain**

We interpret different primary and secondary sources to find out about life for the Celts in Britain. We build a picture of their daily experiences by finding out about food and farming, religion, housing, clothing and weapons.

**History Life for people in the past: Roman soldiers**

We ask what life was like for Roman soldiers and consider the reasons why they followed the leaders of the Roman army. We find out about the armour they wore, the reasons they'd become soldiers and the expectations of them once they had joined the army. We compare the experiences and expectations of Roman soldiers with Celtic warriors.

**Art Colour: Celtic Face Paints**

We learn that Celtic warriors painted their faces in intricate patterns to show their belonging to their tribes and to intimidate their enemies. We design our own examples of this, mixing the right colours and turning ourselves into fearsome Celtic warriors!

## FOCUS 7

## FOCUS 8

## FOCUS 9

## FOCUS 10

## FOCUS 11

## FOCUS 12

## FOCUS 13

**Religious Education: Incarnation**

We find out what Christians believe about the Christmas story and the different sources of information there are about it. They find out about Christian ideas about God, including those that can be found in the Christmas story.

**Art Sculpture: Celtic Jewellery**

We examine images of examples of Celtic jewellery and identify their common design features. We use this to design our own and then sculpt these using clay. We refine our ability to shape and join clay to recreate the intricate structures in Celtic designs.

**Music: Traditional Roman music and instruments**

We listen to music inspired by the Romans and made with instruments they also used. We use the vocabulary of dynamics, tempo and timbre to describe what we hear.

**Answering the Project Question**

We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

**Science Sound**

In this unit, we learn how sound travels in waves to our ears. We find out about how our ears receive sound and turn this into a signal our brains can understand. We think about the different qualities of sound including pitch and investigate how to make changes to this.

## FOCUS 14

## R.E.

# Do you have to be a leader to make a difference?

## FOCUS 15