

Year 3 and 4 Topics B

<p>Your words my pictures Literacy and art (response)</p> <ul style="list-style-type: none"> • Respond to text through art • Skills inputs – revision and development of art techniques • <i>Pupils should be taught to improve their mastery of art and design including drawing, painting and sculpture with a range of materials</i> 	<p>Stone age to Iron Age</p> <ul style="list-style-type: none"> • <i>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</i> <i>This could include:</i> • <i>Late Neolithic hunter gatherers and early farmers</i> • <i>Bronze age religion, technology and travel – eg Stonehenge</i> • <i>Iron age hill forts, tribal kingdoms, farming, art and culture</i> 	<p>Make what you will of this DT Challenge. Design, make , evaluate using electrical systems</p> <ul style="list-style-type: none"> • <i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> • <i>Generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD</i> • <i>Select from and use a wider range of tools and equipment to perform practical tasks accurately</i> • <i>Understand and use mechanical systems in products</i> • <i>Investigate and analyse existing products</i> • <i>Evaluate ideas and products against own design criteria and consider views of others to improve work</i>
<p>Roman Britain – history with geography links <i>Understand the impact of the Roman empire on Britain and Europe. This could include:</i></p> <ul style="list-style-type: none"> • <i>Julius Caesar’s attempted invasion in 55-54 BC</i> • <i>The Roman Empire by AD 42 and the power of its army</i> • <i>Successful invasion by Claudius, including Hadrian’s wall</i> • <i>British resistance, eg Boudica</i> • <i>Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity</i> <p><i>Comparative geography – Italy vs Northumberland. 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</i></p>	<p>Your words and music, my pictures,</p> <ul style="list-style-type: none"> • Respond to text and music through art • Skills inputs – revision and development of art techniques <p><i>Pupils should be taught to improve their mastery of art and design including drawing, painting and sculpture with a range of materials</i></p>	<p>Vikings and Anglo Saxons fight it out <i>Children should be taught about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> • <i>Viking raids and invasion</i> • <i>Resistance by Alfred the Great and Athelstan, first king of England</i> • <i>Further Viking invasions and Danegeld</i> • <i>Anglo Saxon laws and justice</i> • <i>Edward the Confessor and his death in 1066</i>

Year 3 and 4 Topics B