




Littleham CE Primary School Year 4 Rolling Programme



	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	I Am Warrior! 	Blue Abyss 	1066 
Key Vocabulary Tier 3 words Tier 2 words	amphitheatre, aqueduct, barbarian, Britannia, Caledonia, cassis, Celts, centurion, chariot, Colosseum, emperor , forum, Gaul, gladiator , gladius, Hibernia, invader , invictus, lanista, Latin, legion, mosaic, pilum, pugio, Roman Empire , Roman numerals , Romans , scutum, servus, soliloquy, taxes , via	abyss, adaptation, algae, annelid, aquarium , aquatic, arthropod, bioluminescent, cnidarian, consumer , coral, crustacean, current , diversity, echinoderm, fish , food chain , habitat , invertebrate, mammal, marine, mollusc, ocean , oceanography, organism, pollution, polyp, predator , prey, produce, reef, reptile , sea anemone, sea urchin, seaweed , sonar, species, specimen, submarine, tide, tropical , vertebrate	Anglo-Saxon, archery , armour , attack , bailey, baron, barracks, Bayeux Tapestry, calligraphy, castle , chapel, civil war, commission, compound, conflict, conqueror, coronation, defences , drawbridge , embroidery , forge, helmet , hessian, hierarchy, imprisoned , invasion , keep, kingdom , knight, moat, monarchy, motte, Norman, opponent, oppression, palisade, pottage, primogeniture, re-enactment, reconstruction, resolution, serf, shire, siege, squire, succession, tabard

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Project overview	<p>I am Warrior! I am strong, brave and powerful. Meet me in battle. Draw your sword, wield your axe and challenge me if you dare! Invade and attack, Romans versus the Celts, the fight is on. Discover warring Britain: meet Claudius, Boudicca and Julius Caesar, and find out what the Romans did for us. Get ready for Gladiator School and learn alongside Spartacus and Spiculus: brave fighters of the Roman Colosseum. When all that battling makes you hungry, relax, lie back and feast yourself on dormice and grapes, or perhaps a roasted swan sprinkled with nuts?</p>	<p>Grab your wetsuit! We're going deep into an underwater world of incredible coral and mysterious sea creatures. Head to your local aquarium and learn about life in the ocean. Can you pick a favourite fish, plant or animal? What do real divers get up to below the surface? Create a fishy story about exploring an amazing underwater world. Time to go a little deeper into our seas. Make a model deep-sea submarine that can withstand great pressure and travel to the deepest, darkest places on Earth. Make sure you test it first! What are those bright lights in the distance? It's a group of bioluminescent sea creatures! Look closely and create a colourful, 3-D art exhibition when you rise to the surface. Flippers on? Snorkel ready? Let's head into the Blue Abyss.</p>	<p>It's probably the most famous date in English history – we're travelling back to 1066! These are troubled times and there is danger afoot. A much-loved king is dead, and a French Duke has staked a claim for our kingdom. Not to mention all the other wannabe monarchs! Discover a changing England, shaped by shires, protected by castles and ruled by foreign knights. Use the famous Bayeux Tapestry to explore the significant events of 1066. What happened when, and how did William come to be called the Conqueror? Design a castle with defences strong enough to hold back the enemy. What about a space for fine dining and revelry? Try and build a happy (but safe!) home – you're the architect! Are you ready for the Norman invasion? Then don your armour and watch your back!</p>
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When reviewing our curriculum rolling programme, we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

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Term 1 – Autumn

What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?

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Text in this colour describes example activities to support the main theme of the topic.

Main Topic	I am Warrior!
History	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>Romans invaded Britain 55BC, 54BC and 43AD. Romans used various types of cranes to aid construction of homes and buildings.</p> <p>Use a timeline to mark changes in leadership starting with Augustus 31 BCE, Claudias 41CE, Titus 79 CE.</p> <p>Know that the Romans were in East Devon. Know what the Seaton Hoard is and that the Romans settled in Exeter and some of the evidence remains.</p> <p>Place the era of the Roman Empire in Britain on a timeline with other significant periods in our history previously studied as well as those to be studied. Display at front of class. Visit Exeter to look at the Roman City Wall and work with Exeter red coat tours. Part of the visit to include focused activities at the RAMM. 'Rom' the Roman to visit and coordinate a Roman invasion enactment.</p>
Geography	<p>An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>Know why settlements developed where they did. Know about the iron-age fort at Woodbury and why Exeter was chosen as a settlement.</p> <p>Geographical features such as the River Exe led the Romans to settle with a river teeming with fish and fertile soil near-by.</p>

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	Use an atlas to locate and identify main continents, oceans and seas as well as where the UK is. Use detailed maps of the UK to identify where Exeter and Exmouth are. Find where Italy is and where the Roman Empire extended to at its height.
Science	<p>Discrete Science unit- Sound. "How far can sound travel".</p> <p>Know that vibrations are needed to create sound and that vibrations travel through air (and other media) to the ear.</p> <p>Know that noise can be a form of pollution just as exhaust fumes can be and how it can affect the environment.</p> <p>Monitor sound levels around school and possibly on Littleham Road. Identify how sounds are made by working scientifically. Find patterns in the sounds that are made by different objects such as elastic bands of different thickness. Make and play own instrument by using what they have found out about pitch and volume.</p>
Art and design	<p>The floors of roman buildings were often richly decorated with mosaics-tiny coloured stones.</p> <p>Know that the Romans used mosaics to tell stories and that the remains of mosaics were found under Exeter Cathedral.</p> <p>Mosaics captured scenes of everyday Roman Life. Mosaic floors were statements of wealth and importance.</p> <p>Create portraits or 'story' scene using mosaics. – Children to match tool to material. Choose fabric squares/paper squares to create a collage - replicate the biggest Roman mosaic found in Exeter and know that it dates from early fourth century AD. It came from a town house in what is now Catherine Street. Locate this during City visit.</p>
Music	<p>Identify how ways of sound are used to accompany a song.</p> <p>Analyse and comment on how sounds are used to create different moods. What sounds might inspire an army and spur them on?</p> <p>Explore and perform different types of accompaniment.</p> <p>Investigate the importance of Roman music and learn about Roman instruments, comparing them to modern instruments.</p>
Computing	Know what the internet is and what websites are.

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	<p>Evaluate websites. – what features make a 'good' website.</p> <p>Know how the internet works and the accuracy of websites. Know that websites may differ in the facts they discuss.</p> <p>Know how to stay safe when using the internet. Know who to talk to and some of the online facilities available to report concerns. Refer to "think you "know and CEOP resources.</p> <p>Research an aspect of Roman life using multiple websites and evaluate results. Are they in agreement or are there differences between sites? Children to create presentation using publisher.</p>
Design and Technology	<p>Design features are the aspects of a product's design that the designer would like to emphasise, such as the use of a particular material or feature that makes the product easier to use or more durable.</p> <p>Know that Roman technology influenced the progress of countries they invaded, and many ideas have survived to modern day or been developed: aqueducts, toilets, roads, underfloor and central heating. Know the sorts of designs the Romans decorated items with or what pictures had significant meaning to them. Were there any symbols particularly linked to the Roman Army in Exeter?</p> <p>Make a Roman shield out of corrugated cardboard investigating the shape and pattern of the designs. Evaluate different designs from Roman and Saxon times.</p>

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Term 2 – Spring

What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?

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Main Topic	Blue Abyss
History	<p>Know about historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>HMS Challenger expedition took place between 1872 and 1876. It was the first expedition organised specifically to gather data on a wide range of Ocean features including temperature and marine life.</p> <p>HMS Challenger's work means that deepest parts of the ocean are no longer hidden- Watch video Clip on dive and discover. Children also explore materials from the National Science Foundation. Children to write a short script/ create dramatization of the first voyage to the abyss.</p> <p>Show children a picture of the 1872 Royal Navy ship, <i>HMS Challenger</i> along with some key facts listed on the dive discover website as to why it is considered so important and how its story has contributed to modern oceanography, for example the number of new species of animals and plants discovered is 4,700. (https://divediscover.whoi.edu/history-of-oceanography/the-challenger-expedition/)</p> <p>Children to be given a pack of 'facts and fakes'. Bearing in mind what they know and on seeing the picture children are to sort the statements and discuss their rational.</p>
Geography	<p>Know that Earth is divided into hemispheres by the equator and that the tropics lie between the Tropics of Cancer (N) and Capricorn (S). Know that latitude is used to define regions N and S of the equator and longitude E and W of the prime meridian. The planet can be divided up in to climate zones.</p> <p>Use an atlas to locate the imaginary lines dividing the world. Look at climate zones in the tropics and compare to UK. Share with children clips of the weather forecast from different times of the year in the UK but also clips from different climate zones. Children use a world</p>

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	<p>climate zone map to do a very brief weather forecast / summary of the weather in this zone. Groups of children then investigate a focus Zone and prepare a weather forecast to share with peers. Children also rotate roles of camera person as they film and direct the clip.</p>
Science	<p>Data can be recorded and displayed in different ways, including tables, charts, graphs, keys and labelled diagrams. Living organisms can be grouped in a variety of ways such as.</p> <p>Know that our school grounds and local environment (beach, sea and common) support a great variety of living organisms in different habitats.</p> <p>Display data about living organisms found around our local environments using tables and charts. Example – number of insects, molluscs and spiders found in different habitats. Group organisms found at our beaches into those found in the shallow water and those on the sand. E.g. Lugworms are deep down in the sand and can be found by using a spade to dig.</p>
Art and design	<p>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p> <p>Know that art takes a great many forms from drawing to painting, installation to sculpture.</p> <p>Create clay models of sea creatures from around our coastline or from tropics. Create a class aquarium of these. Pupils ensure they match the toll to the material as they learn to work the clay, make clear markings and know how this will change once the clay has been fired.</p>
Music	<p>Composers of 20th century music worked from 1901 to 2000. Many compositions of this era don't follow the conventions of music that were used in previous periods. For example, some composers used objects in their music as well as conventional instruments and some created music without harmonies or melodies.</p> <p>Using the list of composers : Stravinsky (Firebird), Britten (Young Person's Guide to the Orchestra), Copland, Prokofiev (Peter and the Wolf), Julia Perry, Laura Pettigrew. Can we listen, evaluate ,talk about and devise a likes and dislikes chart that celebrates their style and what makes them unique?</p> <p>Know about well-known and lesser-known composers of the 20th Century and build up a bank of names and pieces of music to evaluate. Know that people still compose music today: films, pop bands.</p>

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	<p>Listen to a variety of music from 20th century composers: Stravinsky (Firebird), Britten (Young Person's Guide to the Orchestra), Copland, Prokofiev (Peter and the Wolf), Julia Perry, Laura Pettigrew. Listen to iconic scores from films: Star Wars, Indiana Jones, 2001. Listen to music and take "your pen for a walk" as you do so. Model this to children showing how we might change colour of pen in response to the mood of the music, may have straight lines for a long steady note or swirls to indicate moving from low pitch to high or quicker pulse.</p>
Computing	<p>Know simple terminology concerned with programming. (Scratch – sprite, backdrop, block, coding, script) Know how to use programming to move sprites on a screen.</p> <p>Know the correct terminology for Scratch. For example; "Atomic" meaning the ability for custom blocks to run without screen refresh, BYOB meaning a commonly used acronym for the <u>Scratch Modification</u> Build Your Own Blocks, Duplicate – to copy and create another, Simulation -A kind of project which attempts to recreate or model a real-life circumstance, such as a simulation of balls bouncing.</p> <p>Use Scratch to make a submarine move on a background. Success criteria to evaluate if children are able to use logical thinking to solve an open-ended problem by breaking it in to smaller parts. Were children able to keep testing a programme while putting it together.</p>
Design and Technology	<p>Know how key events and individuals in design and technology have helped shape the world. Inventions that changed the world a decade at a time.</p> <p>Using the book "Invent" children explore in groups the invention of the motor car, locomotive, T.V., washing machine, Hoover and internet. Children present their inventions to the class sharing key facts such as date and inventors name. End of activity vote for the invention that they think changed the world the most. What is the best invention of all time in their opinion? Why?</p> <p>Know that inventions have come about through necessity and that resilience is needed to strive to attain the final outcome. Aspirations are needed and that many inventions take time to achieve. Inventions mightn't always be technological. For example, children listen to the story of how penicillin was discovered as a result of necessity it has become a world-wide medicine – relate to Covid Vaccination invention too.</p> <p>Look at how submarines work and create a simple submarine in a plastic bottle. Share with the children how a submarine goes up and down in the sea by using ballast tanks. In order to submerge, the ballast tanks are filled with water, making the overall density of the ship higher than the surrounding water. When the submarine submerges in the water, compressed air is continuously supplied in order to support life inside it. List the key features of a submarine such as those mentioned and how most large submarines consist of a</p>

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	cylindrical body with hemispherical (or conical) ends and a vertical structure. Children must include at least half of the key features for their design to be successful.
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Term 3 – Summer	
<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	1066
History	<p>Children to know the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Examples include; The Domesday Book and how it was created after the Norman invasion and conquest of England in 1066, the Domesday Book was commissioned in December 1085 by order of William The Conqueror. William needed to raise taxes to pay for his army and so a survey was set in motion to assess the wealth and assets of his subjects throughout the land.</p> <p>Littleham is an old Saxon settlement established before the Norman Conquest and Littleham is mentioned in the Domesday book.</p> <p>Research the origins of Saxon and Norman place names and Littleham in the Domesday book. What would be included now? Can children create a large map and key / glossary?</p>
Geography	Know that fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis through the following activity.

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	<p>Work in small groups or pairs to search Ordnance Survey and online maps of the local area, to identify good and bad places for building a castle and explain why. Present their ideas to others in the class to make comparisons between different groups and pairs. Together, draw conclusions on the ideal spot for a castle in the local area. Alternatively, take a walk around the local area to identify where they would build a castle, taking photographs of possible sites. Use these to create a display about where to build a castle, with labels and captions.</p> <p>Know some of the location of Norman Castles in Devon and why they were built where they were such as one of the oldest castles in Devon that is now a crumbling ruin in glorious woodland. Okehampton is a Medieval motte and bailey castle that was built between 1068 and 1086 following a revolt in Devon against Norman rule. Although referred to as a castle, Powderham is technically a fortified manor house as it lacks a keep and a moat. The land where Berry Pomeroy castle is situated was originally given by William the Conqueror to Ralph de Pomeroy in the 11th century as a reward for his support and loyalty during the Norman invasion and the Battle of Hastings.</p> <p>Children to make comparisons between Okehampton and Powderham Castle. How are they different? What similarities do they have in terms of location? Powderham is situated by the Exe Estuary while Okehampton is within woodland and overlooks the surrounding area. Consider advantages of building a castle in these areas. Children to present this in teams and conclude with where in Devon they would build a castle today and why.</p> <p>Look at locations of Norman castles in Devon: Totnes (Motte and Bailey), Tiverton Castle and Berry Pomeroy castle in south Devon. Children to search why these locations were chosen to build a castle and settlement? Use google search and OS map.</p>
Science	<p>Know that there are three states of matter: solid, liquid and gas and know that materials can move between these states usually when they are cooled. For example, liquid water turns into steam when it is heated enough, and it turns into ice when it is cooled enough.</p> <p>Know the importance of the water cycle in our weather systems. The water cycle is the path that all water follows as it moves around Earth in different states. ... water vapor—a gas—is found in Earth's atmosphere. Water can be found all over Earth in the ocean, on land and in the atmosphere. The water cycle is the path that all water follows as it moves around our planet.</p> <p>Use the school grounds to set up water cycle experiments in different places and at different times. How does this affect our allotment? Children set up the following experiments:</p> <ol style="list-style-type: none"> 1. Place a mug in the centre of bowl. Fill bowl two thirds with water. No water inside the cup. Cover bowl with cling film and secure with elastic band. Place outside in sunny area for a few hours. After several hours, allow pupils to observe the bowl. The plastic wrap will have

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	<p>condensation and some of the condensation will have dripped or fallen into the cup/mug. This experiment demonstrates the heat of the sun turning the water in the bowl to vapor (evaporation). The vapor turning back to water droplets on the wrap (condensation), drops getting too heavy and falling back down (precipitation) to the water in the bowl or in the mug which represents mountains or land (collection). After the experiment check students' understanding of the water cycle, vocabulary and how the experiment demonstrated each stage of the water cycle by asking them to label a picture of the experiment.</p> <p>2. If desired, draw water, a cloud, and a sun on a Ziploc plastic bag with a marker. Add a small amount of water to the bag without getting the sides wet. Add a few drops of blue food colouring to the water. Hang on a sunny window for several hours. After several hours or when heavy condensation appears on the bag, remove the bag and allow pupils to observe. Tap the bag, if necessary, to make the water droplets fall. This experiment allows pupils to observe the water from the bag evaporating, condensing, falling like precipitation, and collecting again at the bottom. Notice that the water does not stay blue once it evaporates. This is because the food colouring is heavier than the water vapor and thus stays down, much like the salt from the ocean water. After the experiment, check students' understanding by having them draw and label a picture of the experiment using the water cycle vocabulary words or use Pic Collage or Pic Kids to insert a photo of the experiment and label it with the text feature.</p> <p>3. Place approximately 3 tablespoons of water in a small glass and add about 10 drops of blue food colouring. Fill the medium glass with water. Add 1-3 inches of shaving cream to the top. The more shaving cream used the longer the experiment will last. Add the coloured water to the shaving cream drop by drop using an eye dropper or by dipping the straw in the coloured water, placing your finger over the end, holding it over the shaving cream, and lifting your finger enough to allow drops of coloured water to drip onto the shaving cream. Continue dropping the water onto the shaving cream until you observe it getting too heavy and "rain" starting to come out below. Depending on the amount of shaving cream used, this could take anywhere from 40-100 drops. This experiment demonstrates what happens in the clouds during the water cycle. When a cloud accumulates too many water droplets they fall in the form of precipitation. In the experiment, after a certain point the shaving cream can no longer absorb the water drops and gravity pulls them down into the water. Optional: Prior to dropping the water in the shaving cream cloud, ask pupils to predict how many drops of water they think the cloud will hold before it starts to "rain" and have them record it. During the experiment, count the number of drops and compare it to pupil guesses. After the experiment ask pupils to draw and explain what they learned.</p>
Art and design	<p>Know that two or more pieces of fabric or flexible material can be sewn together and that there are different types of stitches including running stitch, cross stitch and blanket stitch.</p>

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	<p>Know that we can repair clothing by stitching and adjusting rather than throw it away, helping the environment.</p> <p>Practise the stiches listed above and use them to create a mini Bayeux Tapestry of individual people or objects cut from felt.</p> <p>Repair some clothing using the different stitches.</p>
Music	<p>Know that to sing with confidence using a wider vocal range and in tune it is necessary to control the breath and annunciate.</p> <p>Using "sing up" children are to learn the water cycle song and create different vocal effects.</p>
Computing	<p>Know how to 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 and presenting data and information. Children to achieve this as they progress through the water cycle science experiments.</p> <p>Know how to use the internet safely to research Norman Castles and how to use Publisher.</p> <p>Look at English Heritage guides to places. Produce a Guide to Totnes Castle for example creating a booklet using Publisher. (Link English – persuasive text)</p>
Design and Technology	<p>Mechanisms can be used to add functionality to a model. For example, sliders or levers can be used in moving pictures, storybooks or simple puppets; 3-D moving toys or pictures.</p> <p>Know that prototypes are needed before making the final object and that perseverance and resilience are qualities needed for designing.</p> <p>Create early Motte and Bailey castles in the grounds using natural materials. Create them in class using recycled materials – card, chicken wire and papier mâché. Add a drawbridge. Using the example of the pop-up Castle book with its flaps, moving images and sounds children to recreate their own pop-up book depicting inside a castle.</p>

Purple – Key knowledge linked to our Curriculum Intent.

Green – Suggested activities

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