



Chacewater School LEAP Curriculum



Class: Y4 Bur Oaks		Curriculum Driver: History		Curriculum Theme: How did the Romans impact Britain?		British values: Liberty		Term: Autumn 2
Sequence of Learning								
Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Outcome/Composite
History British History	Builds upon the chronology of prehistory and ancient civilisations (Y3). Pupils develop an understanding of the impact that the Ancient Roman empire had on Britain.	Chronology & migration What, where and when was the Roman empire?	Chronology & migration What does the chronology of Roman Britain look like?	Cause and consequence How did the Celts react to the Roman invasion? (Boudicca & Hadrian’s wall)	Continuity and change How did the Romans change life in Britain? Latin, numerals, religion, currency and calendar	Achievements What are the most important Roman achievements? Roads, sanitation, towns and cities,	Chronology & legacy Why did the Romans leave Britain and what was their legacy?	Pupils can explain the impact that the Roman invasion had on Britain and its legacy today.
Geography Locational knowledge	Builds upon place knowledge of the UK (Y1 & 2). A study of a region in the UK: Bath	To be able to locate Europe on a map and identify some of the countries, capitals and major features.	To be able to locate regions, counties and major cities within the UK.	To be able to map a route from Rome to Bath.	To be able to compare the human and physical features of Rome and Bath.			Pupils develop an appreciation of the distance and scale of Europe and the size of the Roman Empire. Pupils can locate and recall various areas in Europe and the UK. Pupils can describe how ROME is different to Bath geographically.
Computing Audio production	Progresses pupil’s knowledge of creating media. Learners develop an understanding of how to work with sound digitally.	To be able to make a digital audio recording	To be able to edit a digital audio recording	To be able to plan appropriate content for a podcast	To be able to record content for a podcast	To be able to combine audio files	To be able to evaluate our podcasts	Pupils produce a podcast demonstrating their skills to record, edit and layer digital audio files.
Physical Education Real P.E Unit 2 Social	I am happy to show and tell others about my ideas. I show patience and support others, listening carefully to them about our work. Further develop fundamental skills of agility and balance.	Jump & land To be able to: Jump forwards, backwards, side to side.	Jump & land To be able to: Jump 2 feet to 2 feet ¼ turn Stand on a line and jump from 2 feet to 1 foot-freeze on landing	Jump & land To be able to: Jump ½ turn, both directions. Tucked jump. Tucked jump ½ turn, both directions.	Seated balance To be able to: Hold a seated balance with 2, 1 or 0 hands and/or feet down	Seated balance To be able to: Move an object from one side to the other: - swap hands - same hand reaches across	Seated balance To be able to: Hold dish shape for 5 seconds	Pupils will have developed their seated balance and jumping and landing skills and will begin to use and apply these skills confidently in sport lessons.
Sport Gymnastics unit 1 Social	Using and applying balance and agility fundamental skills. Pupils work collaboratively to explore, create and perform movement sequences.	Static balance with a partner An introduction to partner balances - supporting others	Static balance with a partner To be able to explore a range of partner balances	Static balance with a partner To be able to create and share acrobatic sequences using partner balances	Rotation To be able to explore rotational movement on the floor	Rotation To be able to demonstrate rotational movements with hand apparatus	Rotation To be able to create and share sequences including a jump, roll and balance.	Pupils are able to apply fundamental skills in a gymnastic specific context, showing an aesthetic awareness for their movement when creating and sharing movement sequences.
D.T Mechanical Systems: Levers and linkages	Prior experience of cutting and joining materials and of pictures with moving parts such as pop ups and flaps.	To understand different types of movement: linear; reciprocating; rotary; oscillating,	To understand input and output movements in a mechanism using leavers and linkages.	To be able to design a Christmas card with moving parts using leavers and linkages.	To be able to construct a mechanism to suit the movement required in the card design.	To be able to evaluate my card against the design criteria: How well does the mechanical system work?		Pupils understand how leavers and linkages create different movements and use this knowledge to design and construct a Christmas card with moving parts for their family.
French Vegetables	To further develop pupils' French speaking and listening skills in the context of vegetables. Follows on from 'Fruit' unit taught (Y3).	To know the French words for 5 different vegetables	To know the French words for 5 more vegetables	To be able to say in French ‘ In my basket I have...’ then vegetable weights in Kg	To be able to say in french ‘ I would like... please’	To be able to use the french word for ‘and’ and ask ‘How much is that’?	Revise tricky phonemes and end of unit assessment	Pupils are able to role play a conversion at the market with a partner to buy weights of vegetables.

