|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Logo  Description automatically generated  Year Four Topic Overview - **Spring Two: Resident Artist Art Week** | | | | |
|  | **Geography** | **History** | **Art** | **D&T** |
| Autumn 1  **BHM:** **Afro- Latin America** | Locational knowledge   - *Locate the world’s countries, using maps to focus on Europe and North and South America.* | A non-European society that provides contrasts with British history:  *Global Impact of the Transatlantic Slave Trade* | to use sketch books  - weekly sketch | Evaluate: evaluate own ideas |
| Autumn 2  **BHM:** **Afro- Latin America** | Locational knowledge  *- Further concentration on the above environmental regions, key physical and human characteristics, countries, and major cities.*  *- A focus on South America* | A non-European society that provides contrasts with British history:  *Global Impact of the Transatlantic Slave Trade* | to use sketch books  - weekly sketch  To improve mastery of art and design techniques; To learn about great artists in history  - Artist focus: Clara Ledesma  - Artist focus: Julia Lopez | Evaluate: evaluate own ideas |
| Spring 1  **‘The Vikings**  **Chinese New Year (whole school)** | Locational knowledge  -Locate the world’s countries, using maps to focus on Europe environmental regions, key physical and human characteristics, countries, and major cities. | The Viking and Anglo-Saxon struggle for the Kingdom of England:  *-Viking raids and invasion*  *-Resistance by Alfred the Great and Athelstan, first king of England*  *-Further Viking invasions and Danegeld*  *-Anglo-Saxon laws and justice* | to use sketch books  - weekly sketch | Make: select from and use a wider range of tools and equipment to perform practical tasks accurately  - Whole school Chinese New Year art project |
| Spring 2  **‘The Vikings** | Human and physical geography  -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. | The Viking and Anglo-Saxon struggle for the Kingdom of England:  *-Viking raids and invasion*  *-Resistance by Alfred the Great and Athelstan, first king of England*  *-Further Viking invasions and Danegeld*  *-Anglo-Saxon laws and justice* | to use sketch books  - weekly sketch  **Resident Artist Art Week** | Design: use research and develop design; Make: use a wide range of tools; Evaluate: evaluate own ideas  - create a Drakkar  Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex  Structures  - create a boat that floats |
| Summer 1  **Local history - Family** | Place knowledge  *-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.*  Human and physical geography  *-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* | A Local History Study  *A study over time tracing how several aspects of national history are reflected in the locality.* | to use sketch books  - weekly sketch | Evaluate: evaluate own ideas |
| Summer 2  **Local history - Family** | Place knowledge  *-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.*  Human and physical geography  *- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* | A Local History Study  *A study over time tracing how several aspects of national history are reflected in the locality.* | to use sketch books  - weekly sketch  Use painting to develop and share ideas; Use a range of materials creatively; Develop a wide range of art and design techniques  - design a family crest  Learn about the work of a range of artists, craft makers and designers  - design a family crest | Evaluate: evaluate own ideas  Design: use research and develop design; Make: use a wide range of tools; Evaluate: evaluate own ideas   * Design a family crest |