



**Ravensbury Community School**

**Y4 Connected Curriculum Overview**

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| **Year 4** | **Key Texts – link to English** | **History** | **Geography** | **Art** | **Design Technology** | **Experience and Golden Question** |
| **Autumn 1**  **The Mayans: What can they teach us?** | **The Hero Twins** | **World History: Study a non-European society that provides a contrast with British History covered so far. Changes in social structure.**  Mayan Civilization c. AD 900 |  |  | **Nutrition**: Understand seasonality and know where and how a variety of ingredients are grown, reared and processed.  Making Tortillas using products which are in season and/or locally sourced. | **Do you share the same views about social class as the Mayans?** |
| **Autumn 2**  **What is there in North America?** | **I survived**  **The Earth Dragon** |  | **North America: California - Mountains and Earthquakes**  Using maps, locate the countries within North America; the mountainous regions of the State of California. Identify the key physical characteristics of a mountain range.  Locate the key physical and human characteristics of the USA and the city of San Francisco.  Describe and understand the key characteristics of Earthquakes. | **Elaine Sturtevant**  Printing  To learn about great artists and make links to own work.  To improve the mastery of art techniques using a range of materials.  To develop a range of art and design techniques in colour, pattern and line. |  | **Is there a safe place in California to live?** |
| **Spring 1**  **How would we survive without water?** | **The Water Horse** |  | **Describe and understand the key aspects of Rivers and the Water Cycle;** including the distribution of natural resources of water.  UK River study: use fieldwork to observe, measure, record rainfall over a period of time using a rain gauge  Observe the physical features of a river using maps, digital photography, atlases and aerial photographs. | **Monet – water painting**  To learn about great artists and make links to own work.  To improve the mastery of art techniques using a range of materials.  To develop a range of art and design techniques for painting, in colour, texture, form and space. |  | **Should we donate money to provide clean water for people in other countries?** |
| **Spring 2**  **Why did the Anglo Saxons and Vikings Invade?** | **Beowulf**  **How to be an Anglo Saxon in 13 easy stages** | **British History: Britain’s Settlements by the Anglo-Saxons and Scots.**  Anglo-Saxon invasion, settlements and kingdoms in particular life of the child |  |  | **Textiles: Anglo-Saxon weaving**  **To select from a wider range of tools to make own loom to perform practical tasks i.e. weaving - cardboard loom and wool weft and warp.** | **Is it ever right to invade other countries and make their land your own?** |
| **Summer 1**  **How is Castleton different from Clayton?** | **Room 13**  **Countryside verses Town life** |  | **Name geographical regions and identify human and physical characteristics (Peak District National Park).** Castleton vs Clayton  Identify key topographical features including hills, mountains, and rivers (River Noe). Identify land use patterns and how some of these aspects have changed over time.  Complete a traffic survey, land use survey and locality sketch for each area. | **Castleton – collage**  To use a range of materials to design, create and make a collage. |  | **Do you think tourism effects the environment?** |
| **Summer 2**  **Who would win in a battle; Anglo-Saxons or Vikings?** | **Norse Myths**  **How to train your Dragon** | The Viking and Anglo-Saxon struggle for the Kingdom of England to 1066: Exploration and Discovery  Viking raids and invasion, Anglo-Saxon laws and justice. |  |  | **Viking Longboats –**  Design a Long Boat including a gear or pulley in order to raise a sail which will help the boat move faster.  To understand gears and pulley. | **Would you have the courage to cross the sea in a Viking Long Boat?** |