

Disley Primary School
Long Term Topic Plan for Year 3/4– Cycle B



Term	Autumn	Spring	Summer
Topic	Natural Disasters	Anglo-Saxons and Vikings	Reduce, Reuse, Recycle
Focus	Geography	History	Geography
Enquiry Question	What makes the Earth angry?	Were the Anglo-Saxons really smashing? Were the Vikings always victorious and vicious?	Reduce, Reuse, Recycle
Possible Enrichments		Visit Mellor Church Visit Bow stones	Ecobrick workshop Sara Kightley Local Author visit Visit from Millers' Refillers
Key texts	Journey to the Centre of the Earth When the Giant Stirred Tsunami Kids	Anglo-Saxon Boy Viking Boy How to Be a Hero Podkin One Ear	James Finds the NAG Patch One Plastic Bag Dear Earth
Vocabulary Key Words *vocabulary in red are words that will be used in a range of contexts across the curriculum	Magnitude , landslide, Tectonic plates, saturated , magma, lava, fault, dormant , eruption , aftershock, tsunami, magma	Scandinavia Danelaw, Jorvic, misconception , archaeologist, raids, vicious , longhouse, berserkers , longship, Odin, legacy , Wessex, churl, wergild, Anglo-Saxon kingdoms, shires, shire reeve, thane, Witan, Mercia	reduce, reuse, recycle , single-use, plastic, pollution , sustainable , ocean garbage patches, Zero Waste
Geography	At Disley, our Geography work forms part of our termly topics from Year 1 to Year 6. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.		
	As Geographers we will: <ul style="list-style-type: none"> To draw and label the structure of the earth. To understand how earthquakes are measured To understand what a tsunami is 	As Geographers we will: <ul style="list-style-type: none"> To label the seven Anglo-Saxon Kingdoms To find out how Anglo-Saxons named places To explore how land was used 	As Geographers we will: <ul style="list-style-type: none"> To use atlases to locate oceans across the world To locate ocean garbage patches To locate countries on each continent

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	<ul style="list-style-type: none"> To understand an explain how a volcano erupts To explore the benefits and disadvantages of living near a volcano To understand and discuss the issues caused by natural disasters To investigate how and why tornados happen To plot wildfire locations on a map To understand the causes and effects of floods and droughts To rank, discuss and explain which natural disaster would be the worst to hit Disley 	<ul style="list-style-type: none"> To locate where the Vikings came from and where in Britain they landed 	<ul style="list-style-type: none"> To identify how the sustainable development goals 12 and 14 link to the topic of reduce, reuse, recycle To identify the country rankings for plastic pollution and reference these on a map including polluter oceans and seas
History	<p>At Disley Primary School, our intent is that our teaching of history will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way in order to build on the key skills, which are taught during each key stage.</p>		
	<p>As Historians we will:</p> <ul style="list-style-type: none"> To explore historic natural disasters and their impact 	<p>As Historians we will:</p> <ul style="list-style-type: none"> To chronologically place the Anglo-Saxon period within the periods of history studied To explore how Anglo-Saxons contributed within their settlement looking at their skills and jobs To use a range of sources to deduce information about the Anglo-Saxons To explore who were the Vikings and their placement within history following the Anglo-Saxons 	<p>As Historians we will:</p> <ul style="list-style-type: none"> To study the history of developments in recycling To order significant developments of recycling on a timeline in chronological order To explore recent developments in recycling and sustainable living To understand the impact and benefits of recycling

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		<ul style="list-style-type: none">• To explore how the Vikings took over Anglo-Saxon settlements• To look at the use of Runes and how these were used to communicate• To understand what Danegeld is and how it was used• To look at some of the Viking gods and what they represented	
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