

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



Term	Autumn	Spring	Summer
Topic	Natural Disasters	Anglo-Saxons and Vikings	Reduce, Reuse, Recycle
Focus	History and Geography	History and Geography	History and 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, Jorvik, 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. Skill: Location Knowledge Identify the position and significance of latitude, longitude, Equator, Northern	As Geographers we will: <ul style="list-style-type: none"> To label the seven Anglo-Saxon Kingdoms Skill: Location Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and	As Geographers we will: <ul style="list-style-type: none"> To use atlases to locate oceans and ocean garbage patches across the world Skill: Geographical Skills and Fieldwork

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	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> To understand how earthquakes are measured <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To understand what a tsunami is <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To understand and explain how a volcano erupts <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Environment</p>	<p>their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> To find out how Anglo-Saxons named places <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To explore human geography through settlement and land use <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To use maps to locate where the Vikings came from and where in Britain they landed <p>Skill: Location Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Thread: Scale/Sustainability</p> <ul style="list-style-type: none"> To locate countries on each continent <p>Skill: Location Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> To identify how the sustainable development goals 12 and 14 link to the topic of reduce, reuse, recycle <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Sustainability</p> <ul style="list-style-type: none"> To identify the country rankings for ocean plastic pollution and record them on a bar chart <p>Skill: Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Thread: Sustainability</p>
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	<ul style="list-style-type: none"> • To explore the benefits and disadvantages of living near a volcano <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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 Thread: Diversity</p> <ul style="list-style-type: none"> • To understand and discuss the impact of natural disasters <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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 Thread: Environment</p> <ul style="list-style-type: none"> • To investigate how and why tornados happen <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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 Thread: Environment</p> <ul style="list-style-type: none"> • To plot wildfire locations on a map <p>Skill: Location Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,</p>	<p>some of these aspects have changed over time Thread: Scale</p>	<ul style="list-style-type: none"> • To use fieldwork to observe, measure and record the amount of litter present in the local area <p>Skill: Geographical Skills and Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Thread: Sustainability</p>
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	<p>key physical and human characteristics, countries, and major cities</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> To understand the causes and effects of floods and droughts <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To rank, discuss and explain which natural disaster would be the worst to hit Disley <p>Skill: Human and Physical Geography Describe and understand key aspects of: 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</p> <p>Thread: Environment</p>		
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>		

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	<p>As Historians we will:</p> <ul style="list-style-type: none"> • To explore historic natural disasters and their impact <p>Skills: To know key features and events. To know how to make links and be able to identify the effects of the time studied.</p> <p>Thread: Society and legacy</p>	<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 who were the Vikings and their placement within history following the Anglo-Saxons <p>Skills: To know how to place events from the period studied on a timeline. To know how to use the terms related to the period and to date using BCE and E or BC and AD</p> <p>Thread: Chronology</p> <ul style="list-style-type: none"> • 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 how the Vikings took over Anglo-Saxon settlements <p>Skills: To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past. To know key features.</p> <p>Thread: Sources/critical thinking. Invasion and settlement</p> <ul style="list-style-type: none"> • 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 <p>Skills: To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how</p>	<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 <p>Skills: To know key features and events. To know how to place events from the period studied on a timeline.</p> <p>Thread: Chronology</p> <ul style="list-style-type: none"> • To explore recent developments in recycling and sustainable living • To understand the impact and benefits of recycling <p>Skills: To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past. To know key features.</p> <p>Thread: Sources/critical thinking. Society and legacy.</p>
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		to use evidence to build a picture of the past. To know key features Thread: Sources/critical thinking. Society and legacy	
Retrieval Questions	<u>Natural Disasters</u> How are earthquakes measured? What causes a tsunami? How does a volcano erupt? What are the advantages and disadvantages of living near a volcano? What is the impact of natural disasters? What is the cause of floods and drafts? Why do tornados happen? Name 2 countries where wildfires have occurred.	<u>Anglo-Saxons and Vikings</u> Name the 7 Anglo-Saxon Kingdoms. Where did the Vikings invade? Name 3 Anglo-Saxon jobs. How can we use sources to deduce information about the Anglo-Saxons? What is Danegeld and how was it used? Name 3 Viking gods and what they represented. Describe an Anglo-Saxon settlement.	<u>Reduce, Reuse, Recycle</u> Where are the worlds ocean garbage patches located? Which country produces the most ocean plastic pollution? What are the benefits of recycling? How does sustainable development goal 12 and 14 link to the reduce, reuse, recycle topic? Name recent developments of recycling? What is the impact of recycling?