

This curriculum is designed to inspire inquisitive, resourceful and knowledgeable global citizens. We aim to develop cultural capital to underpin academic success through real-life, relevant experiences and a broad and balanced provision. We encourage personal growth through independent enquiry, discussion and reflection. We promote inclusivity through a balanced global perspective. Curriculum design and teaching combine a systematic approach to identified concepts with wide-ranging opportunities for incidental learning.

Year 3/4	Autumn 1	Autumn 2*	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<p>Invasion and settlement</p> <p>Need to know:</p> <ul style="list-style-type: none"> - Roman withdrawal of Britain in AD 410 - Scots invasion to northern Britain from Ireland - village life as an Anglo Saxon, places like West Stow - Anglo Saxon art and culture Christian conversion- Canterbury and <u>Lindisfarne</u> - Britain was divided into 7 kingdoms, and governed differently <p>*Viking = occupation, Norse = people group</p> <ul style="list-style-type: none"> - the Viking destruction of Lindisfarne, despite England welcoming the invaders - resistance by Alfred the Great - further Viking invasions, and why they came to Britain - Viking longboats design and purpose - the battle of 1066 and death of Edward the Confessor - The Bayeux Tapestry 	<p>Keen to be Green!</p> <p>Need to know:</p> <ul style="list-style-type: none"> - mapping using a developed key, 6-figure grid references and noting human and physical features such as the canal, Paddington Rec, etc. - note how these features have changed physically due to global warming - use fieldwork to record, observe and measure pollution, noise levels or traffic volume in Paddington - changes happening to the earth's climate due to global warming caused by pollution - what we can do to prevent further global warming - 8 compass point directions: N,S,E,W, NNW etc. 	<p>Benin</p> <p>Need to know:</p> <ul style="list-style-type: none"> - Benin was located in the southern forests of West Africa, formed by the Edo people - was a trading hub for many products which made the country rich and powerful - development of agriculture - the powers that an Oba had in Benin were comparable to King/Queen - the kingdom began with small groups run by Ogisos, but were united into a kingdom, and later an empire who by? - daily life in Benin across society, compared to people in the UK at the same time - what brought about the end of the Benin Empire 	<p>Farm to Fork</p> <p>Need to know:</p> <ul style="list-style-type: none"> - how land is used for agriculture in the UK, what are its main crops - how has land use changed over time - how crops are transported to supermarkets - how fairtrade affects farmers who produce coffee for the UK - how we export goods to other countries, in particular meat and dairy 	<p>Mountains, Rivers and Coasts</p> <p>Need to know:</p> <ul style="list-style-type: none"> - how a river begins its journey and makes its way to the sea - the water cycle's role in fresh water in our rivers - the main rivers of the world and the main mountain ranges - the importance of rivers to civilizations such as London, linking the founding of London to the Thames - coastal erosion in the UK and methods to protect houses at risk. Case Study of Seven Sisters - how mountains are created and the conditions at the peaks 	
Key question/ Moral question	<p><i>How has migration shaped the UK?</i></p> <p><i>Was society less fair in the past than ours now?</i></p> <p><u>SDG 16</u></p>	<p><i>How 'green' is our local area?</i></p> <p><i>Can tourism be used to boost people's understanding of the environment?</i></p> <p><u>SDG 8</u></p>	<p><i>How does society in Benin compare with that in Europe at that time?</i></p> <p><i>What makes trading fair?</i></p> <p><u>SDG 8</u></p>	<p><i>How does my food end up on my plate?</i></p> <p><i>How can we ensure a fair deal for farmers?</i> <u>SDG 8</u></p>	<p><i>There is no new water on Earth. So how does it move from place to place?</i></p> <p><i>What is water poverty?</i> <u>SDG 6, SDG 10</u></p>	
Unit summary	<p>Since the Romans left England the power vacuum began filling with immigrants from many different countries. The seven kingdoms of Britain were very different and often in disagreement. And then along came the Vikings...</p>	<p>Looking at the effects of global warming on locations across the planet, children identify risks and solutions, theorising what we can do to prevent catastrophic changes to our planet.</p>	<p>After locating the ancient kingdom of Benin on a map, children investigate the contemporary monarchies of the time, considering how they compare in terms of arts, culture and governance.</p>	<p>Starting by looking at goods we can buy in our supermarket, children track the goods to their source, identifying how these are farmed, packaged and imported to the UK.</p>	<p>Beginning at the top of a mountain and tracking a stream, the children follow a river to the estuary on the coast where it meets the sea. From here, we discover how mountains are created, and in turn help to create fresh water.</p>	

Fieldwork	British Museum – Sutton Hoo Collection Museum of London	https://www.planmyschooltrip.co.uk/workshops.php Local area walk – mapping and data gathering	British Museum – Benin Bronzes	Visit a working farm/city farm/allotments/grow your own	Thames Estuary
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