

Year Group: Year 4

Term: Spring1

Learning Challenge Title: Who were the early law makers?

Curriculum focus: Geography/History/Science

NC Objectives: <b>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, such as crime and punishment from the Anglo-Saxons to the present day.</b>	
Wow starter:	Mr Rowan ( parent detective )to come in and take 'fingerprints' and discuss how the police force has changed over time.
LC Questions: 1	Why do we need laws and who thought of them in the first place?
2	What were punishments like 750 years ago? - Enact a 13 <sup>th</sup> century court.
3	What is the Magna Carta and why is it so important even today?
4	Can you make your own Magna Carta?
5	What is a Parliament and what is its connection to laws?
6	Who created the first British Parliament and how did it work?
7	Who makes our laws today and who upholds them?
8	
Writing Opportunities: Instructions, crime reports ,play-script for a court	

Year Group: 4

Term: Spring 1

Learning Challenge Title: **How could we cope without electricity for one day?**

Curriculum focus: Geography/History/**Science**

NC Objectives:

Pupils should be taught to:

- **identify common appliances that run on electricity**
- **construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers**
- **identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery**
- **recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit**
- **recognise some common conductors and insulators, and associate metals with being good conductors.**

Wow starter:

*Children to spend a science lesson without access to electricity. Discuss what this would be like at home too.*

LC Questions: 1

Why have we become so dependent on electricity?

2

How can you create an electrical circuit that has a switch or a buzzer?

3

What are conductors and insulators and how are they associated with electricity?

4

What! no TV or play-station!: what shall we do? Could you create a meal that has not required electricity to prepare it?

5

How is electricity generated and what do we mean by alternative sources?

6 & 7

Working as a team, can you put together a presentation which tells us about electricity?

Writing Opportunities:

A non chronological report on alternative sources of power.

Diary of the day without electricity.

Year Group: 4

Term: Spring 2

Learning Challenge Title: **How could we cope without electricity for one day?**

Curriculum focus: Geography/History/**Science**

NC Objectives:

Pupils should be taught to:

- **identify common appliances that run on electricity**
- **construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers**
- **identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery**
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Writing Opportunities:

A non chronological report on alternative sources of power.

Diary of the day without electricity.

Year Group: 4

Term: Spring 2a

Learning Challenge Title: **Why is the sound that 'One Direction' makes enjoyed by so many?**  
Geography/History/Science

Curriculum focus:

NC Objectives:

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Wow starter:

*Listen to a range of different music: rock, classical and opera and discuss likes and dislikes*

LC Questions: 1

What caused that 'racket'?

2

How do your ears work?

3

How do your ears work?

4

What do we mean by the pitch and volume of the sound?

5

Does sound have the same intensity the further away you go from the source?

6

Can they work out which materials give the best insulation for sound?

What do we kn

8

Writing Opportunities:

Explanation text – how the ear works

Biography of Alexander Graham Bell

Year Group: Year 4

Term: Spring 2

Learning Challenge Title: Why were the Norman castles not bouncy?

Curriculum focus: Geography/History/Art/Science

NC Objectives: <b>The Norman invasion and its impact on British society.</b>	
Wow starter:	<i>Visit to local castle: Beeston</i>
LC Questions: 1	Why did the Normans build so many castles?
2	Who was William the Conqueror and why is 1066 a famous date in British history?
3	How do we know what happened in 1066 and how could we produce a similar 'collage' to explain what happened in Britain this year?
4	What do you know about the Motte and Bailey castle and can you design one?
5	What is the Domesday Book and do we have something similar today?
6	Using clay can you create a piece of art that captures a Norman castle?
7	What changed in Britain as a result of the Norman conquest?
8	Using small models, can you recreate a battle of a siege of a castle and photograph/ film it?
Writing Opportunities: Comic strip, recount, narrative olde English language dictionary	