



Year 3/4

Bella Italia

Subject Focus	Geography/ History	
Overview	<ul style="list-style-type: none"> • Our area- geography skills, land use, weather • Compare to Italy • Look at Rome • History of Romans invading Britain • The Roman Empire • Roman artwork- mosaics, pottery, tessellation, sewing • Da Vinci and Michelangelo 	
Book Suggestions	Boudicca/ Romulus and Remus	
Science	Plants Pupils should be taught to: <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
History	The Romans Pupils should be taught about: <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 	
Geography	Comparing Britain with a European Country Pupils should be taught to: Locational knowledge <ul style="list-style-type: none"> • 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 • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key 	

	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <ul style="list-style-type: none"> • 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. 	
Art	Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	
DT	Design, Make, Evaluate: Roman Catapult/ Roman Shields	
Residential/ Trips	Frankie and Benny's – Pizza making for Italian food. Stibbington Roman Day	
PE	Athletics	Striking and Fielding
Music	Charanga	Charanga
Computing	Class Democracy	My First Program
German	Unit 5: The Four Friends	Unit 6: Growing Things
RE	Understanding Christianity: What is the Trinity? (Christianity)	What are the special religious texts? (World Faiths)
PSHCE	Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34	Healthy Lifestyles HSL14 HL34
Careers and Employability		Aspirations Afternoon (investigating careers)