



## Year 4 - The Revolting People of Planet Earth Autumn 2019

**As Language Specialists we will** be exploring the works of English author Charles Dickens and some of his most famous works including the timeless classic *Oliver Twist*. We will pay particular attention to the messages that these stories contain about cruelty and oppression, and consider how some people were exploited because of their age or colour. By studying sections of George Orwell's *Animal Farm*, we will examine the very nature of the human race and consider why people can behave so badly. Humanity will come under even more scrutiny as we read extracts of Victor Hugo's *The Hunchback of Notre-Dame* and watch Disney's 1996 film adaptation. Our class reader will be *The Boy at the Back of the Class* by Onjali Q. Rauf. Poetry will include *Democracy* by Langston Hughes, *The Legend of Evil* by Rudyard Kipling and the African poetry of Mabel Segun and Veronique Tadjou.

**As Geographers we will** look at the countries of North Africa and compare the natural and political geography to that of our own in Britain and Europe. We will also be comparing and contrasting modern Egypt to Ancient Egypt, comparing art, culture, society and politics. We will also investigate the source of the Nile and ask ourselves: "Why does it never run dry?"

**As Historians we will** be investigating Ancient Egypt. We will explore the fascinating culture of the Pharaoh Kings and the artefacts that remain today that tell us so much about the Egyptian way of life that thrived all those years ago. We will ask ourselves: "Were the Great Pyramids of Egypt built on the idea of mass slavery, and if so, does this alter our view of what they achieved?"

**As Scientists we will** delve into the gloriously disgusting world of digestion. From ingestion to intestine and beyond, we will be travelling through the human body to work out the function of the parts of the digestive system. At the end of this topic we will start to learn about states of matter. Can every material be grouped into a solid, liquid or gas? How do you classify a material that looks like a solid and acts like a liquid?

**The Big Idea:** "The greatest tyrannies are always perpetrated in the name of the noblest causes" - Thomas Paine, political activist, philosopher, revolutionary (1737-1809). In this fascinating topic we will consider how some ancient and modern civilisations have evolved from tyranny and consider how the oppressed have overcome oppression by the sheer force of humanity. We will examine the very essence of mankind and contemplate our rights and responsibilities as civilised people of the world. We will consider the nature of revolution and examine how the free world has risen from the desire for change. From the Ancient Egyptians to the rule of King John and the signing of the Magna Carta, we will consider what it is to be free, and the price others have paid for this freedom.

**As Mathematicians we will** be experimenting with algebra - a way of representing numbers using mathematical symbols that was made popular by the Enlightenment of the 17<sup>th</sup> and 18<sup>th</sup> century. We will also be extending our knowledge and understanding of fractions and decimals, as well as developing our measuring skills. Learning how to convert time from analogue to digital (using the 12 and 24 hour clock) will also be consolidated. Times tables knowledge will also be essential.

### Across the curriculum

**As Athletes we will** be consolidating our balance and movement skills in gymnastics, as well as developing our swimming technique.

**As Theologians we will** ask how and why do people want to make the world a better place? We will also be investigating how festivals and family life demonstrate what matters to Jewish people.

**As members of our community we will** examine our rights and responsibilities as citizens and human beings.

**As Musicians we will** be learning to play the ukulele.

**As speakers of French we will** delve into the circumstances of the French Revolution. We will also revolutionise our French communication skills with dates, conversation and songs.

**As Artists we will** be appreciating the work of British street artist Banksy and the freedom art of Lana Wynne (including her beautiful painting *Free as a Bird*). Egyptian art will also be part of this term's art curriculum.

**As Computer Programmers we will** be learning about e-safety and how to protect ourselves on the internet. We will also be using algorithms to program computers.

**As Design Technologists we will** be crafting Ancient Egyptian artefacts, such as Egyptian scarabs, amulets and cartouches.

### Knowledge of the World

What was the EU referendum? How will it change our country? What will it be like in the future? What are the consequences of this fascinating debate and result?

### The Arts and Sports

What sports did the Ancient Egyptians partake in? What is the evidence that supports that they actually played these sports and games?

### Enquiry

What motivates Banksy to create his unique brand of political art? Why does his art inspire so many? We will endeavour to find out about this illusive character.

### Ambition and Possibilities

What was the significance of King John's signing of the Magna Carta in 1215? How did this document change the way people were treated in this country? What would the world be like if this document had never existed?