



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

**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. Linked to this, we read *The Egyptian Cinderella* by Shirley Climo. 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 readers will include *Oliver Twist* by Charles Dickens, as well as *The Twits* by Roald Dahl. Continuing our exploration of Ancient Egypt, we read *The Little Hippo* by Anja Klauss and write our own version of the hippo's journey inspired by Egyptian artefacts.

**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 investigate the source of the Nile and ask ourselves: "Why does it never run dry?" Our geographical studies will delve deeply into the importance of the Nile for all those along its banks.

**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 *Oliver Twist*, *Cinderella* and the *Hunchback of Notre-Dame*, we will consider what it is to be free, and the price others have paid for this freedom.

**As Mathematicians we will** be extending our knowledge and understanding of all four operations with increasingly larger numbers. We will be working with numbers up to 10,000 and calculating with these, extending our addition and subtraction skills. We will also expand our understanding of measurement, focussing on area and perimeter of shapes. Times tables knowledge will be essential and we will continue to embed this throughout the year!

### Across the curriculum

**As Athletes we will** be consolidating our balance and movement skills in gymnastics, as well as ball skills in rugby, football and hockey.

**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 designing and creating our own Ancient Egypt themed maze games as well as exploring the importance of e-safety.

**As Design Technologists we will** be crafting Ancient Egyptian artefacts, including making a shaduf.

### Knowledge of the World

What freedoms do we enjoy today?  
Where are our rights recorded and who is responsible for ensuring these rights are respected? Are there any examples of people fighting for their freedom today?

### The Arts and Sports

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