



# Year 4 Curriculum Term 5

## Topic Title: Tremors

### English

#### Reading

The focus for our Whole Class Reading will be on the book 'The Miraculous Adventures of Edward Tulane.' This book is fantastic for teaching the pupils about character development. It is an emotional and exciting fast paced book and is always a favourite with the pupils!

**Lesson 1:** During this lesson, we will delve into vocabulary exploration, general knowledge enhancement, and context setting to lay a strong foundation for the text.

**Lesson 2:** 'Just Read' session where pupils will take turns reading aloud while the teacher provides necessary clarifications to ensure full comprehension of the text. The teacher and LSA also read sections of the book aloud for the pupils to listen to the story.

**Lesson 3:** In 'Close Read' lesson, we will concentrate on honing reading skills such as inference, summarising, skimming, scanning, and ordering events within the text.

**Lesson 4:** A dedicated session for Comprehension activities where pupils will demonstrate their understanding of the text through various tasks and questions.

**Lesson 5:** Our final lesson of the term will involve a 'Read for Pleasure' session held in the school library. Pupils will have the opportunity to choose books from their accelerated readers collection and indulge in reading for pure enjoyment. This session aims to foster a love for reading and further develop their reading skills in a relaxed and enjoyable environment.

#### Writing

Pupils are writing action stories based on the Talk for Writing text 'Stormbreaker' with a focus on enhancing the openings and endings of their stories.

They will be using the toolkit below to further develop their story writing:

- Show how a character is feeling through their actions and reactions – trudged, tiptoed, glanced, sighed, glared
- Inject action into the setting, creating atmosphere through personification and simile – The bushes seemed like they were holding their breath. The trees lined the streets like an army.
- Use a variety of progressive '-ing' openers to drop the reader straight into the actioneg Leaping out from behind the car, ...
- Extend the action using an '-ing' clause – The trees lined the streets like an army, standing to attention.
- Vary sentence length to affect the reader –short punchy sentences to build tension and pace: The door slammed shut. He was not alone.

### Maths

#### Decimals

##### 1. Make a Whole with Tenths

- recognise that ten tenths make one whole.
- identify when a fraction added to another equals one (e.g.,  $0.3 + 0.7 = 1$ ).
- represent tenths using fractions and decimal notation.

##### 2. Make a Whole with Hundredths

- understand that one hundred hundredths is equal to one whole.
- combine decimal values with hundredths to make one whole (e.g.,  $0.56 + 0.44 = 1$ ).
- express one whole as both a decimal (1.00) and a fraction (e.g.,  $100/100$ ).

##### 3. Partition Decimals

- separate decimal numbers into their constituent parts using place value understanding.
- For example,  $0.76 = 0.7 + 0.06$  or  $0.76 = 7$  tenths and 6 hundredths.
- show an understanding of how place value operates with decimals up to hundredths.

##### 4. Flexibly Partition Decimals

- fluently partition decimals in more than one way, e.g., 0.76 could also be  $0.6 + 0.16$ .
- demonstrate flexibility in their understanding of tenths and hundredths and can manipulate decimal values to support mental and written calculations.
- understand and apply the concept of equivalence in partitioning.

##### 5. Compare Decimals

- compare numbers with the same number of decimal places up to two decimal places.
- use symbols ( $<$ ,  $>$ ,  $=$ ) to compare values and can justify their comparisons using place value knowledge.

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- Use a wider range of dramatic fronted adverbials to advance the action – In an instant, ... Without warning, ..., Without thinking ...

- use visual representations, such as number lines or place value charts, to support comparisons.

## 6. Order Decimals

- order a set of decimal numbers with up to two decimal places.
- understand the value of each digit in a decimal number and use this to determine order.
- explain the reason for the order they have chosen, referencing tenths and hundredths as needed.

## 7. Round to the Nearest Whole Number

- round decimal numbers with one decimal place to the nearest whole number.
- understand and apply rounding rules (e.g., if the digit in the tenths place is 5 or more, round up).
- use rounding as a strategy to estimate and check calculations.

## 8. Halves and Quarters

- recognise and use fractions as numbers, including  $\frac{1}{2}$  and  $\frac{1}{4}$ .
- understand the decimal equivalents of halves (0.5) and quarters (0.25, 0.75).
- convert between fractions and decimals for halves and quarters confidently.

## Money

### 1. Write Money Using Decimals

- represent money using decimal notation to two decimal places (e.g., £3.45).
- understand the relationship between pounds and pence (e.g., £2.00 = 200p).
- apply understanding of place value in the context of money (e.g., identifying that the digit in the hundredths place represents single pence).

### 2. Convert Between Pounds and Pence

- convert amounts from pounds to pence and vice versa (e.g., £1.75 = 175p; 250p = £2.50).
- understand that 100 pence is equal to one pound, and apply this knowledge flexibly in calculations and conversions.

### 3. Compare Amounts of Money

- use inequality symbols (<, >, =) and appropriate vocabulary (e.g., "greater than", "less than", "equal to") when comparing amounts of money.

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- compare amounts in both pounds and pence using their understanding of decimal value (e.g., deciding that £2.30 > £2.03).

#### 4. Estimate with Money

- round amounts of money (e.g., to the nearest pound) to support estimation strategies.
- estimate totals and change in practical contexts and assess the reasonableness of their answers.

#### 5. Calculate with Money

- add and subtract amounts of money using both mental and written methods, including column addition and subtraction involving decimals (e.g., £3.65 + £2.40).
- multiply and divide amounts of money in practical contexts, such as calculating the total cost of multiple items or sharing an amount equally.

#### 6. Solve Problems with Money

- solve real-life problems involving money, including giving change and working out totals and differences.
- use a variety of strategies and written methods to solve two-step problems involving money in different contexts (e.g., "If I buy two items costing £1.45 and £2.30, how much change will I get from £5.00?").
- demonstrate reasoning and explain their methods when solving money problems.

#### Time

##### 1. Years, Months, Weeks and Days

- recall and use facts about the number of days in each month, and the number of days in a year and a leap year.
- compare and calculate durations of events accurately in terms of weeks and days.
- solve time-related word problems involving conversion between years, months, weeks, and days.

##### 2. Hours, Minutes and Seconds

- understand the relationship between hours, minutes and seconds, including that:
  - 1 hour = 60 minutes
  - 1 minute = 60 seconds

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	<ul style="list-style-type: none"> <li>estimate, compare and calculate time durations in hours, minutes and seconds.</li> <li>solve problems involving converting between different units of time.</li> </ul> <p><b>3. Convert Between Analogue and Digital Times</b></p> <ul style="list-style-type: none"> <li>confidently read, write and convert time between analogue and digital 12-hour clocks.</li> <li>draw or interpret times on both analogue and digital clocks to the nearest minute.</li> <li>use appropriate vocabulary such as "past", "to", "am" and "pm" when interpreting or writing times.</li> </ul> <p><b>4. Convert to the 24-Hour Clock</b></p> <ul style="list-style-type: none"> <li>understand the 24-hour clock and can convert times from a 12-hour clock (am/pm) format to 24-hour format.</li> <li>write given times in 24-hour notation accurately.</li> <li>match real-world scenarios (e.g., train timetables or TV schedules) with 24-hour clock times.</li> </ul> <p><b>5. Convert from the 24-Hour Clock</b></p> <ul style="list-style-type: none"> <li>convert times from 24-hour clock notation back to the 12-hour format, using am and pm correctly.</li> <li>solve problems involving time differences and conversions between the 24-hour and 12-hour clocks.</li> <li>show confidence in interpreting time in multiple formats in practical contexts (e.g., schedules, diaries).</li> </ul>
<b>RE</b>	<b>PSHE</b>
<p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>Describe Hindu beliefs about God.</li> <li>Find out more about how Hindus worship god.</li> <li>Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child.</li> <li>Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs</li> <li>Describe two of the four aims in Hindu life; Dharma and Moksha.</li> <li>Find out more about the metaphor of the journey of life for Hindus and for themselves.</li> <li>Look for similarities and differences between duty for Hindu children and for themselves.</li> </ul> <p><b>Knowledge building blocks:</b></p>	<ul style="list-style-type: none"> <li><b>Fake Is A Mistake!</b></li> <li><b>Honesty:</b> Telling the truth about me, I am unique and amazing</li> <li>Human <b>BE</b>ings not <b>Do</b>ings: Celebrating one another for who we are not what we do</li> <li>Voice of Love: Who speaks into our lives and are they using the voice of love?</li> <li>Speak Truth: Having the courage to tell the truth isn't always easy</li> <li>Dare to be different: When dares are fun and when they are not. Ways to say no to dares</li> <li>Risky Business: Learning the facts and risks associated with smoking (Reflection and self-evaluation)</li> </ul>

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<p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>•Hindu deities. Hanuman and Ganesh</li> <li>•There are millions of gods, representing aspects of the one God, designed to help humans focus in worship.</li> <li>•Puja – Hindu worship (puja tray: a small bell, flowers, a pot of water, a murti or image of a Hindu deity, some sweets or sugar and a spoon. A diva lamp is a small simple lamp; a wick in wax or ghee.</li> <li>•Further elements to puja: Aarti and Bhajans.</li> <li>•Hindu aims and duties.</li> <li>•Dharma – religious or moral duty.</li> <li>•Moksha – ultimate liberation from the cycle of birth and death, and reunion with God</li> <li>•Reincarnation: the cycle of birth, death and rebirth. This is a key Hindu belief.</li> </ul>	
<b>Music</b>	<b>PE</b>
<p><b>Main Songs:</b>            Train Is A-            Oh Happy Day            A World Full Of</p> <p><b>Musicianship:</b></p> <ul style="list-style-type: none"> <li>-Tempo: 68 bpm (Adagio, a slow pace)</li> <li>-Time Signature: 4/4 (4 crotchets in every bar)</li> <li>-Simple rhythmic patterns using minims, crotchets, dotted quavers, quavers, semiquavers and their rests</li> <li>-Key Signature: A minor (no sharps/flats)</li> <li>-Simple melodic patterns using the notes A B C D E F G</li> <li>-Improvising – 7 notes – A B C D E F G</li> </ul> <p><b>Playing:</b>            Glockenspiel – A C D E G A C / Recorder- C D E G A C – (4 parts)</p> <p><b>Improvising and Composing:</b>            Music Notepad</p>	<p><b>TSC -Net Games (Tennis and Volleyball)</b>            Pupils will be exploring a variety of different strokes and techniques as well as develop reaction time and agility- demonstrating control over power, flight, distance, and accuracy when returning a ball as part of a rally.</p> <p><b>Fundamental Movement Skills addressed:</b>            Locomotor- Running, Walking, Hopping, Jumping (height &amp; distance)            Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting            Object Control- Control, Throwing, Striking, Catching</p> <p><b>Teacher Led – Tennis</b></p> <ul style="list-style-type: none"> <li>- Develop right and left hand confidence with direction</li> <li>- Introduce aiming at targets and developing reactions</li> <li>- Develop hand and shoe movements whilst tracking a ball</li> <li>- Play a rallying game, using forehand and backhand actions</li> <li>- Introduce upward toss for the ball for serving</li> <li>- Throw serve game with forehand and backhand returns</li> <li>- Develop an overarm tap serve</li> <li>-Throw, catch and racket rally games</li> <li>- Apply racket and ball skills in a series of skill stations with scoring</li> <li>- Catch, throw, racket game with mini courts and scoring</li> </ul>
<b>French</b>	<b>Computing</b>
<p><b>Unit 13- J'ai mal!</b>            parts of the body, asking and answering if something hurts</p>	<p><b>Creating Media – Photo Editing</b>  <b>Summer Term 1</b></p> <ul style="list-style-type: none"> <li>▪ To explain that digital images can be changed</li> </ul>

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<p><b>Unit 14 – Où est ma trousse?</b> Classroom Items</p>	<ul style="list-style-type: none"> <li>To change the composition of an image</li> <li>To describe how images can be changed for different uses</li> <li>To make good choices when selecting different tools</li> <li>To recognise that not all images are real</li> <li>To evaluate how changes can improve an image</li> </ul>
<p><b>Connected Curriculum</b></p>	
<p><b>Geography</b></p>	
<p>Substantive Knowledge</p>	<p>Disciplinary Knowledge</p>
<p><b>Earth's Layers</b> Crust The outermost layer of the Earth. Consists of solid rock. Divided into two types: continental crust and oceanic crust. Mantle Lies beneath the Earth's crust. Made up of solid rock, but can flow like a liquid over long periods. Thickest layer of the Earth. Outer Core Layer beneath the mantle. Made up of molten iron and nickel. Responsible for creating the Earth's magnetic field. Inner Core The Earth's innermost layer. Composed of solid iron and nickel. Hottest part of the Earth.</p> <p>Endpoints:</p> <ol style="list-style-type: none"> <li>Identify and explain the four layers of the Earth.</li> <li>Understand the composition and characteristics of each layer.</li> <li>Describe the interactions between the layers and their impact on Earth's surface.</li> </ol> <p><b>Earthquake!</b> What is an Earthquake? An earthquake is a sudden and violent shaking of the ground, caused by movements within the Earth's crust. Causes of Earthquakes</p>	<p>Purpose of Models and Diagrams: To help visualise and understand the structure of the Earth's layers. Use of Scale: Representing the relative sizes and depths of each layer accurately. Labelling: Ensuring each layer is clearly labelled with its name and key characteristics. Comparative Analysis: Contrasting and comparing the properties of each layer for better comprehension.</p> <p>Geographical Impact: Earthquakes can alter the landscape, create cracks in the ground, and change the course of rivers. Damage to buildings and infrastructure can disrupt communities and economies. Environmental Impact: Earthquakes can lead to soil liquefaction, where the ground behaves like a liquid, causing buildings to sink or tilt. Landslides triggered by earthquakes can bury vegetation and habitats.</p> <p>Identifying Volcanoes: Use a world map, globe, or atlas to locate the Ring of Fire and specific volcano locations. Sketch maps to show volcano locations, indicating main towns, cities, continents, oceans, and other significant geographical features. Geographical Features: Understand the impact of volcano locations on nearby towns, cities, and countries. Learn about the different types of volcanoes and their characteristics. Importance of Volcanoes: Discuss the benefits and challenges of living near volcanoes. Explore how volcanic eruptions can shape landscapes and ecosystems.</p> <p>Processes Involved Magma Formation: Magma is created by the melting of rocks in the mantle.</p>

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Earthquakes are mainly caused by the movements of tectonic plates beneath the Earth's surface.

### Focus and Epicentre

The point within the Earth where the earthquake originates is called the focus. The point on the Earth's surface directly above the focus is called the epicentre.

### Measuring Earthquakes

Earthquakes are measured using a scale called the Richter scale or the Moment Magnitude scale.

### Impact of Earthquakes

Earthquakes can cause buildings to collapse, landslides, tsunamis, and disruptions to infrastructure.

### Endpoints

1. Understand the basics of earthquakes and their causes.
2. Recognise the importance of preparedness and safety during an earthquake.
3. Appreciate the impact of earthquakes on people and the environment.

### Ring of Fire

#### Volcanoes:

A volcano is a mountain that opens downward to a reservoir of molten rock (magma) below the surface of the Earth.

When pressure from gases within the magma force it to erupt, it can cause an explosion, resulting in lava, ash, and gases being expelled from the volcano.

#### Ring of Fire:

The Ring of Fire is a major area in the basin of the Pacific Ocean where many earthquakes and volcanic eruptions occur.

It is a horseshoe-shaped zone that is associated with a nearly continuous series of oceanic trenches, volcanic arcs, and volcanic belts and plate movements.

### Endpoints

1. Identify the Ring of Fire on a world map, globe, or atlas.
2. Locate and name key volcanoes within the Ring of Fire.
3. Create simple sketch maps showing volcano locations and key geographical features.
4. Explain the significance of living near volcanoes and the impact of volcanic eruptions.

Magma Ascent: Magma rises towards the Earth's surface through cracks.

Eruption: Magma and gases escape through the vent, causing an eruption.

### Effects of Eruptions

Lava Flows: Destroy vegetation and infrastructure.

Ash Clouds: Disrupt air travel and affect climate.

Pyroclastic Flows: Swift-moving currents of gas and rock devastate surrounding areas.

### Orienteering Skills:

Understanding how to use a compass to navigate.

Using a map to locate various checkpoints.

Following directions accurately.

- [BBC Bitesize - Earth's Layers](#)
- [National Geographic Kids - Earth's Layers](#)
- [The British Geological Survey - Earthquakes](#)
- [National Geographic - Earthquakes](#)
- [BBC Bitesize - Earthquake Facts](#)
- [National Geographic Kids: Volcanoes](#)
- [BBC Bitesize: Volcanoes](#)
- [DK Find Out: Volcanoes](#)
- [British Geological Survey - Rock Classification](#)
- [Ordnance Survey - Map Reading Skills](#)
- [Geological Society - Discovering Geology](#)

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## Volcano Vocabulary

Volcano: A mountain or hill with a vent that allows lava, rock fragments, ash, and gases to escape from beneath the Earth's surface.

Magma: Molten rock beneath the Earth's surface.

Lava: Molten rock that flows out during an eruption.

Crust: The outer layer of the Earth.

Mantle: The layer beneath the Earth's crust.

Vent: An opening through which volcanic material is emitted.

Gas: Volcanic gases such as carbon dioxide and sulphur dioxide.

Force: The pressure that builds up beneath the Earth's surface before an eruption.

Effusive Eruption: A gentle eruption where lava flows steadily from the volcano.

Explosive Eruption: A violent eruption where ash, rocks, and gases are ejected with force.

### Endpoints:

1. Make a labelled diagram of a volcano, including appropriate geographical vocabulary.
2. To distinguish between effusive and explosive eruptions and identify the causes behind each type.

## Scavenger Hunt

Compass Points:

North (N)

North-East (NE)

East (E)

South-East (SE)

South (S)

South-West (SW)

West (W)

North-West (NW)

Endpoints

1. Identify the eight points of a compass and their directions.
2. Demonstrate how to use a compass to find and navigate to different checkpoints.
3. Differentiate between different types of rocks found during the scavenger hunt.
4. Understand the importance of rocks in our daily lives.

### Art

Substantive Knowledge

Disciplinary Knowledge

## Sculptural Stonework

Understanding of Rocks and Crystals:

Exploration: Students will explore the textures, shapes, and colours of rocks and crystals to inform their sculpture designs.

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Different types of rocks (e.g., igneous, sedimentary, metamorphic) and crystals.  
 Characteristics of rocks and crystals (e.g., colour, size, texture).  
 Importance of handling rocks and crystals with care due to their fragility.  
 Sculptural Art:  
 Definition of sculpture as three-dimensional artwork.  
 Ways to create sculpture, such as arranging rocks and crystals into forms.  
 Importance of viewing art from different angles and viewpoints.  
 Digital Photography:  
 Using technology to capture images of artwork.  
 Techniques for taking photos from various perspectives (below, close up, above).  
 Appreciation of how digital images can enhance and document artistic creations.

### Endpoints

1. Create sculptural forms using rocks and crystals.
2. Capture digital images of their arrangements from various viewpoints.
3. Analyse their work and make improvements.
4. Present their final pieces with creativity and flair.

### Model Making

Modelling Materials: Become familiar with various modelling materials such as clay, papier-mâché, foam, or recycled materials for constructing the volcano structure.  
 Tools: Learn to use tools like sculpting tools, paintbrushes, and glue for shaping and decorating the volcano model.  
 Special Effects: Explore ways to incorporate special effects like LED lights for lava, or mechanisms for creating rumbling and shaking effects in the volcano model.

### Endpoints

1. Explain the basic structure of a volcano.
2. Use appropriate materials and tools to create a 3-D model volcano.
3. Understand how special effects can enhance the model.
4. Present their model in a clear and detailed manner to showcase their understanding.

### Bodies of Pompeii

Pompeii: Pompeii was a Roman city near Naples that was destroyed and buried under volcanic ash and pumice in the eruption of Mount Vesuvius in AD 79.

Composition: They will learn about balance, symmetry, and spatial relationships in creating aesthetically pleasing sculptures.  
 Photography: Understanding how to capture their sculptures effectively through photography, considering different viewpoints and lighting.

### Materials and Tools:

Cardboard or papier-mâché for the volcano structure.  
 Modelling clay for creating realistic lava flows.  
 Paints for decoration.  
 LED lights for creating glowing lava effects.  
 Small motor or vibrator for simulating volcanic rumbling and shaking.

### Techniques:

Building a sturdy base for the volcano.  
 Shaping the volcano structure using layers of modelling materials.  
 Incorporating special effects like glowing lava and volcano rumbling.

### Artistic Techniques:

Sketching: Practice observational drawing skills by sketching the bodies of Pompeii inhabitants in different poses.  
 Detailed Drawing: Develop the initial sketches by adding realistic details to enhance the visual representation.  
 Clay Modelling: Transform sketches into 3D figures using clay, considering proportions and textures.  
 Painting: Use white paint to create a haunting effect on the clay figures to resemble the preserved bodies of Pompeii.

- [National Curriculum in England - Art and Design Programs of Study](#)
- [Tate Kids - Rocks and Crystals Art Activities](#)
- [BBC Bitesize - Sculpture Making Ideas](#)
- [National Geographic Kids - Volcanoes](#)
- [BBC Bitesize - Art and Design](#)
- [Tate Kids - Art Games and Activities](#)
- [DK Find Out - Volcanoes](#)
- [BBC Bitesize - The story of the eruption of Mount Vesuvius and Pompeii](#)
- [Tate Kids - Art activities and inspiration](#)
- [Art for Kids Hub - Drawing tutorials and ideas](#)

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<p>Bodies of Pompeii: The bodies found in Pompeii were preserved by the ash, providing a glimpse into the daily life of the ancient city's inhabitants.</p> <p>Sketching: Drawing sketches involves representing ideas and forms using various drawing materials like pencils, charcoal, and pastels.</p> <p>Clay Modelling: Using clay to sculpt figures allows for 3-dimensional creations that can be detailed and textured.</p> <p>Installation Art: Creating an installation involves arranging and displaying artworks in a specific space to evoke a particular mood or theme.</p> <p>Endpoints</p> <ol style="list-style-type: none"> <li>1. Create sketches of bodies in various poses inspired by the inhabitants of Pompeii.</li> <li>2. Utilise a range of drawing materials to develop their sketches with realistic details.</li> <li>3. Form clay figures based on their sketches to represent the 'Bodies of Pompeii'.</li> <li>4. Enhance the clay figures with white paint to create a haunting installation.</li> </ol>	
<b>History</b>	
Substantive Knowledge	Disciplinary Knowledge
<p><b>Pompeii</b></p> <p><b>Timeline of Important Events or Concepts</b></p> <p><b>79 AD:</b> The eruption of Mount Vesuvius buried Pompeii and Herculaneum.</p> <p><b>1599:</b> Rediscovery of Pompeii during the digging of an underground channel.</p> <p><b>1748–1768:</b> First excavations in Pompeii under Spanish military engineer Rocque Joaquin de Alcubierre.</p> <p><b>19th Century:</b> Extensive excavations and preservation efforts in Pompeii.</p> <p><b>Present Day:</b> Ongoing excavations and conservation work continue in Pompeii to reveal more about the ancient city.</p> <p><b>Interesting Facts:</b></p> <p>Pompeii was a bustling Roman city with theatres, public baths, and beautiful villas.</p> <p>The eruption of Mount Vesuvius preserved Pompeii's buildings, artwork, and even human remains.</p> <p>Excavations in Pompeii have provided valuable insights into daily life in ancient Rome.</p> <p>The city was buried under over 4 meters of volcanic ash and pumice after the eruption.</p>	<p><b>Archaeological and Historical Evidence</b></p> <p>Students must identify and describe different types of archaeological evidence used to understand life in Pompeii, such as artefacts, frescoes, and architecture.</p> <p>They should be able to discuss how artefacts have been preserved and what these artefacts tell us about life in ancient times.</p> <p><b>Understanding of Historical Interpretation</b></p> <p>Pupils should recognise how interpretations of Pompeii have changed over time and understand why these changes may occur, citing reasons such as new discoveries or evolving research methodologies.</p> <p>Students will be encouraged to critically evaluate different sources of information about Pompeii, understanding that some sources might be biased or incomplete.</p> <p><b>Reflective Thinking and Enquiry</b></p> <p>Learners should formulate questions about Pompeii and use their acquired knowledge to hypothesise answers.</p>

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<p><b>Endpoints:</b></p> <p>By the end of this topic, students should:</p> <ol style="list-style-type: none"><li>1. Understand the significance of Pompeii in Roman history.</li><li>2. Recognise the impact of the eruption of Mount Vesuvius on Pompeii.</li><li>3. Identify key features of Roman cities and architecture.</li><li>4. Explain the role of archaeologists in uncovering Pompeii's history.</li><li>5. Analyse and interpret artifacts and evidence from Pompeii to learn about daily life in ancient Rome.</li></ol>	<p>They must engage in discussions and debates about the significance of Pompeii's history, fostering an ability to articulate and support their opinions with evidence.</p> <hr/> <p><b>Useful Websites:</b></p> <ol style="list-style-type: none"><li>1. <a href="#">Pompeii Archaeological Park</a></li><li>2. <a href="#">British Museum - Pompeii and Herculaneum</a></li><li>3. <a href="#">History for Kids - Pompeii</a></li></ol>
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