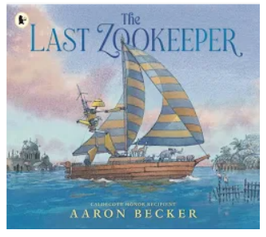
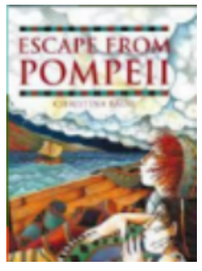
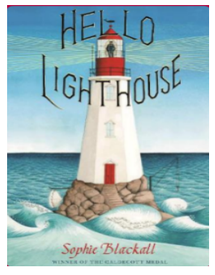
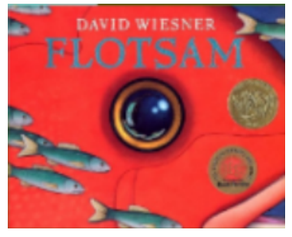
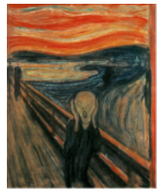
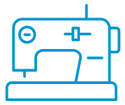
Lee Mount Academy – Year 3 & 4
Curriculum Long Term Plan 2026/2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Geography / History Unit Focus						
Enquiry Question	**How does Manchester compare to Halifax?**	**What impact did the invasion of Rome have on Britain?**	**How does Egypt benefit from its geographic location?**	**Can we thank the Ancient Greeks for anything in our lives today?**	**Why is Whitby a popular tourist location?**	**What difference did John Mackintosh make to our community?**
Golden Threads	**Locational Knowledge Mapping**		**Place Human and Physical Mapping**		**Locational knowledge Mapping Human and Physical**	
		Exploration and Invasion		**Society and Community**		**Society & Community**
ROAP Outcomes	 30 SEC SPEECH	**Commemorative stamps**	 30 SEC SPEECH	**Class museum** 	**Presentation**	**Commemorative plaque**
Book Led Literacy						

Understanding the World	Geography Substantive Knowledge	• Early settlers needed a water source, supply of wood, farmland and food sources • Place names still have origins of early settlements • There is a difference between a village, town and city • A city is bigger than a town and, in the past, had to have a cathedral • There are train and road links between major cities for work and industry • A city is urban in its centre and usually more populous • A village is usually rural and less populous • A town is semi-rural • Aspects of physical and human geography, including types of settlement and land use can be identified on a map • The most local river in Halifax is the Calder, the river that runs through Manchester is the Irwell. • There are similarities and differences between the Halifax Minster and Manchester Cathedral, the Wool shops and the Arndale centre and transport links in Halifax and Manchester (fieldwork focus) as well as education, leisure and tourism.		• Africa is a continent with 54 countries. • The continent of Africa crosses the Equator and is in both the southern and Northern hemispheres. • A climate zone is an area where the pattern of weather is different from the other parts of the world. They are linked to the distance from the Equator. • Egypt is in the tropical climate zone. The UK is in the temperate climate zone. • The River Nile is the longest river in Africa. It has 2 sources in Tanzania and Ethiopia, it flows through 10 countries, and the mouth of the river is in the South Mediterranean Sea in the North of Egypt. • Egypt's geography is divided into four regions. Sinai Peninsula -Western Desert - Eastern Desert- Nile Valley. • About 96 percent of Egypt's total area is desert - Cairo is one of the largest cities in Africa with a population of 6.76 million people spread over. • Wheat, maize, sugarcane, cotton, beans and fruit are the main commodities. • Cairo is one of the largest cities in Africa with a population of 6.7 million. • Tourism accounts for 10-15% of Egypt's economy and millions of jobs with people visiting the Red Sea coast and it's ancient sites.		• Whitby is a town in the county of North Yorkshire and is on the East coast of England • The coast is the land along a sea. • The nearest city to Whitby is York and we travel through York to reach Whitby from Halifax. • We can plot a route on a map to show Halifax to Whitby. • We can describe the position of Whitby and Halifax using cardinal points. • Four-figure grid references are used to locate a particular grid square on a map. • There are similar human and physical geography in Whitby and Halifax. • Whitby and Halifax towns are within a valley. • Land uses include retail, leisure, housing, business, agricultural and industrial.	
	History Substantive Knowledge		• The Roman invasion coincided with the Iron Age. • The Roman empire had spread by 55BCE and the state of its army, as a context to the invasions of Celtic Britain. • Some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. • The British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. • The relationship changed between Celts and Romans after each invasion (i.e. relative peace and trade links) • The Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics).		• The ancient Greek empire coincides with the end of Ancient Egypt, which was conquered by the Ancient Greeks. • Ancient Greece had a warm, dry climate, as it does today. • Ancient Greece was made up of independent city-states, each with its own laws and way of life, but sharing a similar culture and language. A city-state consisted of a city and its surrounding land and governed itself. The most powerful were Athens and Sparta, and city-states often fought for dominance over the Hellenic region. • In Athens, Greek styles of art, architecture, philosophy and theatre developed. • Athens had a democratic government, where people made decisions by voting. • Sparta placed a strong emphasis on warfare, training children from a young age to become warriors. Women and girls had more rights than in other city-states and were educated. • The Persians were the Greeks' biggest enemy and tried several times to conquer Greece. The Greeks fought them off and, led by Alexander the Great, ultimately defeated the Persian Empire in the 330s BCE. • Religion was very important in Ancient Greece. Greeks believed in different gods and goddesses who oversaw different parts of life, such as the sea and wisdom, and built temples in their honour. • Some of our alphabet came from the alphabet used by the Ancient Greeks. • Greece eventually became part of the Roman Empire, with the Romans conquering Athens in 146 BC.		• John Mackintosh was born in Cheshire in 1868 and moved to Halifax soon afterwards. He and his wife Violet invested their £100 savings in a pastry shop at King Cross, which eventually became the successful toffee and chocolate manufacturer John Mackintosh and Son Ltd. Violet had worked as a confectioner's assistant and initially ran the shop while John worked in a cotton mill. • Violet developed a recipe combining brittle English toffee with soft American caramel, boiling the first batch in a brass pan over her kitchen fire. Named 'Mackintosh's celebrated toffee', its popularity allowed the business to expand into manufacturing and wholesale, followed by successful chocolate making. By 1914, they employed over 1,000 people. • Violet cared greatly about the welfare of her employees. After John died on 27 January 1920, she built the John Mackintosh Memorial Homes, a number of almshouses in Savile Park. • Their son, Harold Vincent, eventually took over the business with great success. In 1957, he was created Viscount Mackintosh for promoting National Savings during World War 2. The firm was so well known that during the war William Joyce, known as Lord Haw-Haw, referred to Halifax as a 'certain toffee town'. • The firm eventually became Rowntree-Mackintosh before being taken over by Nestlé.
	RE Believing & belonging 2024-29	**CL2.1:** What faiths and beliefs can be found in our country and community?	**C:2.2:** How do different people express their spirituality?	**CL2.6:** How do Jews use stories to remember God's covenant?	**FL2.14:** How are the stories of Holy Week important to Christians?	**FL2.11:** How do creation stories help people understand the world?	
	MFL Language Angels	Phonics 1 & 2 (Extra teaching) Instruments (Early Language)	Seasons (Early language)	Vegetables (Early language)	Ice-creams (Early language)	Presenting myself (Intermediate)	Goldilocks (Intermediate)

Expressive Arts and Design	Art	**Drawing** Amitra Sher Gil  Indian Hungarian - P. impressionism Figurative drawing In the Ladies enclosure	**Painting** Edward Munch  Norwegian - Expressionism Colour use and emotions The Scream	**Printmaking** Andre Derain Austrian - Modern Art  French - Fauvism L'Etasque	**Collage/ Textiles** Salvador Dali 	**Sculpture** Anthony Gormley 	TAKE ONE... Inspired by the National Gallery's Take One Picture programme
	DT		 Sew **Keyrings/Decorations**		 Build **Pop Up Books**		 Cook **Bread and Butter**
	Music	**Calderdale Music Services – External Provider**					
STEM	Science Developing Experts	**Scientific Enquiry** 	**Living things and their habitats** 	**Animals, including humans** 	**States of matter** 	**Living things and their habitats conservation** 	**Rocks** 
		Working Scientifically					
	Computing Kapow	**Online safety**	**Networks and the Internet**	**Programming – Scratch**	**Online Safety – ThinkUKnow**	**Journey inside a Computer**	**Video Trailers**
Physical Development	PE Beyond the Physical	**Inspire. Create. Perform** Perform dance using a range of movement patterns. 	**Strike. React. Rally.** Master basic movements including striking and coordination. 	**Target. Control. Combine** Apply and develop a broader range of skills and use them in different ways. 	**Run. Jump. Throw** Use running, jumping and throwing in isolation and combination. 	**Duel. Win. Lose.** Team games developing simple tactics for attacking and defending. 	**Symmetry. Balance. Travel.** Develop flexibility, technique, control and balance 

		Hands. Feet. Equipment Object control developing coordination and control. 	**Look. Run. Avoid.** Team games developing simple tactics for attacking and defending. 	**React. Roll, Retrieve** Modified games to develop fielding skills. 	**Fair. Share. Dare.** Embed values such as fairness and respect. 	**Pass. Position. Patience.** Team games developing simple tactics for attacking and defending. 	**Accuracy. Power. Distance.** Throwing for distance, height and accuracy. 
Personal Development	**PSHE/ SCARF**	**Me and My Relationships**	**Valuing Differences**	**Keeping Myself Safe**	**Rights and Responsibilities**	**Growing and Changing**	**Being My Best**