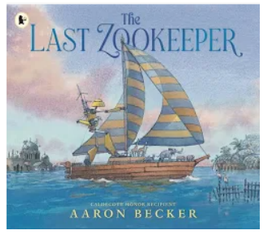
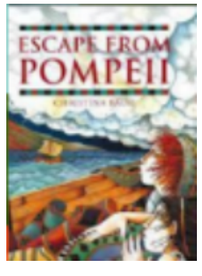
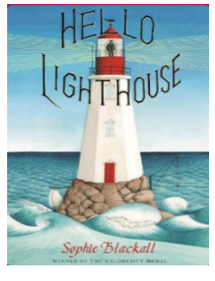
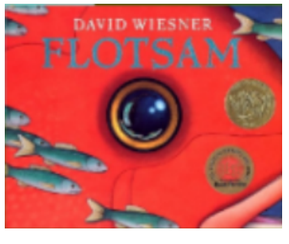
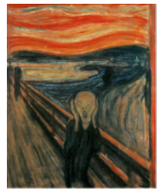
Lee Mount Academy – Year 4
Curriculum Long Term Plan 2026/2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Geography / History Unit Focus						
Enquiry Question	What is the journey of a river from its source to its mouth?	Why do we celebrate Black history month?	Why do people live near to volcanoes and earthquake zones?	What made Ancient Egypt a successful civilisation?	Is the weather in a European country affected by its location?	What changed for people living in Stone Age Britain?
Golden Threads	Human and Physical Mapping		Locational knowledge Mapping Human and Physical		Locational knowledge Mapping Weather and climate	
		Society and Community		Power		Society & Community
ROAP Outcomes	Creation of a river – using knowledge from the unit (compare with the one created at the beginning of the unit).	 30 SEC SPEECH	Leaflet	Class museum 	 30 SEC SPEECH	Presentation
Book Led Literacy						

Understanding the World	Geography Substantive Knowledge	• The world's water moves between lakes, rivers, oceans, the atmosphere and the land in an ongoing cycle called the water cycle. • A river is a moving body of water that drains the land. • Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity. • They then flow and bend (meander) as they cross the land or go around objects such as hills or large rocks. They flow until they reach another body of water. • Rivers have a source • Rivers end at the mouth (larger body of water e.g., lake, sea, ocean) • Human activity is a main cause of pollution in rivers and oceans, and of some increased flooding events. Flooding and drought can have catastrophic impacts on wildlife and people • Careful environmental management can reduce flooding and pollution.		• The Earth has different layers (inner core, outer core, mantle and crust) • Volcanoes are formed by magma rising from the mantle and through weaknesses in the Earth's crust • Pressure builds up inside the magma chamber in the lower part of the Earth's crust • When the pressure is released, magma explodes to the surface causing a volcanic eruption (releasing lava and ash) • The lava cools and forms new crust • Over time, after several eruptions, the crust builds to form a larger volcano • Recognise a famous volcano in each of the seven continents • An earthquake is the shaking and vibration of the Earth's crust due to the movement of the Earth's plates (tectonics) • Earthquakes can happen across any plate boundary • Earthquakes occur when tension is released from inside the crust • Plates do not always move smoothly alongside each other and sometimes get stuck. When this happens, pressure builds and is eventually released as an earthquake • 95% of earthquakes occur on the rim of the Pacific Ocean		• Europe is the fifth largest continent, and it is attached to Asia, • Europe is a continent that consists of 44 countries. • The location of 6 countries in Europe: Spain, Italy, Russia, Belgium, Germany and Greece. Also, their corresponding capital cities. (Madrid, Rome, Moscow, Brussels, Berlin and Athens. • Know why each are significant and know these places link to future learning in your curriculum The 3 most populous countries are Russia, Turkey and Germany. • The 3 least populous countries are the Vatican City, San Marino and Liechtenstein. • Europe has a variety of features that include, mountain, semi– desert, peninsula, forest, plains, oceans/ sea. Europe is a temperate climate, but weather patterns can vary between countries.	
	History Substantive Knowledge		• Black History Month is celebrated each year in October to remember moments in history, achievements and contributions that black people have made in the United Kingdom. It was introduced in 1987 to celebrate the achievements of black people and to eliminate discrimination and encourage racial equality. • It was first celebrated in the USA as Black History Week in February 1926 and was introduced by historian and author, Dr Carter G Woodson. • There is a long history of black people contributing to Britain's society, culture and • history. They have had a cultural impact across the United Kingdom, despite some of their stories not always being widely known. • The focus of this unit will cover the following individuals: Lucius Septimius Severus - Rome's first African emperor. • John Blanke was a trumpeter in the Tudor royal court during the time of King Henry VII and King Henry VIII. • Olaudah Equiano, enslaved as a child in West Africa, bought his freedom in 1766. • Mary Seacole, a British Jamaican woman, travelled to Crimea during the Crimean War (1853-1856). • Walter Tull was the British Army's first black officer to command white troops. • John Richard Archer was the first elected black mayor in London. • Malorie Blackman is a pioneering British children's author and former Children's Laureate.		• 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC • Egypt is in North Africa and that 90% is a desert area. • The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. • The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops • Ancient Egyptians used hieroglyphics to communicate. • The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. • A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. • Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' • Tutankhamun's tomb was discovered by Howard Carter in 1922 and subsequent events led to the widespread belief that the tomb was cursed. • By around 1000BC Egypt was divided by war. Priests ruled in the south, and the pharaohs in the north. • In 332BC Alexander the Great and his Greek army conquered Ancient Egypt. The family of his general, Ptolemy, ruled for nearly 300 years. • Finally, in 30BC the Romans invaded Ancient Egypt. They defeated Pharaoh Cleopatra and Egypt became part of the Roman Empire.		• The Stone age was a prehistoric era which occurred before the eras previously studied. It was called the Stone Age because it was dominated by stone tools. • It consisted of three different periods called Paleolithic, Mesolithic and Neolithic Paleolithic and Mesolithic people were hunter gatherers. They moved frequently following the animals they hunted and gathered fruits and berries when they could. • It lasted from 2.5 million years ago to approx. 5 million years ago. • Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming. • The way people lived was influenced by natural materials. • People living during the Stone Age were hunters. • They hunt animals to eat such as woolly mammoths, reindeers and woolly rhinoceros. However, they did not just hunt animals to eat them. Animals had many different uses. They would use the animal's woolly coat to keep them warm in the winter and they would use animal horns as tools, weapons or even to help clear snow out of their path! • Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc) • The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). • In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defenses and an increase in trade and land ownership. • There is no written evidence from the Stone Age era. Instead, archaeologists dig to find clues about how people lived before written records existed. • Artefacts such as bones, jewellery and pottery have been found deep in the ground and help archaeologist piece together what life was like in different eras. The deeper in the ground that the archaeologist find artefacts, the older it is.
	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		Build **Moving Toys**		Cook **Chilli & Rice**		Sew **Cushion**
	Music	**Calderdale Music Services – External Provider**					
STEM	Science Developing Experts	**Scientific Enquiry** 	**Living things and their habitats** 	**Sound** 	**Electricity** 	**Animals Including Humans** 	**Living things and their habitats conservation** 
		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**