

**Cycle A Autumn Term**  
**Year 3 and 4**

**Tomb Raiders**

**HISTORY**

Investigation and interpreting the past

- Use evidence to ask questions and find answers about the past, noting similarities and differences
- Suggest suitable sources of evidence for historical enquiries
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ
- Suggest causes and consequences of some of the main events and changes in history

Building an overview of World history

- Compare some of the times studies with those of other areas of interest around the world
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- Describe the social, ethnic, cultural or religious diversity of past society

Understanding chronology

- Place events, artefacts and historical figures on a time line using dates
- Understand the concept of change over time, representing this, along with evidence, on a time line

Communicating historically

- Use appropriate historical vocabulary to communicate including: dates, time, period, era, change and chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

**COMPUTING**

- To use search technologies effectively and safely.

**MUSIC**

- Understand layers of sound and discuss their effect on moods and feelings
- Evaluate music using musical vocabulary to identify areas of likes and dislikes
- Use the terms: duration, pitch, beat, tempo and use of silence to describe music
- Use digital technologies to compose pieces of music
- Create repeated patterns with a range of instruments
- Devise non-standard symbols to indicate when to play and rest
- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression
- Perform with control and awareness of others

**DT**

Design

- Use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and computer-aided design.
- Disassemble products to understand how they work.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work as their work progresses.
- Improve upon existing designs, giving reasons for choices.

Technical knowledge

- Apply their understanding of how to repair, strengthen, stiffen and reinforce more complex structures.

**ART**

**\*choose any area- ideas:**

How to plan and create own tomb wall painting.  
How to make an Ancient Egyptian headdress sculpture-pyramids.

Know about great artists, architects and designers in history.

Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint and clay).

- Adapt and refine ideas as they progress.