

## Year 3/4 Curriculum Map- Suffolk

compare	To look at similarities and differences.	
significant	Great or important.	
explain	To make an idea/situation clear by describing it in more detail.	
justify	To show or prove to be right or reasonable.	
region	An area of the country with characteristics.	
respond	To say or react in reply.	
interpret	Explain the meaning.	
evident	Clearly seen or understood.	
create	To make or cause something.	
settlement	A place where people establish a community.	
impact	To have an effect or influence.	
affect	To make a difference.	
topography	The surface features of land.	
scale	The size of something.	
extensive	Covering a large area.	
terrain	An area of land with its natural features.	

**During this topic, we will be historians and we will investigate:**

1. What was happening globally 150 years ago?
2. What was Suffolk like 150 years ago?
3. What was significant about Lowestoft?
4. What was significant about the River Orwell?
5. Why did Suffolk become a holiday hotspot?



As **geographers**, we will be comparing and labelling maps of Suffolk. We will also look at population data and discuss patterns. Suburbanisation was increasing and we'll consider: decline in fishing, expanding holiday industry, agricultural depression, roads and car development as well as dock development.

**Curriculum Enrichment for families** to visit the River Orwell, Flatford Mill, Christchurch Mansion and Lowestoft.

**1. Remember - what was Suffolk like 150 years ago?**

Suffolk is in **East Anglia, eastern England**. It is bounded to the north by Norfolk, to the west by **Cambridgeshire**, to the south by Essex, and to the east by the North Sea.

**Suffolk was a rural county with market towns and coastal towns**

**Ipswich is the county town of Suffolk**



**Fishing**



**River Orwell runs from Ipswich to the coast-11 miles long**

**John Constable painted ships on the River Orwell**

**Sir Samuel Morton Peto**



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In **PHSE**, we will be learning about the differences between wants and needs. We will look at rights and why these are important and link this to the UN Convention of the rights of the child. We will learn how with rights come responsibilities and that these responsibilities affect our actions both at school and at home. We will also look at developing our understanding of democratic decisions and how these affect our lives and our ability to listen and give opinions.

In **French**, we will be learning about greetings and in the classroom.

## LKS2 How do Christians show that 'reconciliation' with God and other people is important?

### In KS1:

Christians are followers of Jesus, the **saviour** of the world. He died at Easter but came back to life.

Jesus told parables to teach about God.

Christians pray to God and worship him in different ways.

The Holy Spirit reminds Christians God is always with them.

### What should we know?

That **reconciliation** is about fixing what is broken.

That Christians believe:

- The world needs reconciliation.
- The Bible and stories Jesus told teach about reconciliation.
- God offers forgiveness to all who repent and admit wrongdoing.
- Asking God for forgiveness is called confession.
- That God wants us all to be peacemakers.



### What should we be able to do?

*Explain that reconciliation means mending a broken relationship.*

*Understand that Christians learn about reconciliation from the Bible through stories Jesus told such as the prodigal son.*

*Explain that Christians believe God wants them to be peacemakers based on the example of Jesus.*

### What words should we understand and be able to use?

<b>Parable</b>	Stories Jesus told to help his followers learn more about God; they are like mystery stories with lots of special meanings in them.	<b>Reconciliation</b>	Reconciliation is the technical word for mending friendships. It can be the mending of a broken friendship with God or with others.
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In **PE**, we will be learning about football and going swimming.

In **computing**, we are learning about our Acceptable Use Agreement and Desktop Publishing.

In **music**, we are learning about 'I've Been to Harlem', a traditional pentatonic song about travelling around the world, full of creative possibilities. We will invent cup rhythm games, explore ways to use the pentatonic scale, sing as a round, and compose ostinato accompaniments.

As **artists**, we will be learning about famous Suffolk artists John Constable, Thomas Gainsborough and Maggie Hambling. Can you name these pieces of art?

As **scientists**, we will be learning about the properties, movement and pitch and loudness of sound as well as seeing and shadows of light.

