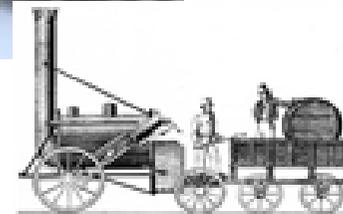


<p>As DESIGNERS we will:</p> <ul style="list-style-type: none"> ▪ Design a mode of transport. ▪ Make our design. ▪ Evaluate our models and their effectiveness. 	<p style="text-align: center;"> Greenfields Community Primary School, Nursery & Pre-School </p>  <p style="text-align: center;"> Key Stage 2 - Year 4 - Spring 2 CURRICULUM OVERVIEW </p> <p style="text-align: center; background-color: #90EE90;"> What if we didn't have railways? </p>	<p>As COMPUTER SCIENTISTS we will:</p> <ul style="list-style-type: none"> • Collaborate on databases. • Understand how to create database and the uses they might have.
<p>As MUSICIANS we will:</p> <ul style="list-style-type: none"> • Analyse music related to transport and have a go at writing our own songs. • Perform music using appropriate instruments and body percussion. 		<p>As MATHEMATICIANS we will:</p> <ul style="list-style-type: none"> ▪ Practice our x tables and use these to solve a wide range of problems. ▪ Link fractions to decimals and understand the relation between the two. ▪ Create and analyse a range of charts and graphs in order to gather and interpret data.
<p>As CITIZENS we will:</p> <ul style="list-style-type: none"> ▪ Participate in discussions and activities about 'Going for goals'. ▪ Find out more about how we learn and achieve our aims. ▪ Look at different ways we can keep ourselves safe in person and online. 	<p>As PERFORMERS we will:</p> <ul style="list-style-type: none"> ▪ Identify how to speak fluently and expressively. ▪ Read aloud with intonation and volume. ▪ Perform poetry based on the theme of rail transport. 	<p>As ARTISTS we will:</p> <ul style="list-style-type: none"> ▪ Use marks and lines to show different tones and textures within a painting or drawing. ▪ Evaluate and critique a painting by L.S. Lowry and have a go at copying some of his techniques.
<p>As READERS we will:</p> <ul style="list-style-type: none"> ▪ Read non-fiction texts about railways. ▪ Make inferences and deductions from these texts. ▪ Read a wide variety of fiction books for pleasure. 	<p>As SPORTS SCIENTISTS we will:</p> <ul style="list-style-type: none"> ▪ Learn how to play badminton and develop our skills in order to play the game effectively. ▪ Plan and a gymnastics routine and then improve it. 	<p>As GEOGRAPHERS we will:</p> <ul style="list-style-type: none"> ▪ Look at the impact of trains in terms of people's accessibility to different parts of Britain and Europe.
<p>As AUTHORS we will:</p> <ul style="list-style-type: none"> ▪ Look at how to write exciting mystery stories using the theme of railways. ▪ Describe settings and characters. ▪ Use extended vocabulary. ▪ Write non-fiction reports on the history of the steam train. ▪ Use varied sentence length and structure to improve the quality of our writing. ▪ Experiment with figurative language. ▪ Discuss and explore the differences between different text types, including fiction and non-fiction. 	<p>As HISTORIANS we will:</p> <ul style="list-style-type: none"> ▪ Place features of historical events and people from the past in an appropriate chronological framework. ▪ Understand different modes of transport and critique their effectiveness. ▪ Look at the social and economic impact of trains on Britain. ▪ Understand the difference that train travel, and the Industrial Revolution in general, made to the lives of working class Britons. 	<p>As SCIENTISTS we will:</p> <ul style="list-style-type: none"> ▪ Understand the life processes that all living things need in order to survive. ▪ Research animal habitats and classify animals into different strata. ▪ Study the rainforest and understand why it is such an effective habitat for so many living organisms. ▪ Discuss how we can prevent this vital habitat from being destroyed.

What if we didn't have railways?

Subject Specific Vocabulary

Steam engine	An engine that is powered by pressure created from burning coal to create steam.
Locomotive	A powered railway vehicle used for pulling trains.
Wagon	A vehicle used for transporting goods or another specified purpose.
Pre-industrial	Pre-industrial is a time before there were machines and tools to help perform tasks en masse.
HS2 railway	High Speed 2 is a partly planned high speed railway in the United Kingdom.
The Big Four	On 1 January 1923, almost all the railway companies were grouped into the Big Four: the Great Western Railway, the London and North Eastern Railway, the London, Midland and Scottish Railway and the Southern Railway companies
Transportation	The action of transporting someone or something or the process of being transported.
Class systems	The common stratum model of class divides society into a simple hierarchy of working class, middle class and upper class..
Industrial revolution	Industrial Revolution, in modern history, the process of change from an agrarian and handicraft economy to one dominated by industry and machine manufacturing. This process began in Britain in the 18th century and from there spread to other parts of the world.



Who is important?



Robert Stephenson & George Stephenson

Sticky Knowledge about railways.

- The impact of trains in Britain is one of the most significant changes and accelerated industrial progress greatly.
- The use of steam locomotives developed through the 19th century before diesel and electric locomotives began to replace them in the 20th century.
- Railways existed long before steam engines were invented. From the mid-1500s onwards, railway tracks were pushed by people or pulled by horses to transport coal through mines.
- Steam-powered locomotives were invented in the early 1800s. One of the most successful was Rocket, built by the English engineer Robert Stephenson. His son, George Stephenson, went on to create more steam engines.

Exciting Books

