Year 4: Shocking Suffragettes
Term: Autumn 1

Prime question: How does change affect us?

Subsidiary questions:
1. Who were the suffragettes?
2. What did the suffragettes seek to achieve?
3. How did they achieve their goals?
4. How do we know change is happening?

Science – States of Matter
Pupils should be taught to:
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.
- Identify that part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Geography
- Identify human and physical characteristics and key topographical features e.g. mountains, rivers etc. (How does this affect the way in which electricity is produce e.g. the siting of wind, solar, tidal, and fossil fuel power stations?)

History – Emmeline Pankhurst and the Suffragettes
- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066
- A significant turning point in British history
- Changes in an aspect of social history
- Devising historically valid questions about change, cause, similarity, significance and difference

Art
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DT
- Generate, develop, model and communicate their ideas through cross sectional and exploded diagrams and computer-aided design
- Understand and use electrical systems in their products (series circuit with switches, bulbs, buzzers and motors)
  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Music
(Play a range of instruments or musical software package like Garage Band that use electricity.)
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations.

Computing
We are software developers
- Design, write and debug programs that accomplish specific goals.
- Use sequence, selection and repetitions in program; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.