



Year 4 Topics 2022-2023

Autumn 1	<p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <p>Through this enquiry pupils first identify the common features of hill forts and then investigate their likely function, not only as a defensive structure but also as a trading, meeting and ceremonial place. The Iron Age was the most violent period of prehistory in Britain, and another important focus of this enquiry is to support pupils to reflect on why this was the case. After the relatively peaceful Bronze Age, both population size and density increased rapidly in Iron Age Britain, particularly after the arrival of the Celtic tribes from Northern and central Europe around AD 500.</p>
Autumn 2	<p>How and why is my local area changing?</p> <p>Fieldwork in the local area provides an ideal context to introduce the idea of hypothesis generation and testing through data collection and interpretation – which is central to what geographers do. This enquiry follows the process of identifying relevant data to collect, employing techniques to capture and present it and interpreting the results.</p>
Spring 1	<p>How did the arrival of the Romans change Britain?</p> <p>Through this enquiry to cover adequately all of the important social and economic changes that occurred in British society over such an enormous time span, and no attempt has been made to achieve this. Rather, pupils are encouraged to investigate in-depth questions about some of the important changes that occurred as well as studying aspects of Roman life they already have some awareness of.</p>
Spring 2	<p>Why are jungles so wet and deserts so dry?</p> <p>Throughout the enquiry, pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth – they investigate this relationship at a number of scales. Pupils apply a wide range of geographical and computer skills throughout the enquiry to enable them to better understand the relationship between climate and living things and also to introduce them to the concept of biomes</p>
Summer 1	<p>What did the Vikings want and how did Alfred help to stop them getting it?</p> <p>This investigation assists pupils to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as ‘the Vikings’, but who never shared or would have recognised that collective identity. They were loosely associated tribes of Norsemen from areas of modern-day Norway, Sweden and Denmark. One of their impacts on Britain was the terror that raiding parties brought to northern and eastern England for decades, as some Norsemen embarked on voyages of adventure in the summer months each year.</p>
Summer 2	<p>How can we live more sustainably?</p> <p>The main objective of this enquiry is for the pupils to understand through the use of a number of examples what sustainability entails and how they might approach applying those principles to their own lives. It is important for young geographers to grasp that sustainability is not just confined to how we interact with the environment. It also has equal relevance to many aspects of their life, especially in the context of personal and social wellbeing.</p>