



**2<sup>nd</sup> Summer 2026 Year 4: The Inventive Iron Age**

**By the end of this unit children will know:**

- How to use more than one source of historical enquiry.
- Place events, artefacts and historical figures on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a timeline.
- Ask questions to support discussion and deeper thinking.
- Suggest cause and consequence of some of the main events and changes in history.

Intent	Implementation	Impact	Celebrate
<p>To develop chronological knowledge of the Iron Age.</p> <p>To learn about the most influential events, locations and structures of Iron Age history.</p> <p>To learn about life in the Iron Age and how it compares to life now.</p>	<p>Look at each event separately and build up a bigger picture.</p> <p>Look at a timeline of events throughout Iron Age history.</p> <p>Comparisons of lifestyles and beliefs.</p> <p>Create a map of the United Kingdom pin-pointing significant Iron Age locations.</p>	<p>Have a clear understanding of the Iron Age and why it is so significant to history.</p> <p>Have a clear understanding of how lifestyles and belief systems have changed.</p>	<p>Class to present their learning to another class, through a range of media.</p> <p>Weekly updates on class page on school website</p> <p>Create a product to sell at the Summer Fair.</p>

<b>Core Subjects: Links to theme</b>
<b>English</b>
<p><b><u>Persuasive letter</u></b> To learn the structure and key features of a persuasive letter. To write a persuasive letter to Phillip Pullman.</p>
<b>Mathematics</b>
<p><b><u>Decimals</u></b> To use mental methods of addition and subtraction with numbers up to 2dp. To use columnar methods of addition and subtraction with numbers up to 2dp.</p> <p><b><u>Measurement</u></b> To convert between analogue and digital time, 12-hour and 24-hour. To convert between minutes, hours, days, weeks, months and years. To convert between litres and millilitres. To convert between grams and kilograms. To convert between metres and kilometres. To calculate the area and perimeter of rectilinear shapes.</p> <p><b><u>Geometry</u></b> To describe movements between positions.</p> <p><b><u>Statistics</u></b> To interpret and construct bar charts. To interpret and construct time graphs.</p>
<b>Science</b>
<p>To compare and group materials together according to whether they are solids or liquids. To identify and explore the properties of gases. To observe that materials change state when they are heated or cooled. To research the temperature in degrees Celsius (°C) at which materials change state. To understand the process of evaporation. To understand the process of condensation. To identify the part played by evaporation and condensation in the water cycle.</p>
<b>Computing</b>
<p>To use loops to create shapes. To use a variety of different loops. To animate my name. To modify a game. To design a game. To create a game.</p>

<b>2<sup>nd</sup> Summer 2026 Year 4: The Inventive Iron Age</b>	
<b>Personal Development</b>	<b>Foundation Subjects</b>
<b>Spiritual</b>	<b>History &amp; Geography</b>
<p>Reflect on, consider and celebrate the wonders and mysteries of life as it evolves.</p>	<p><b><u>History</u></b> To sequence events on a timeline. To understand the importance of Iron Age inventions. To understand cause and effect of main events in history. To understand how the introduction of farming changed Iron Age life. To look at how people lived in the Iron age. To look at what jobs people had in the Iron age.</p>
<b>Moral</b>	<b>Art &amp; Design and Design Technology</b>
<p>Listen and respond appropriately to the views of others, when working as part of a team.</p> <p>Gain the confidence to cope with setbacks and learn from their mistakes.</p>	<p><b><u>Design Technology</u></b> To design and make healthy snacks using a range of ingredients. To prepare ingredients safely and hygienically using a range of utensils.</p> <p><b><u>Art</u></b> To look at the key features of Iron Age art. To design an Iron Age shield.</p> <p>Create product to sell at Summer Fair</p>
<b>Social</b>	<b>Music and Languages</b>
<p>Working collaboratively</p>	<p><b><u>Languages</u></b> German for “In the garden,” “Around the house” and “Jobs around the house.”</p> <p><b><u>Music</u></b> To prepare for music recital with correct recorder playing</p>
<b>Cultural</b>	<b>Physical Education</b>
<p>Begin to understand the culture of past civilizations and how life was different.</p>	<p><b><u>Running</u></b> To learn and improve sprinting techniques and starting positions. To perform a relay, working on baton passing techniques.</p> <p><b><u>Jumping</u></b> To learn combinations for standing triple jumps. To improve measured jumping distance.</p> <p><b><u>Throwing</u></b> To perform and improve a pull throw (javelin).</p>

<b>Core Subjects:</b>
<b>English</b>
Persuasive letter Clear introduction and conclusion. Links between key ideas in the letter. Key ideas organised using paragraphs. Variation of sentence structures.
<b>Mathematics</b>
Read, write and convert time between analogue and digital 12 and 24 hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.. Measure and calculate rectilinear shapes; measure, calculate and compare areas of rectangles and composite rectilinear shapes. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
<b>Science</b>
Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases Sc4/3.1b 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 (°C) Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<b>Computing</b>
Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; 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. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

<b>Year 4: The Inventive Iron Age: Links to National Curriculum Framework Skills</b>
<b>Foundation Subjects</b>
<b>History &amp; Geography</b>
<b>History</b> 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. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate e.g. Chronology, era.
<b>Art &amp; Design and Design Technology</b>
<b>Design Technology</b> Prepare ingredients hygienically using appropriate utensils. Follow a recipe. Assemble or cook ingredients. Design with purpose by identifying opportunities to design. Make products, refining the design as work progresses. Identify some of the great designers in all of the areas of study. Improve upon existing designs, giving reasons for choices.  Create product to sell at Summer Fair
<b>Music and Languages</b>
<b>Languages</b> German for “In the garden,” “Around the house” and “Jobs around the house.”  <b>Music</b> Continuation of recorder composition, learning pieces for recital
<b>Physical Education</b>
<b>Running</b> Demonstrate an improved technique for sprinting. Select a preferred starting position. Perform a relay, focusing on baton changeover technique. <b>Jumping</b> Learn how to combine a hop, step and jump to perform the standing triple jump. Begin to measure distance jumped. <b>Throwing</b> Perform a pull throw (javelin)

<b>Core Subjects:</b>
<b>English</b>
I can read and discuss Phillip Pullman's 'The Firework-maker's Daughter'. I can independently write a persuasive letter to Phillip Pullman.
<b>Mathematics</b>
<b>Decimals</b> I can use mental methods of addition and subtraction with numbers up to 2dp. I can use columnar methods of addition and subtraction with numbers up to 2dp. <b>Measurement</b> I can convert between analogue and digital time, 12-hour and 24-hour. I can convert between minutes, hours, days, weeks, months and years. I can convert between litres and millilitres. I can convert between grams and kilograms. I can convert between metres and kilometres. I can calculate the area and perimeter of rectilinear shapes. <b>Geometry</b> I can describe movements between positions. <b>Statistics</b> I can interpret and construct bar charts. I can interpret and construct time graphs.
<b>Science</b>
I can compare and classify materials according to whether they are solids or liquids. I can carry out an investigation to see if air weighs anything and report on my findings. I can draw diagrams to show how the particles in solids, liquids and gases behave differently. I can experiment with pneumatics and make observations about what I'm doing. I can research the melting points of a variety of materials. I can plan and carry out an experiment to see the different melting points of chocolate and evaluate the fairness of my experiment. I can give different everyday processes which involve melting and freezing. I can draw diagrams and use written examples to show the processes of evaporation and condensation. I can label a diagram of the water cycle to show what is happening.
<b>Computing</b>
I can evaluate the use of repetition in a project. I can select key parts of a given project to use in my own design I can develop my own design explaining what my project will do. I can refine the algorithm in my design. I can build a program that follows my design. I can evaluate the steps I followed when building my project.

<b>Year 4: The Inventive Iron Age: Core Skills/Assessment Opportunities</b>
<b>Foundation Subjects</b>
<b>History &amp; Geography</b>
<b>History</b> I can sequence events on a timeline. I can understand the importance of Iron Age inventions. I can understand cause and effect of main events in history. I can understand how the introduction of farming changed Iron Age life. I can look at how people lived in the Iron age and how their houses were different to modern houses. I can look at what jobs people had in the Iron age.
<b>Art &amp; Design and Design Technology</b>
<b>Design Technology</b> I can design, prepare and evaluate healthy snacks using a range of ingredients. I can prepare ingredients safely and hygienically using a range of utensils and techniques. <b>Art</b> I can look at and discuss the key features of Iron Age art. I can design an Iron Age shield using my understand of the key features.  Create product to sell at Summer Fair
<b>Music and Languages</b>
<b>Languages</b> German for "In the garden," "Around the house" and "Jobs around the house."  <b>Music</b> Continuation of recorder composition, learning pieces for recital
<b>Physical Education</b>
<b>Running</b> I can demonstrate an improved technique for sprinting. I can select a preferred starting position. I can perform a relay, focusing on baton changeover techniques. <b>Jumping</b> I can learn how to combine a hop, step and jump to perform the standing triple jump. I can begin to measure and improve distance jumped. <b>Throwing</b> I can perform and improve a pull throw (javelin).

## English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Persuasive argument</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

## Mathematics

Number	Calculation	Fractions	Shape & Measure	Data
	<p>Multiplication – completion of MTC</p> <p>Adding and subtracting with decimals</p>		<p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.</p> <p>Convert between different units of measure (Km to M; Hour to Minute etc)</p> <p>Find the area of rectilinear shapes by counting squares and applying to multiplication.</p> <p>Measure and calculate rectilinear shapes; measure, calculate and compare areas of rectangles and composite rectilinear shapes.</p> <p>Read, write and convert time between analogue and digital 12 and 24 hour clocks.</p> <p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>