

Tuesday 19th September

Three Weeks In Meeting



Our School Vision

*St Joseph's Junior school is
at the heart of the
community.*

*Through our journey with
God we inspire life-long
learners where every child
is valued and loved.*



Welcome to Year 4



Ms Busk
PPA Cover



Mr Lehmann
St Paul
Class Teacher
Mon- Fri



Miss Redford
St Paul
Teaching Assistant
Mon-Fri



Contact us via the school office - office@stjosephscejunior.school



Ready, Respectful and Safe at St Joseph's CE Junior School

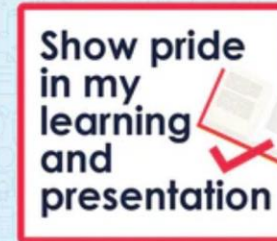
Be Ready to learn:



Be Respectful:



Show wonderful walking in the corridors



Be Safe:



Be polite to all others



Curriculum

NATIONAL CURRICULUM:

Pupils should be taught about:
the Roman Empire and its impact
on Britain

PRIOR KNOWLEDGE:

- Children will have learnt about what life was like before the Romans in Britain in Y3.
- They will know that the Celts lived in round houses and developed strong defensive systems called hill forts.
- Children will now how we find out about prehistory and know how to use sources to inform their historical interpretations.

KEY VOCABULARY:

Archer	Emperor
Infantry	Empire
Fleet	Peninsula
Annex	Tactic
Military	Settlement
Alliance	Kingdom
Legion	revolt
	pillage

History: Roman Britain Year 4 Autumn 1



Enquiry Questions:

1. What do we know about early Rome & how do we know this?
2. Who was in charge of the Roman Empire?
3. Why was the Roman army so powerful?
4. How did the Roman settlements compare to the Celtic villages?
5. Who was Boudicca and why did she take revenge on the Romans?
6. How did the Romans protect their land and do we know this?
7. What happened in the final years of the Roman Empire?

CONTEXT:

This unit looks at the Romans and their achievements from 43 CE to 410 CE. The first lessons explore what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This moves onto the Roman invasion of Britain; a comparison between the existing Celtic villages and the new Roman settlements, alongside finding out how the Romans protected their new lands and an introduction to significant historical figures of the time such as Boudicca.

STICKY KNOWLEDGE:

- BCE = Before Common Era; CE = Common Era
- Roman Empire originated in Ancient Rome, in Italy.
- Emperor Augustus was the first Rome Emperor
- The Roman Army was very powerful because they were well trained, used special tactics, and were well equipped,
- The Roman Army was split into different ranks; Milite, Centurion and Legionary.
- Julius Caesar attempted to invade Britain three times but failed.
- Celts lived in small villages made of wood and worked off the land; Romans created towns, roads, stone buildings.
- Queen Boudicca of the Iceni rebelled against the Romans, burning down Colchester, London and St Albans.
- We know about this through archaeological digs and aerial shots of remains.

SKILLS:

- To order significant events in chronological order
- To identify evidence and interpret how they would have been used and why they are significant
- To identify change and continuity across the time periods

Curriculum

NATIONAL CURRICULUM:

Pupils should be taught to describe and understand key aspects of mountains

PRIOR KNOWLEDGE:

- Children will have learnt about what life was like before the Romans in Britain in Y3.
- They will know that the Celts lived in round houses and developed strong defensive systems called hill forts.
- Children will now how we find out about prehistory and know how to use sources to inform their historical interpretations.

KEY VOCABULARY:

Mountain range	Slope/face
Summit	Valley
Base	Lake
Peak	Volcanic
Altitude/height	Avalanche
Fold mountains	Climbing
Blizzard	Hiking
Mountaineering	Walking
Skiing	Everest
Ridge	Base Camp

Geography: Mighty Mountains Year 4 Autumn 2



Enquiry Questions:

1. How are mountains formed?
2. What are the features of a mountain?
3. What are the major mountain ranges?
4. Where do you find the major mountain ranges?
5. What are the differences between mountains in the UK and the rest of the world?
6. How mountains are mountains used by humans?
7. How is the climate different between different mountains?

CONTEXT:

In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.

STICKY KNOWLEDGE:

- Mountains are land features over 600m high
- Mountains have features such as peaks, valleys, ridges, summit, base, slope
- Major mountain ranges include The Alps, The Pyrenees, The Himalayas, Rockies, Andes
- Mountains in the UK rise to 1345m and to 8848m in the Andes. Ben Nevis is the UK's highest
- Mountains are created by tectonic plates pushing and forcing land upwards
- Some mountains are old (dormant) volcanoes
- Mountains are used for leisure purposes
- There are mountains below the sea as well as on the surface of the Earth.
- Mountains constantly change in their height

SKILLS:

- Use maps, atlases, globes and digital tech to locate mountains
- Model the process of tectonic movement

Curriculum

NATIONAL CURRICULUM:

Pupils should be taught to describe and understand key aspects of mountains

PRIOR KNOWLEDGE:

- Children will have studied The Stone - Iron Age, looking at early civilisation.
- Children will have studied the Romans and how the Romans impacted on Britain
- Children will have learnt concepts such as trade, settlements and industry, but need to further explore.

KEY VOCABULARY:

Angles	Mercia
Christianity	Monks
Missionary	Columba
Pagan	Abbey
Picts	Lindisfarne
Romans	Boudicca
Saxons	Kent
Scots	Battle
Sussex	East Anglia
Wessex	Anglo-Saxon

History: Angry Anglo-Saxons & Scary Scots Year 4 Spring 1



Enquiry Questions:

1. What was life like in England at the end of the 4th century?
2. How did life change in England after the fall of the Roman Empire?
3. Why did the Angles, Saxons and Jutes settle in Britain?
4. How was Anglo-Saxon Britain ruled?
5. How did the Anglo-Saxons keep control of their kingdoms?
6. What shifts in religion and power were there and how do we know this?

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STICKY KNOWLEDGE:

- Mountains are land features over 600m high
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- Mountains are used for leisure purposes
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- Mountains constantly change in their height

SKILLS:

- Use maps, atlases, globes and digital tech to locate mountains
- Model the process of tectonic movement

Curriculum

NATIONAL CURRICULUM:

Pupils should be taught changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.

PRIOR KNOWLEDGE:

- Children will have studied The Stone - Iron Age, looking at early civilisation.
- Children will have studied the Romans and how the Romans impacted on Britain
- Children will have touched on punishment strategies when looking at different time periods.

KEY VOCABULARY:

Crime	Jailer
Period	Oakum
Severe	Industrial
Justice	Modern
Court	CCTV
Jury	Detective
Treason	Unarmed
Abolish	Prevention
Custody	Detection
Incriminate	rehabilitation
Pact	Source
	Prison

History: Crime and Punishment Year 4 Spring 2



Enquiry Questions:

1. What is crime and punishment?
2. What was crime and punishment like in Roman times?
What was crime and punishment like in Anglo-Saxon times?
3. What was crime and punishment like in Tudor times?
4. What was crime and punishment like in Stuart times?
5. What was crime and punishment like in Victorian times?
6. How has the police force developed through the 20th Century?
7. What is crime and punishment like today compared to the past?

CONTEXT:

In this Unit, children find out about how crime and punishment has changed over the years in Britain. They will build on their knowledge of History so far and introduce them to eras they will study in future years. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals.

STICKY KNOWLEDGE:

- Romans: laws were already in place called the Twelve Tables and were written around 450 BCE.
- Saxons: lived by a payment system called wergild. If somebody had committed a crime, they had to pay compensation to the victims; also trials of ordeals
- Tudors: harsher punishments were introduced that involved mutilation, execution, humiliation and fines.
- Stuarts: women were accused of being witches; hanged or burnt at stake
- Victorian: first police force assembled; public hangings stopped and prison system was established.
- Now: new crimes such as car theft, online hacking, anti-social behavior; punishments include fines, electronic tags; record number of people in prisons.

SKILLS:

- Develop Chronology; understanding historical significance; to evaluate evidence and sources; to draw comparisons between now and then; and identify change

Curriculum

NATIONAL CURRICULUM:

Pupils should be taught to name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics and topographical features (hills, mountains, coasts and rivers)

PRIOR KNOWLEDGE:

Children will be able to locate the UK and a range of cities using a map. Children will be able to identify key physical and geographical features. Children will have an understanding of a range of terrain.

KEY VOCABULARY:

aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, factory, farm, forest, hill, house, human processes, landmark, land use, locality, location, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, symbol, topographical, valley, village

Geography: The UK Year 4 Summer 1



Enquiry Questions:

1. What are the countries and counties in the UK?
2. What are the human features of the UK?
3. What are the physical features of the UK?
4. What is topography?
5. What are the human and physical features of the South East of England?
6. How has land use changed over time around the UK?

CONTEXT:

In this unit children will be exploring the geographical regions of the UK. They will use their prior knowledge of local geography in order to support their development of understanding wider UK geography. Children will further develop their skills of map reading and topography to map out the regions and terrain. Children will explore the impact of the landscape on human geography and how this has led to a clear difference in urban and rural life across the country.

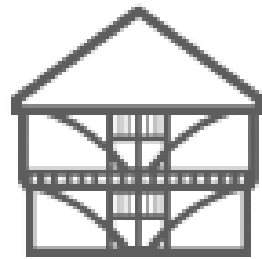
STICKY KNOWLEDGE:

- There are 48 counties in the UK and we live in W Sussex on the border of Hampshire. There are 76 cities in the UK
- The United Kingdom is made up of Great Britain (England, Wales, Scot) and Northern Ireland
- Wales is characterised by mountains, and bordered by the Atlantic and Irish Sea - the capital is Cardiff
- England is characterised by different low and highlands bordered by the Irish sea, North Sea and English Channel. The capital is London
- Scotland is characterised by low and Highlands, lochs. It is bordered by North sea and Atlantic. The capital is Edinburgh
- N Ireland borders Southern Ireland to the south. It has uplands and valleys. It is bordered by the Irish sea and Atlantic
- The UK's major rivers are the River Thames, Severn, Ouse, Trent, Tyne.
- In Scotland, lakes are called as lochs, except Lake of Menteith.
- Snowdon, Ben Nevis, Scafell Pike, Slieve Donard are the UK's tallest mountain.

SKILLS:

- Use maps, atlases and digital resources to locate places
- Recognise landmarks
- Use knowledge of features of places to help locate them
- Make comparisons
- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life

Trips



**WEALD &
DOWNLAND**
LIVING MUSEUM



Homework



- Given out Friday
- Due back Wednesday
- Maths Focus and Reading.
- There may be occasionally other English based homework.
 - Read every day for 20 minutes.
- Times Tables is essential for this year!



Uniform



Uniform List

- Grey pinafore dress, skirt or smart, grey tailored trousers or shorts, no leggings
- White blouse or shirt
- Grey sweater or cardigan with school crest
- Grey/gold tie
- White or grey socks, or grey tights
- Black shoes, not boots or trainers of any type
- Yellow and white check or striped dress for summer wear
- Book bag with school crest

PE Kit

- House colour T-shirt with school crest
- Black shorts
- White socks
- Black plimsolls
- Black trainers for outdoor PE (optional)
- Plain black hoodie with or without school crest and black tracksuit bottoms can be worn to school on PE days

Clubs

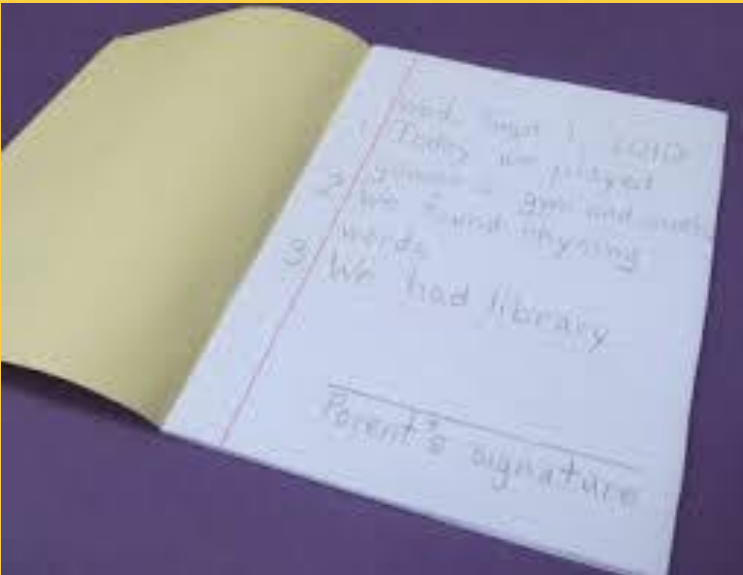


Clubs List – St Joseph's CE Junior School

Autumn Term 2023

All spaces are allocated on a first come first served basis. Please collect your child promptly from the Orchard Gardens gate at 4.15pm for FREE clubs and refer to the provider for the collection time of paid clubs.

	Before school – 8am to 8.40am	Lunchtime	After School
Monday			Young Voices Film Club
Tuesday		Y3/4 Book Club	Forest School Club Chess Club
Wednesday			Football BHAFC Create Club French Club
Thursday	JAM Club		Dance and Beyond Lego Club
Friday		Y5/6 Book Club	



**Supporting
your child
at home**

Extra Support



Mrs Sheppard
- Family Liaison
Officer

ksheppard@stjosephscejunior.school



Miss Tash
- SEND
Support
- Trainee Play
Therapist

nhuff@stjosephscejunior.school



Mrs Pennicott
- SENCO

senco@sjosephscejunior.school