# Curriculum Overview 2018-19: Year Group: 4

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic Name | Were the 60's really swinging? | What's life like around the world? | Should we take a staycation this year? | Were the Dark Ages really dark? | How did those pyramids get there? | Why do we love the Tudors? |
| History | 1960's innovations and changes<br>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br><br>To compare and contrast fashions between the 1960's and the present day.<br><br>Understanding the cultural significance of 1960's music and fashion.<br><br>Analysing the emergence of youth culture and protest movements. | • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br><br>• understand geographical similarities and differences through the study of human and physical geography of region in a European country, and a region within North or South America<br><br>• use maps, atlases, globes and digital/computer mapping to locate countries and | • name and locate counties and cities of the United Kingdom<br><br>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.<br><br>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br>• use the eight points of a compass, four figure grid references, symbols and key (including the use of | Anglo Saxons<br>Britain's settlement by Anglo-Saxons and Scots<br><br>Looking at Anglo-Saxon life.<br><br>Archaeology and the study of artefacts in reletion to the 1939 excavation at Sutton Hoo.<br><br>Understanding Anglo-Saxon beliefs and survivals from their religion and customs through to the present day. | Ancient Egyptians<br>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt;<br>They should understand how our knowledge of the past is constructed from a range of sources: Artefacts, archaeology etc | Tudors<br>They should understand how our knowledge of the past is constructed from a range of sources: portraits, diaries etc |

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| | | describe features studied<br>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | | | |
| Geography | The Berlin Wall<br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | Origins of food | Where did they settle?<br>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Ancient and modern Egypt<br>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Tudor exploration<br>name and locate counties and cities of the United Kingdom<br>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| Science | Sound<br>identify how sounds are made, associating some of them with something vibrating<br>recognise that vibrations from sounds travel through a medium to the ear | Electricity<br>identify common appliances that run on electricity<br>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers | Living things and their habitats<br>recognise that living things can be grouped in a variety of ways<br>explore and use classification keys to help group, identify and name a variety | States of Matter<br>compare and group materials together, according to whether they are solids, liquids or gases<br>observe that some materials change state when they are heated or cooled, and measure or research the temperature at | Animals (including humans)<br>describe the simple functions of the basic parts of the digestive system in humans<br>identify the different types of teeth in humans and their simple functions<br>construct and interpret a variety of food chains, | Scientific Enquiry<br>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, |

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| | find patterns between the pitch of a sound and features of the object that produced it<br><br>find patterns between the volume of a sound and the strength of the vibrations that produced it<br><br>recognise that sounds get fainter as the distance from the sound source increases. | identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br><br>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br><br>recognise some common conductors and insulators, and associate metals with being good conductors. | of living things in their local and wider environment<br><br>recognise that environments can change and that this can sometimes pose dangers to living things. | which this happens in degrees Celsius (°C)<br><br>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | identifying producers, predators and prey. | taking repeat readings when appropriate<br><br>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br><br>using test results to make predictions to set up further comparative and fair tests |
| Computing | Esafety/Internet<br><br>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | Scratch/Coding<br><br>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Kodu/Debugging<br><br>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | Spreadsheets<br><br>collecting, analysing, evaluating and presenting data and information | Presentations<br><br>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. collecting, analysing, evaluating and presenting data and information | Using and Applying skills<br>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts |
| Art | Observational drawings (still life)<br>to create sketch books to record their observations and use them to review and revisit ideas<br>to improve their mastery of art and design techniques, including drawing, painting and | Famous Artists around the world<br>to create sketch books to record their observations and use them to review and revisit ideas | | Landscape and perspective collage<br>to create sketch books to record their observations and use them to review and revisit ideas<br>I can explain the style of my work and how it has | Hieroglyphic Artwork<br>to create sketch books to record their observations and use them to review and revisit ideas<br>I can explain the style of my work and how it has been | Tudor Portraits<br>to create sketch books to record their observations and use them to review and revisit ideas<br>I can explain the style of my work and how it has |

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| | sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | I can explain the style of my work and how it has been influenced by a famous artist. | | been influenced by a famous artist.<br>to improve their mastery of art and design techniques, including drawing and painting and sculpture with a range of materials | influenced by a famous artist. | been influenced by a famous artist. |
| DT | 1960s Clothing Design<br><u>Design</u><br>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br><br><u>Make</u><br>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br><br><u>Evaluate</u><br>investigate and analyse a range of existing products | | Create an exotic fruit salad<br>understand and apply the principles of a healthy and varied diet<br>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | Creating a Saxon settlement<br>apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]<br>apply their understanding of computing to program, monitor and control their products | Bread making<br>understand and apply the principles of a healthy and varied diet<br>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | Wattle and Daub houses<br>apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]<br>apply their understanding of computing to program, monitor and control their products |

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| | evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | | | |
| Music | 1960's music<br><br>develop an understanding of the history of music. | Samba rhythms<br><br>use and understand staff and other musical notations | African Drumming<br><br>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Rhythm work based on vocab form<br><br>listen with attention to detail and recall sounds with increasing aural memory | Soundscape – journey of the dead<br><br>improvise and compose music for a range of purposes using the inter-related dimensions of music | Tudor dance.<br><br>ppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |
| RE | Becoming an Adult | Inspirational People | Sikhism | Neighbours | Judaism | War and Suffering |
| PE | Swimming<br>Dance<br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different water-based situations. | Swimming<br>Gym<br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different | Swimming<br>Dance<br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different | Swimming<br>Gym<br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different water-based situations. | Swimming<br>Dance<br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different water-based situations. | Swimming<br>Gym<br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different water-based situations. |

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| | | water-based situations. | water-based situations. | | | |
| Languages (KS2) | Spanish Greetings<br>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | Spanish Food<br>speak in sentences, using familiar vocabulary, phrases and basic language structures | Spanish- Introducing yourself<br>listen attentively to spoken language and show understanding by joining in and responding | Spanish Numbers<br>speak in sentences, using familiar vocabulary, phrases and basic language structures | Spanish Colours<br>speak in sentences, using familiar vocabulary, phrases and basic language structures | Spanish Times of Day<br>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words |