





Curriculum Overview – Year 4

Topic 1 Autumn 1	Topic 2 Autumn 2	Topic 3 Spring	Topic 4 Summer 1	Topic 5 Summer 2
<p style="text-align: center;"><i>Ancient Egypt</i></p>  <p style="text-align: center;">What can we find out about Ancient Egypt from what has survived?</p>	<p style="text-align: center;">Seas & Oceans</p>  <p style="text-align: center;">Why do our seas and oceans matter so much?</p>	<p style="text-align: center;"><i>The Victorians</i></p>  <p style="text-align: center;"><i>How was life different, especially for children, in Victorian Britain.</i></p>	<p style="text-align: center;">Volcanoes</p>  <p style="text-align: center;"><i>How do volcanoes affect the lives of people living near them?</i></p>	<p style="text-align: center;"><i>It's electric!</i></p>  <p style="text-align: center;"><i>How can we create an electrical circuit?</i></p>
<p style="text-align: center;">We are...Egyptologists</p>	<p style="text-align: center;">We are...oceanographers</p>	<p style="text-align: center;">We are...historians</p>	<p style="text-align: center;">We are...volcanologists</p>	<p style="text-align: center;">We are...electricians</p>
<p style="text-align: center;">Parental engagement: Parental showcase</p>	<p style="text-align: center;">Parental engagement: Local community litter pick</p>	<p style="text-align: center;">Parental engagement: Invite parents in to hear Victorian songs learned in music.</p>	<p style="text-align: center;">Parental engagement: Home project on volcanoes.</p>	<p style="text-align: center;">Parental engagement: Family survey: Monitor electricity use at home</p>
<p style="text-align: center;">Community links: The Box – Ancient Egypt workshop</p>	<p style="text-align: center;">Community links: Devonport Energy from Waste Plant – investigating recycling and the impact of waste on our city.</p>	<p style="text-align: center;">Community links: Adrian Chapman (Lord Shaftesbury) Visit Morwellham Quay TBC Swimming at the Life Centre</p>	<p style="text-align: center;">Community links: Geography field Trip</p>	<p style="text-align: center;">Community links: Royal Navy STEM engagement visit – workshop</p>

<p style="text-align: center;">History</p> <p>Chronological understanding Accurately sequence key events, objects and people within Ancient Egypt and the Victorian period using key dates and terms,</p> <p>Begin to provide detailed valid reasons why they have sequenced the events/objects in this way.</p> <p>Knowledge and understanding of events, people and changes in the past Describe key features of past societies and periods (including attitudes, beliefs and everyday lives).</p> <p>Offer a reasonable explanation for some events.</p>		<p>Chronological understanding Accurately sequence key events, objects and people within Ancient Egypt and the Victorian period using key dates and terms,</p> <p>Begin to provide detailed valid reasons why they have sequenced the events/objects in this way.</p> <p>Knowledge and understanding of events, people and changes in the past Look for links and effects in times studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Historical terms Develop use of appropriate subject terminology, such as: pharaoh, mummification, descendants (Ancient Egypt) and reign, industry,</p>	<p>Historical enquiry Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Use textbooks and websites for research.</p> <p>Ask and answer a variety of questions considering aspects of change, cause, similarity and difference and significance.</p>	
--	--	---	--	--

	<p>Historical terms Develop use of appropriate subject terminology, such as: pharaoh, mummification, descendants (Ancient Egypt) and reign, industry, revolution. (The Victorians).</p> <p>Begin to describe historically significant people and events in situations.</p> <p>Interpretation of History Look at the evidence available.</p> <p>Organisation and communication Recall, select and organise historical information.</p>		<p>revolution. (The Victorians).</p> <p>Begin to describe historically significant people and events in situations.</p> <p>Interpretation of History Begin to evaluate the usefulness of different sources.</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Discuss and debate the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the value of the Industrial Revolution and understand that the same event can result in both positive and negative effects.</p>		
--	--	--	--	--	--

	Work independently and in groups to display finding and communicate in a variety of ways.				
--	---	--	--	--	--

Geography		<p>Locational & Place Knowledge Quick Recall locational knowledge from previous learning & recognise the different continents. Name & locate COUNTIES & different cities of the UK and the human and physical characteristics.</p> <p>Identify the position and significance of the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Identify and locate largest deserts in the world?</p> <p>Human & Physical Geography Recycling & Sustainability – recognise, describe ways in which it is possible to live more sustainably both at home & at school.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight</p>		<p>Looking to the future of electricity and energy use. Learning from the mistakes of the past to innovate in ways that protect and enhance the natural world.</p> <p>Focus on particular innovators and innovations.</p>	<p>Locational & Place Knowledge Name & locate European countries including Russia & some world countries. Locate tectonic plates and describe key topographical features.</p> <p>Reason about the physical features of an area and why settlers arrived there. Recognising people have differing quality of living in differing locations.</p> <p>Identify and locate physical features. Question the advantages/possible disadvantages of living in an area.</p> <p>Human & Physical Geography Describe and understand key aspects of: physical geography, Volcanoes and earthquakes looking at plate tectonics and the ring of fire. Locate the equator & draw conclusions about why countries have different climates including the tropics.</p>
------------------	--	--	--	---	---

		<p>points of a compass, Use OS maps to explore four-figure grid references, to locate & describe features .</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including more accurate maps (with more complex keys), plans and graphs, and digital technologies.</p> <p>Explore features on an OS map???Or is this covered enough in other year groups??</p> <p>Possible Field Studies: Litter survey and area comparison. Devonport Energy from Waste Plant, investigating recycling and the impact of waste on our city. Undertake surveys?</p>			<p>Human geography – settlements, land use, economic activity.</p> <p>Describe and explain the processes that cause natural disasters.</p> <p>Draw conclusions about the impact of natural disasters & why they occur at the similar locations around the world.</p> <p>Discuss how volcanoes affect human life e.g. settlements.</p> <p>Question, explain why do people choose to continue to live in a volcanic area?</p> <p>Understand & discuss global warming and how this can lead to extreme weather (covered in Yr5)</p>
--	--	--	--	--	--

Art		PPA: Giorno Marandi Drawing focus. Know how to use tone, texture. Tone, scale and depth. Explore how to use mirrors, view finders to make observations. Know how to make reflections . Explore his use of still life, Bottles washed up on the beach.		PPA Painting focus. Cezanne focus. To understand what foreground, midground and background is. Look and study a range of landscapes, identifying these. Explore and develop drawing and painting of trees using different brush strokes for effect. Complete a landscape in the style of Cezanne.	PPA –Collage focus. Natasha Chomkoo focus exploring negative and positive imagery. Compare and style own piece of collage focus on study using colour patterns to build up a mountain volcanic scene. Improve and develop cutting skills and explore how smaller pieces of collage can impact the overall effect.
DT		Textiles (2D shape to 3D project) Using recycled materials to create a bendy bag Design, make and evaluate		Shell Structures with computer aided design. To create a desk tidy Design, make and evaluate	Simple Circuits & Switches - Battery operated lights Design, make and evaluate

Science	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
	<u>Animals inc Humans</u>	<u>Living Things and their Habitats</u>	<u>States of Matter</u>	<u>Sound</u>	<u>Electricity</u>
	Describe the simple functions of the basic parts of the digestive system in humans. Describe the ways in which nutrients and water are transported within animals, including humans.	Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.	Compare and group materials together, according to whether they are solids, liquids or gases.	Identify how sounds are made, associating some of them with something vibrating.	Identify common appliances that run on electricity.
	Identify the different types of teeth in humans and their simple functions	Recognise that environments can change and that this can sometimes pose dangers to living things.	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).	Find patterns between the pitch of a sound and features of the object that produced it.	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
	Construct and interpret a variety of food chains, identifying producers, predators and prey.		Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Find patterns between the volume of a sound and the strength of the vibrations that produced it.	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.
				Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	
				Recognise some common conductors and insulators, and associate metals with being good conductors.	

RSHE	<p>HEALTH & WELLBEING, with a focus on the school values – Bravery and Self-belief</p> <p>Understand the need to maintain a balanced lifestyle with diet and exercise and consider how to recognise signs of illness; good oral hygiene and dental care will also be explored.</p> <p>Consider the dangers/risks of certain medicines (not taking them properly) and the safe use of household products; recognise what is meant by a drug, as well as (legal) drugs common to everyday life (cigarettes, vaping, alcohol etc) and the effects/ affects.</p>	<p>HEALTH & WELLBEING, with a focus on the school values – Bravery and Self-belief</p> <p>Begin to understand the physical and emotional changes in puberty, including external genitalia and the need for good personal hygiene routines; Learn about seeking support for strategies to help understand and manage the challenges of puberty, e.g. menstruation.</p>	<p>RELATIONSHIPS, with a focus on the school values – Resilience and Collaboration</p> <p>Learn about positive, mutually respectful friendships and relationships, including online relationships and what to do if feeling lonely or excluded.</p> <p>Know how to respond to hurtful behaviour; learn strategies to be able to manage confidentiality, dares and pressures; recognise risks online.</p> <p>Learn about the importance of respecting/accepting differences and similarities; discuss difference sensitively and inclusively.</p>	<p>LIVING IN THE WIDER WORLD, with a focus on the school values – Communication and Responsibility</p> <p>Learn about what makes a community – meaning and benefits - and shared responsibilities within the community; learn about how to show compassion.</p>	<p>LIVING IN THE WIDER WORLD, with a focus on the school values – Communication and Responsibility</p> <p>Learn how data is shared and used and that everything shared online has a digital footprint; consider how to make reliable online choices.</p> <p>Learn about making decisions about money; how to use and keep money safe and to keep track of money.</p>
-------------	---	--	---	--	---

Music	<p>Rhythm focus : Composing and performing a rhythmical performance about Egypt . We are musicians</p> <p>To be able to sing a range of songs from memory with accurate pitch and rhythm Children will be able to perform a wider range of challenging rhythms. To build up layers of sound from Year 3 To create sequences of sounds using a greater range of beats in connection to phrases about Egypt. <i>To develop their own rhythms on a range of instruments as part of an accompaniment.</i></p>		<p>Music Hall theatre: melody and pitch focus. We are performers Children will identify the different purposes of music. Children will be able to make up their own melodic and non-melodic form on a range of instruments as part of an accompaniment.. Children will use their own notation as they make their own simple melodies and rhythms. Children will be confident in adopting a specific delivery in their performance of different songs.</p>	<p>Painting with sound. A sound picture musically describing different world disasters including volcanos We are composers <i>To explain the place of silence and say what effect it has</i> <i>to sing expressive songs with accurate pitch and rhythm.</i> <i>To use notation to record composition.</i> <i>To build tempo and dynamics into their compositions for effect.</i> <i>To be clear about positive body language for the duration of a performance.</i></p>	
PE	<p style="text-align: center;">Hockey</p> <p style="text-align: center;">Gymnastics</p>	<p style="text-align: center;">Handball</p> <p style="text-align: center;">Dance</p>	<p style="text-align: center;">Tag Rugby</p> <p style="text-align: center;">Swimming</p>	<p style="text-align: center;">Tennis</p> <p style="text-align: center;">Yoga</p>	<p style="text-align: center;">Rounders</p> <p style="text-align: center;">Basketball</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>COMPUTER SCIENCE Build on previous skills in design, writing and debugging on simple programs to create a basic educational game involving selection and repetition as well as use of variables. This will introduce the concept of decomposition to aid design and debugging.</p> <p>DIGITAL LITERACY Explicit teaching of E-Safety focusing on what classes as personal/private information that should not be openly shared.</p>		<p>COMPUTER SCIENCE Transfer understanding of debugging into a new programming language to create html webpages.</p> <p>ICT Further develop their understanding of the link between the internet and the web, gaining insight into how some technical aspects of the internet make the web possible.</p> <p>DIGITAL LITERACY Further understanding some of the risks in using the web, including the trustworthiness of websites and the information they contain.</p> <p>Begin to develop understanding of copywrite law and the need to gain permission to use other people's work or images.</p> <p>Further consideration of personal consent in online material, specifically in photographs and video content.</p>		<p>COMPUTER SCIENCE Linking of knowledge of variables with Science and ICT Computing strand to record and analyse data.</p> <p>ICT Understand the similarities and differences between analogue and digital data collection, using digital data logging to automate the recording of data.</p> <p>Use spreadsheets to record and data and create charts, using these to analyse the data, exploring inconsistencies.</p> <p>Further develop presentation skills using presentation software, possibly including video.</p>

RE	What is the Trinity and why is it important for Christians?	What do Hindu's believe God is like?	What does it mean to be a Hindu in Britain today? Why do Christian's call the day Jesus dies 'Good Friday?'	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
-----------	--	---	--	---	---