

Year 4 Wider Curriculum

	Autumn	Spring	Summer
Science	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Sound Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. <p>State of matter Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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.

<p>Geography</p>	<p>Where in the world? Locational Knowledge Locate North America on maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Hills, mountains and volcanoes - look at geographical regions and identify key topographical features Identify the position and significance of Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn Geographical skills and fieldwork 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.</p>	<p>Can you describe how earthquakes and volcanoes are created and how they have an impact on human life? Locational knowledge Locate North America on maps, key physical characteristics: Hills, mountains and volcanoes - look at geographical regions and identify key topographical features Human and Physical Geography Describe and understand key aspects of: physical geography, including:, mountains, volcanoes and earthquakes</p>	<p>Can you confidently describe physical features in a locality? Can you locate North America and explain why it is a popular holiday destination? Locational knowledge North America - environmental regions, key physical and human characteristics, countries, and major cities Locate North America on maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn Geographical skills and fieldwork Use maps, ATLASES, globes and digital /computer mapping to locate countries and describe features studied</p>
<p>History</p>	<p>Can you describe the Viking struggle for the kingdom of England? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, this could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Edward the Confessor and his death in 1066 	<p>How did England change after the Roman's left? Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) Christian conversion – Canterbury, Iona and Lindisfarne 	<p>What impact did the Roman Empire have on Britain? The Roman Empire and its impact on Britain, this could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica

			<ul style="list-style-type: none"> • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Art	<p>How do we use tone and pattern to show texture?</p> <ul style="list-style-type: none"> • Explore relationships between line and tone, pattern and shape, line and texture. 	<p>How does Kelvin Okafor use tone and pattern to show texture?</p> <ul style="list-style-type: none"> • Explore relationships between line and tone, pattern and shape, line and texture. 	<p>How can we use colour and shape to disorientate?</p> <ul style="list-style-type: none"> • Explore relationships between line and tone, pattern and shape, line and texture. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
I.T.			
D.T.	<p>Adapting a recipe – Cooking and nutrition</p> <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according 	<p>Pavillions – Structures</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p>	<p>Electrical Systems – Torches</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

	<p>to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
MFL			

Music			
P.E.			
R.E.			
PSHE			
Citizenship			