

## Year 4 Curriculum

Autumn	Spring	Summer
<p>The Roman Empire and its impact on Britain</p>	<p>A local history study – how several aspects of the history around the Tudors are reflected in the locality To study weather and the Water Cycle</p>	<p>The study of human and physical geography of a region within North America A study of an aspect of British history that extends chronological knowledge – industrialisation and the Victorians</p>
<p><b>As historians we will....</b></p>		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• The legacy of the Romans</li> <li>• British resistance (Boudicca)</li> <li>• The power of the Roman Army</li> <li>• Chronology of events</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• What a monarch is</li> <li>• How Henry became king</li> <li>• The varying representations of Henry's character / legacy</li> <li>• The wives of Henry VIII</li> <li>• Henry VIII and The Church</li> <li>• Was Henry VIII a hero or a villain?</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Chronology of the railways</li> <li>• Understanding why the railways were important in the industrial development / growth of Britain</li> </ul>
<ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives</li> <li>• explain some of the main events and give reasons for, and results of, the changes</li> <li>• describe and compare different periods from the past</li> <li>• understand more complex, abstract concepts</li> </ul>	<ul style="list-style-type: none"> <li>• to describe and compare different periods of time</li> <li>• explain some of the main events and give reasons for, and results of, the changes</li> <li>• to be able to identify different examples of types of sources</li> <li>• use historical language to communicate ideas</li> <li>• to make connections between local, regional, national and international history</li> </ul>	<ul style="list-style-type: none"> <li>• to understand who where the original Americans.</li> <li>• to interpreting stories, music, poems and other stimuli</li> <li>• have some awareness of how people's lives have shaped this nation</li> <li>• make deductions from sources that go beyond simple observation</li> <li>• to learn about the historical trading links between Liverpool as a port and rest of the world i.e. the USA</li> </ul>

<ul style="list-style-type: none"> <li>• have some awareness of how people's lives have shaped this nation</li> <li>• make deductions from sources that go beyond simple observation</li> <li>• ask questions about events and artefacts to find out more about them.</li> <li>• obtain ideas about the past from pictures and other sources</li> <li>• use historical language to communicate ideas</li> <li>• communicate understanding using historical language</li> <li>• understand that aspects of the past have been represented and interpreted in different ways</li> <li>• use paragraphs to organise ideas around a theme</li> </ul> <p><b><i>This topic links to geography, mathematics and English.</i></b></p>	<ul style="list-style-type: none"> <li>• use paragraphs to organise ideas around a theme</li> </ul> <p><b><i>This topic links to mathematics and English.</i></b></p>	<ul style="list-style-type: none"> <li>• use historical language to communicate ideas</li> <li>• understand that aspects of the past have been represented and interpreted in different ways</li> <li>• use paragraphs to organise ideas around a theme</li> </ul> <p><b><i>This topic links to mathematics and English.</i></b></p>
<p><b>As geographers we will....</b></p>		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• the location of places in an atlas</li> <li>• names of the countries in Europe</li> <li>• Understand why the Romans settled where they did</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Describe the Water Cycle</li> <li>• Explain the difference between masses of water</li> <li>• The importance of recycling /looking after the environment</li> <li>• Locate oceans and rivers</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Explain the physical and human features of localities</li> <li>• Compare New York and Liverpool</li> </ul>
<ul style="list-style-type: none"> <li>• begin to describe the human and physical features of our local area.</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise how people try to improve and keep environments</li> </ul>	<ul style="list-style-type: none"> <li>• to understand why New York is one of the world's most visited cities?</li> </ul>

<ul style="list-style-type: none"> <li>• use fieldwork to observe, measure and record the human and physical features in the local area.</li> <li>• learn about the local area and begin to appreciate the importance of the wider geographical location</li> <li>• know about the local area and begin to appreciate the importance of wider geographical location in understanding places</li> </ul> <p><b><i>This topic links to history, mathematics and English.</i></b></p>	<ul style="list-style-type: none"> <li>• to learn the eight points of a compass, four figure grid references</li> <li>• to use fieldwork to observe, measure and record the human and physical features in local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>• begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments</li> </ul> <p><b><i>This topic links to English and mathematics.</i></b></p>	<ul style="list-style-type: none"> <li>• to carry out your own research on one to the American states.</li> <li>• use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• begin to describe and compare features of different locations and offer explanations for the locations of some of those features</li> <li>• be aware that different places may have both similar and different characteristics</li> </ul> <p><b><i>This topic links to mathematics.</i></b></p>
<p><b>As artists we will ....</b></p>		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• How different media can affect the look of sketches</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Tudor portraits and the artists that painted them</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Andy Warhol</li> </ul>
<ul style="list-style-type: none"> <li>• experiment with line, tone and shade.</li> <li>• use printing to represent the natural environment.</li> <li>• use line, tone and shade to represent things seen, imagined or remembered.</li> <li>• explore colour through printing, using two colours and a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• to interpret stories, music, poems and other stimuli</li> <li>• to show an awareness of texture, form and shape by recreating an image in 3D form</li> <li>• to be happy to experiment with line, tone and shade</li> <li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> </ul>	<ul style="list-style-type: none"> <li>• use sketch books to record observations and use them to review and revisit ideas</li> <li>• improve mastery of art and design techniques (painting)</li> <li>• learn about the life and work of a great artist (Claude Monet)</li> <li>• explore the effect on paint of adding water, glue, sand, sawdust</li> <li>• print with two colour overlays</li> </ul>

	<ul style="list-style-type: none"> <li>• match the tool to the material</li> </ul> <p>Develop skills in stitching, cutting and joining</p>	<ul style="list-style-type: none"> <li>• experiment with paste resist</li> </ul>
<b>As designers we will ....</b>		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• How and why sculpture was used to represent Romans</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• The Tudor Rose</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Moving vehicles</li> </ul>
<ul style="list-style-type: none"> <li>• make labelled drawings of a product.</li> <li>• generate ideas, considering the purposes of the design.</li> <li>• develop a clear idea of what has to be done, planning how to use equipment and processes.</li> <li>• measure, mark out, cut and shape a range of materials</li> <li>• use simple graphical communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• to generate ideas, considering the purpose for which they are designing</li> <li>• to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternatives methods of making, if the first attempt fails</li> <li>• to use a variety of technique e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>• sew using a range of different stitches, to weave and knit</li> <li>• measure, tape or pin, cut and join fabric with some accuracy</li> <li>• evaluate our work both during and at the end of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>• to use software to model 3d objects made up of cuboids</li> <li>• understand that ICT allows for situations to be modelled which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations.</li> <li>• to find out about the sports Americans play and to create a website explaining this to an English audience</li> <li>• evaluate products and identify criteria that can be used for their own designs</li> <li>• select appropriate tools and techniques for making our product</li> <li>• join and combine materials and components accurately in temporary and permanent ways</li> <li>• sew using a range of different stitches, to weave and knit</li> </ul>

		<ul style="list-style-type: none"> <li>• evaluate our work both during and at the end of the assignment</li> <li>• evaluate our products carrying out appropriate tests</li> <li>• know when and where products were designed and made</li> <li>• know whether products can be recycled or reused</li> <li>• begin to look at inventors and our work</li> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>As musicians we will ...</b>		
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> <li>• join several layers of sound and understand the effect</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> </ul> <p>join several layers of sound and understand the effect</p>

**Responding and Reviewing**

- recognise and explore ways sound can be combined and used expressively
- make improvements to own work, and comment on the effect

**Learning, and Applying Knowledge and Understanding**

- listen to and recall repeated patterns

**Responding and Reviewing**

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- explore and explain ideas and feelings about music using movement, dance and expressive and musical language
- make improvements to own work, and comment on the effect

**Learning, and Applying Knowledge and Understanding**

- listen to and recall repeated patterns
- understand how different musical elements are combined and used expressively
- use established notation to represent music, including chords, pitch etc
- listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it

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## During P.E. we will ....

### **Basketball**

- travel whilst bouncing a ball showing control
- use a range of skills to help them keep possession and control of the ball
- perform the basic skills needed for the games with control and consistency
- in pairs, make up a game and play a simple rallying game
- use a range of skills to keep possession and make progress towards a goal, on our own and with others
- choose good places to stand when receiving, and give reasons for our choice
- choose and use throwing skills to make the game hard for our opponents

### **Dance**

- improvise freely, on our own or with a partner
- translate ideas into a dance
- create and link phrases using a simple dance structure
- perform dances with an awareness of rhythm on our own or in a group

### **Gymnastics**

- improve the quality of our actions, body shapes and balance
- select appropriate actions and consolidate simple ideas
- know the importance of strength
- evaluate our work and quality of their performance
- recognise how our work can be improved

### **Tennis**

- use a range of skills to help us keep possession and control of the ball
- perform the basic skills needed for the games with control and consistency
- in pairs, make up a game and play a simple rallying game
- choose good places to stand when receiving, and give reasons for our choice
- choose and use batting or throwing skills to make the game hard for our opponents

### **Cricket**

- use a range of skills to help us keep control of the ball
- perform the basic skills needed for the games with control and consistency
- in pairs, make up a game and play a simple rallying game
- choose good places to stand when receiving, and give reasons for our choice
- choose and use throwing and batting skills to make the game hard for our opponents

### **Athletics**

- consolidate and improve the quality and consistency of the techniques we use for particular activities.
- develop our ability to choose use simple tactics and strategies in different situations.
- know, measure and describe the short term

## Swimming

- work with confidence in the water
- explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water
- remember, repeat and link skills
- know how to choose and use skills for different swimming tasks eg using arms to stay balanced, knowing what to push against the water to move in a particular direction
- improve the control and coordination of their bodies in the water
- know that being active is fun and good for them
- recognise what their bodies feel like during different activities
- watch, copy and describe what they and others have done and use the information to improve our work

effects of exercise on the body.

- describe how the body reacts to different types of activities.
- describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.

## During Computing we will ....

### Photography

- **IT** – be learning how to save our work using a shared folder with class codes and initials.
- **IT** – be learning how to use the computer to create an imitation of an artist's work.
- **DL** – be learning to use the internet to research their artist and images of their work.

***This has links to art, geography and SMSC***

### Code Combat

- **CS** - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- **CS** - use sequence, selection, and repetition in programs.
- **CS**- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

***This has links to mathematics and English***

### Garageband

- **CS** - use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- **CS** - select, use and combine a variety of software on a range of digital devices to design a piece of music.
- **DL** - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

***This links to music, science and geography***

### Presentation

- **DL** – be discussing how presentations can be used in and around the world of work and not only in schools.
- **DL** – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- **DL** - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable

### Animation

- **DL**– be learning how animations are made and how this is used in the movie industry.
- **IT** – be learning how animation works by animating characters to create a story.
- **IT** – be using the internet to research and to recreate a story using computing and animation.

***This topic links to geography and English***

### Podcast

- **DL** – be learning about how podcasting came about and how this has developed the radio industry.
- **DL** – be using the internet to research their topic and create a short script.
- **IT** – be learning how the radio industry has moved forward using technology

***This has links to geography, music and English.***

	<p>behaviour; identify a range of ways to report concerns about content and contact.</p> <p><i><b>This has links to history and English</b></i></p>	
<p><b>During PSHE we will begin to know and understand...</b></p>		
<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• what is meant by a healthy lifestyle</li> <li>• how to maintain physical, mental and emotional health and wellbeing</li> <li>• how to manage risks to physical and emotional health and wellbeing</li> <li>• ways of keeping physically and emotionally safe</li> <li>• about managing change, including transition and loss</li> <li>• how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• how to respond in an emergency</li> <li>• to identify different influences on health and wellbeing</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts</li> <li>• how to recognise and manage emotions within a range of relationships</li> <li>• how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• how to respond to risky or negative relationships and ask for help</li> <li>• how to respect equality and diversity in relationships.</li> </ul>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• about respect for self and others and the importance of responsible behaviours and actions</li> <li>• about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• about different groups and communities</li> <li>• to respect equality and to be a productive member of a diverse community</li> <li>• about the importance of respecting and protecting the environment</li> <li>• about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• how money plays an important part in people's lives</li> <li>• a basic understanding of enterprise.</li> </ul>

**During R.E. we will begin to know and understand....**

- what people believe about .... Sacred Texts
- what do we understand by wisdom
- How do people use 'words of wisdom' in everyday living - **Qur'an', Hindu Scriptures', Guru Granth Sahib', Torah**
- what words of wisdom we would use to help us live
- what Christians believe – The Bible
- why the Bible is so important to Christians
- what Christians believe about the Bible - looking at the metaphors
- what Christians mean by 'God's plan'

- how does what people believe affect their worship
- Prayer and Special Places
- what do these prayers tell us about people who use them
- what is the significance of the Lord's prayer
- why people have a special place to worship
- How what Christians believe affect their worship

**Easter**

(Links to previous topic- prayer and special places)

- why Jesus prayed to God his Father
- what we can learn from the prayers spoken by Jesus on the cross

- how what people believe in affects their behaviour
- the journey of life and death
- why life can be described as a journey
- what have been the most significant milestones in our own lives
- how do faith celebrations help believers along their life journey

Autumn	Spring	Summer
<b>As scientists we will ...</b>		
<p><b>Changing Sound:</b></p> <ul style="list-style-type: none"> <li>• find out that sounds are made when objects and materials vibrate</li> <li>• investigate whether sounds can travel through different materials</li> <li>• explore the relationship between distance and volume</li> <li>• find out that some materials are effective in preventing vibrations from sound sources reaching the ear</li> <li>• investigate how sounds can be different pitches and volumes</li> <li>• find out how the length, thickness and tightness of a string affects its pitch</li> <li>• find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air</li> </ul>	<p><b>Circuits and Conductors:</b></p> <ul style="list-style-type: none"> <li>• investigate circuits and their different components</li> <li>• investigate the differences between mains and battery-powered circuits. recognise some common conductors and insulators, and associate metals with being good conductors</li> <li>• investigate the purposes of conducting and insulating materials</li> <li>• be able to use knowledge of conductors and insulators to create switches to complete a circuit</li> <li>• be able to plan and carry out an experiment to see how to change the brightness of a bulb</li> </ul> <p><b>States of Matter:</b></p> <ul style="list-style-type: none"> <li>• compare and group materials together according to whether they are solids or liquids</li> <li>• identify and explore the properties of gases</li> <li>• observe that materials change state when they are heated or cooled</li> </ul>	<p><b>Eating and Digestion:</b></p> <ul style="list-style-type: none"> <li>• be able to identify and classify carnivores, herbivores and omnivores</li> <li>• be able to construct and interpret a variety of food chains</li> <li>• identify the different types of teeth in humans and identify their functions</li> <li>• explore different ways of keeping teeth healthy</li> <li>• investigate how the digestive system works</li> <li>• be able to describe the functions of the basic parts of the digestive system</li> </ul> <p><b>Living in Environment:</b></p> <ul style="list-style-type: none"> <li>• be able to identify a variety of habitats and explore why organisms live in different habitats</li> <li>• be able to group organisms according to their characteristics</li> <li>• be able to classify animals into specific groups according to their characteristics</li> <li>• be able to use a classification key to identify animals</li> </ul>

	<ul style="list-style-type: none"><li>• research the temperature in degrees Celsius (°C) at which materials change state. understand the process of evaporation</li><li>• understand the process of condensation. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li></ul> <p><b><i>This topic is linked to geography</i></b></p>	<ul style="list-style-type: none"><li>• be able to identify and classify a variety of British plants. explore the human impact on habitats and environments</li></ul>
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