



Curriculum Map 2021-2022: Year 4

Autumn

	Main Topic (History)	Geography	D&T	Art	Music
Year 4 Traders and Raiders.	<p>Learn about Britain's settlement by Anglo-Saxons and Vikings.</p> <ul style="list-style-type: none"> Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Use a range of source materials to answer questions about the past which go beyond simple observations. Ask and answer more complex questions through independent research. Explain the impact of a significant historical figure on life in Britain. 	<ul style="list-style-type: none"> Use a map of Britain to record shore forts, identify nearby towns, rivers, estuaries and other significant geographical features. Locate and name geographical features on an Ordnance Survey map: Cadbury Castle, the Shropshire village of Worcester, Mitchell's Fold Stone Circle, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge. Through use of maps of the UK, identify why Saxons choose to locate their settlements by studying key aspects of human geography: the distribution of natural resources including, food, minerals, water and trade links To identify countries that the Viking raiders came from and locate them using maps to focus on Europe (including the location of Russia) To name and locate counties and cities of the UK, geographical regions and their identifying physical characteristics, including hills, mountains, coasts and rivers. 	<p>Design/Make/Evaluate:</p> <ul style="list-style-type: none"> Make a wearable digestive system! 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. - design a shield. <p>Collect information to inform design ideas</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 to their functional properties and aesthetic qualities. 	<p>Drawing:</p> <p>Creating a Celtic Pattern</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas. <p>Printing:</p> <p>Use printing inks to create Celtic patterns</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques: printing with a range of materials <p>Fabric -</p> <p>Use natural dyes to change the colour of white cotton t-shirts</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including painting with a range of materials 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>(When Good King Arthur Ruled This Land. Practise the tune and sing it as a whole class using their voices expressively.)</p>

English (Brilliant Books):				Science:	
How to Train your Dragon by Cressida Cowell Beowulf				<u>Working Scientifically</u> <ul style="list-style-type: none"> To be able to ask relevant questions To use different scientific enquiry to answer them To set up simple practical enquiries, comparative and fair tests To make systematic and careful observations To take accurate measurements using standard units To gather, record, classify and present data in a variety of ways To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables 	
Key Transferable Vocabulary		Key Subject Specific Vocabulary		<u>Animals Including Humans</u>	
Account	Germanic	Anglo-Saxon	Seax	<ul style="list-style-type: none"> To 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 	
Afterlife	Indigenous	Arthurian	Skald	<u>Sound</u>	
Angle	Invader	Battleaxe	Thegn's great hall	<ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases. 	
Artefact	Kingdom	Dark ages	Viking		
Attack	Legend	Jute			
Britannia	Monk	Longhouse			
Chieftain	Plunder	Middles ages			
Charm	Raiders	Offa's Dyke			
Conquer	Scholar	Roman Empire			
Custom	Settlement	Runestone			
Defend	Territory	Saxon			
Deity	Traders	Saxon shore fort			
<u>Golden Thread (Foundations of Previous Learning)</u>				<u>Cultural Capital Opportunities</u>	
<ul style="list-style-type: none"> To use timelines to place events in order building on their knowledge of Ancient Greece and the Stone Age in Y3. To use maps to identify places in Europe building on their knowledge developed in Y3 whilst learning about the empire established in Ancient Greece. They know that there were invaders who conquered Britain who directly impacted life here linked to previous learning about Ancient Greece and The Stone Age civilisations in Y3. 				The Jorvik Viking centre, York Cultural Capital Passport: To visit a museum.	

Spring

	Main Topic (History)	Geography	D&T	Art	Music
Year 4 I am Warrior!	<p>Learn about the Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> Place different periods on a timeline. Remember key historical facts and dates from a period studied. Use a range of sources materials to answer questions about the past going beyond simple observations Choose the best way to record a range of historical information, giving reasons for the choice Ask and answer more complex questions through independent research Know how significant historical figures contributed to National and International achievements in variety of eras Explain how a significant historical figure impacted upon life in Britain 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country (Italy), Find out about similarities and differences including climate, landscape, size and weather. Use geographical information books to research both countries and record their findings. Recognise and describe the physical features of a Pompeii (Italy) and understand key aspects of physical geography, including volcanoes To locate Italy by using maps of Europe, (revising location of other European countries) concentrating on Italy's environmental regions, key physical and human characteristics, and major cities. Name and locate Roman cities using Google maps to find out distances between towns such as Doncaster and Manchester or York and Bath. Record their findings. 	<p>Communicate ideas through discussion</p> <ul style="list-style-type: none"> Look at images showing modern day appliances and objects such as bridges, toilets, sewers, baths, theatres, concrete, a water wheel and a calendar, along with other items which did not originate in Roman design. Work in pairs to sort items into two groups: Roman and non-Roman origins <p>Food Technology</p> <ul style="list-style-type: none"> Follow a recipe for the staple food of a poor Roman family. 	<p>Artist: Giacometti - create soap models using clay-sculpting tools.</p> <ul style="list-style-type: none"> Find out about great artists, architects and designers in history. <p>Modelling: Mosaics - using tiles/cards.</p> <ul style="list-style-type: none"> Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres. <p>Portraits: Draw pictures of Boudicca</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. pencil). <p>Sculpture: Create a Roman coin using clay and then painting.</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. clay). 	<ul style="list-style-type: none"> Samba Drum Lessons with Mr Nixon

English (Brilliant Books): Roman Invasion: The Thieves of Ostia by Caroline Lawrence		Science:	
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
Aqueduct Celts Chariot Invader Mosaic Soliloquy Standard Taxes Via		Amphitheatre Barbarian Britannia Caledonia Cassis Centurian Colloseum Gaul Gladiator Gladius Hibernia	Invictus Lanista Latin Legion Pilum Pugio Roman Empire Roman numerals Roman Scutum Servus
Golden Thread (Foundations of Previous Learning) <ul style="list-style-type: none"> To use timelines to place events in order building on their knowledge of Ancient Greece and the Stone Age in Y3 and the Anglo-Saxons and Vikings in Y4. To use their mapping skills to compare areas building on their knowledge developed in Y3 whilst learning about the empire established in Ancient Greece. The children understand how other advanced civilisations impacted life in Britain linked to learning from Ancient Greece in Y3. 		States of Matter- <ul style="list-style-type: none"> To be able to compare and group materials according to whether they are solids, liquids or gases, to observe that some materials change when they are heated/cooled, to be able to measure or research temperature at which this happens, to be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Living things and their habitats <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things. 	
		Cultural Capital Opportunities Yoga Man - Roman Yoga! Passport: I learned to swim and stay safe in water. I represented Mill Lane in a competition. (Chess)	

Summer

	Main Topic (Geography)	History	D&T	Art	Music
Year 4 Blue Abyss	<ul style="list-style-type: none"> Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world. Use websites and information books to find out features of the different seas and oceans, recording their findings Locate the Great Barrier Reef on the globe using maps and satellite images. Make a sketch map, identifying significant land features, towns, islands and the different reefs themselves. Compare different maps and decide how much detail to include. Use geographical source materials to research environmental issues linked to the oceans, such as overfishing, oil spills, coastal erosion, tourism and pollution. 	<ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Choose the best way to record a range of historical information, giving reasons for their choice. <p>1872 Royal Navy ship, HMS <i>Challenger</i></p>	<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors). 	<ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Find out about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Using the Four Sea Interludes by Benjamin Britten. listen with attention to detail and recall sounds with increasing aural memory <p>https://www.youtube.com/watch?v=VTd2aXLTa84</p>

English (Brilliant Books):		Science:	
<p>The Legend of Captain Crow's Teeth by Eoin Colfer 20,000 leagues under the Sea (Abridged) by Jules Verne</p>		<p>Electricity-</p> <ul style="list-style-type: none"> To be able to identify common appliances that run on electricity, to construct a simple series electrical circuit, to identify and name parts (cells, wires, bulbs, switches, buzzers) To identify whether a lamp will light or not in a simple circuit based on whether or not the lamp is part of a complete loop with battery, to recognise that a switch opens and closes a circuit, to recognise common conductors and insulators, and associate metals with being good conductors. <p>Animals Including Humans</p> <ul style="list-style-type: none"> To construct and interpret a variety of food chains, identifying producers, predators and prey. 	
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
Adaptation	Mammal	Abyss	Echinoderm
Bioluminescent	Organism	Aquarium	Fish
Consumer	Pollution	Aquatic	Marine
Current	Predator	Algae	Mollusc
Diversity	Prey	Annelid	Ocean
Food chain	Producer	Arthropod	Oceanography
Habitat	Reptile	Cnidarian	Reef
Invertebrate		Coral	Polyp
		Crustacean	Sea anemone
<p>Golden Thread (Foundations of Previous Learning)</p> <ul style="list-style-type: none"> To understand the term Global and how our actions can have an impact upon the world. Global Communities - International Refugee Day 		<p>Cultural Capital Opportunities Blue Reef Aquarium Tynemouth</p> <p>Passport: To be close to a very large animal and an animal much smaller than they are. To be shown ways to protect the planet.</p>	