



Charlestown Community Primary School
Year 4 Curriculum
2017 - 2019



	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 1:	Ancient Greece	Continents (Europe)	Stone Age / Iron Age	Pollution	The Tudors	Local Area Study (Field work)
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 2:	Ancient Egypt	Continents (Asia)	The Roman Empire and its impact on Britain	The Water Cycle (Rivers)	Local Study (Field work)	Trading Food

The above topics will be based on either History or Geography. Other subjects such will link into the topics. Art and Design Technology will alternate each half term and be linked to either a History or Geography topic.

To be an historian I need to develop the following skills:	
To investigate and interpret the past:	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past• Suggest suitable sources of evidence for historical enquiries• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ

	<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history
To build an overview of world history:	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history • Give a broad overview of life in Britain • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, belief, attitudes and experiences of men, women and children
To understand chronology:	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates • Understand the concept of change over time, representing this, along with evidence, on a time line • Use dates and terms to describe events
To communicate historically:	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: Dates, time period, era, change, chronology • Use Literacy, Numeracy and computing skills to a good standard in order to communicate information about the past
To be a geographer I need to develop the following skills:	
To investigate places:	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location • Explain own views about locations, giving reasons • Use maps, atlases, globes and digital / computer mapping to locate countries and describe features • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies • Use a range of resources to identify the key physical and human features of a location

	<ul style="list-style-type: none"> • Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers key topographical features and land-use patterns over time • Name and locate the countries of Europe and identify their main physical and human characteristics
To investigate patterns	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date and time zones. Describe some of the characteristics of these geographical areas • Describe geographical similarities and differences between countries • Describe how the locality of the school has changed over time
To communicate geographically:	<ul style="list-style-type: none"> • Describe key aspects of: Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle and Human Geography, including settlements and land use • Use the eight points of the compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world
To be an artist I need to develop the following skills:	
To develop ideas:	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum • Collect information, sketches and resources • Adapt and refine ideas as they progress • Comment on artworks using visual language
Drawing:	<ul style="list-style-type: none"> • Use different harnesses of pencils to show line, tone and texture • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need to use a rubber to make mistakes) • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture
Painting:	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, texture, patterns and lines • Mix colours effectively • Use watercolour paint to produce washes for backgrounds then add detail

	<ul style="list-style-type: none"> • Experiment with creating mood with colour
Collage:	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage
Sculpture:	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail
Print:	<ul style="list-style-type: none"> • Use layers of two or more colours • Replicate patterns observed in natural or built environments • Make printing blocks (e.g. from colied string glued to a block) • Make precise repeating patterns
Textiles:	<ul style="list-style-type: none"> • Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric • Create weavings • Quilt, pad and gather fabric
Digital Media:	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created
To take inspiration from the greats (Classic and Modern):	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others
To be a designer I need to develop the following skills:	
To master practical skills (Food):	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils • Measure ingredients to the nearest gram accurately • Follow a recipe • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)
To master practical skills (Materials):	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools • Measure and mark out to the nearest millimetre

	<ul style="list-style-type: none"> • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs) • Select appropriate joining techniques
To master practical skills (Textiles):	<ul style="list-style-type: none"> • Understand the need for a seam allowance • Join textiles with appropriate stitching • Select the most appropriate techniques to decorate textiles
To master practical skills (Electricals and electronics):	<ul style="list-style-type: none"> • Create series and parallel circuits
To master practical skills (Construction):	<ul style="list-style-type: none"> • Choose suitable techniques to construct products • Strengthen materials using suitable techniques
To master practical skills (Mechanics):	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)
To master practical skills (Computing):	<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose
To design, make evaluate and improve:	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design • Make products by working efficiently (such as by carefully selecting materials) • Refine work and techniques as work progresses, continually evaluating the product design • Use software to design and represent product designs
To take inspiration from design throughout history:	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs • Improve upon existing designs, giving reasons for choices • Disassemble products to understand how they work
To be a musician I need to develop the following skills:	
Being a musician:	<ul style="list-style-type: none"> • I can perform a simple part rhythmically • I can sing songs from memory with accurate pitch • I can improvise using repeated patterns • I can use notation to record and interpret sequences of pitches • I can use notation to record compositions in a small group or on my own • I can explain why silence is often needed in music and explain what effect it has

		<ul style="list-style-type: none"> • I can identify the character in a piece of music • I can identify and describe the different purposes of music • I can begin to identify the style of work of Beethoven, Mozart and Elgar 			
Physical Education:					
To develop my physical and sporting skills I need to develop the following :					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Games:		<ul style="list-style-type: none"> • I can catch with one hand • I can throw and catch accurately • I can hit a ball accurately with control • I can keep possession of the ball • I can vary tactics and adapt skills depending on what is happening in a game 			
Gymnastics:		<ul style="list-style-type: none"> • I can work in a controlled way • I can include change of speed and direction • I can include a range of shapes • I can work with a partner to create, repeat and improve a sequence with at least three phases 			
Dance:		<ul style="list-style-type: none"> • I can take the lead when working with a partner or group • I can use dance to communicate an idea 			
Athletics:		<ul style="list-style-type: none"> • I can run over a long distance • I can sprint over a short distance • I can throw in different ways • I can hit a target • I can jump in different ways 			
Outdoor and adventurous:		<ul style="list-style-type: none"> • I can follow a map in a (more demanding) familiar context • I can follow a route within a time limit 			

COMPUTING:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
We are software developers	We are musicians	We are toy developers	We are HTML editors	We are co-authors	We are meteorologists
To be a computing expert I need to develop the following :					
Algorithms and Programming:		<ul style="list-style-type: none"> • I can create a series of instructions • I can plan a journey for a programmable toy 			
Information Technology:		<ul style="list-style-type: none"> • I can create digital content • I can store digital content • I can retrieve digital content • I can use a web site • I can use a camera • I can record sound and play back 			
Digital Literacy:		<ul style="list-style-type: none"> • I can use technology safely • I can keep personal information private 			

Science Topics:

Science:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Animals, including humans	States of matter	Living things and their habitats	Electricity	Sound	Revise previous objectives

To be scientist I need to develop the following skills:	
Working scientifically:	<ul style="list-style-type: none"> • I can ask relevant scientific questions • I can use observations and knowledge to answer scientific questions • I can set up a simple enquiry to explore a scientific question

	<ul style="list-style-type: none"> • I can set up a test to compare two things • I can set up a fair test and explain why it is fair • I can make careful and accurate observations, including the use of standard units • I can use equipment, including thermometers and data loggers to make measurements • I can gather, record, classify and present data in different ways to answer scientific questions • I can use diagrams, keys, bar charts and tables; using scientific language • I can use findings to report in different ways, including oral and written explanations, presentation • I can draw conclusions and suggest improvements • I can make a prediction with a reason • I can identify differences, similarities and changes related to an enquiry
Biology:	<ul style="list-style-type: none"> • I can group living things in different ways • I can use classification keys to group, identify and name living things • I can create classification keys to group, identify and name living things (for others to use) • I can describe how changes to an environment could endanger living things • I can identify and name the parts of the human digestive system • I can describe the functions of the organs in the human digestive system • I can identify and describe the different types of teeth in humans • I can describe the functions of different human teeth • I can use food chains to identify producers, predators and prey • I can construct food chains to identify producers, predators and prey
Chemistry:	<ul style="list-style-type: none"> • I can group materials based on their state of matter (solid, liquid, gas) • I can describe how some materials can change state • I can explore how materials change state • I can measure the temperature at which materials change state • I can describe the water cycle

Physics:	<ul style="list-style-type: none"> • I can explain the part played by evaporation and condensation in the water cycle • I can describe how sound is made • I can explain how sound travels from a source to our ears • I can explain the place of vibration in hearing • I can explore the correlation between pitch and the object producing a sound • I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it • I can describe what happens to a sound as it travels away from its source • I can identify and name appliances that require electricity to function • I can construct a series circuit • I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • I can draw a circuit diagram • I can predict and test whether a lamp will light within a circuit • I can describe the function of a switch in a circuit • I can describe the difference between a conductor and insulators; giving examples of each
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RE Topics:

Religious Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
New Year, New Start!	Why is Jesus inspiring to some people?	Why do we pray?	What do different people believe about God?	What can we learn from religions about deciding what is right or wrong?	Why are festivals important to religious communities?

In RE I need to develop the following skills and my spiritual and emotional well-being and respect for others beliefs:

To understand beliefs and teachings	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts.
To reflect	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.
To understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.