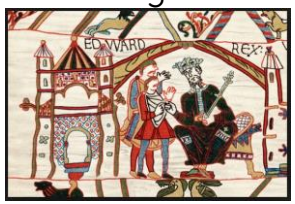
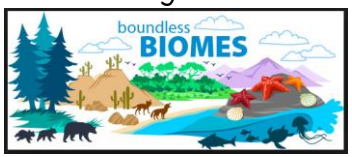
Year 4 | Curriculum Content Map | Holbrook Primary

Overview of the year

Theme	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Outcomes
Our Continent 	Geography Art D&T Science		Europe WOW day: Played different sports, tasted food and explored flags.	Trip to Derbyshire	Record weather reports	D&T Glowing globe Landscape painting
Smashing Saxons 	History Geography D&T	Beowulf (taught in English)	Parents invited to an exhibition	Birmingham museum	Invite parents to Anglo Saxon Museum – children share artefacts they have made.	D&T pouch
Vicious Vikings 	History Geography Drama ICT		Film premiere	Birmingham museum	Horrible histories – record videos during film making in ICT.	Anglo Saxon jewellery using clay
World of Wonder 	Science Geography Art	Research is led by Topic related SLS books.	WOW day: Turn classrooms into a biome: Tundra Rainforest Grassland	Twycross Zoo	Protests in regards to animal endangerment.	Presentation as home and away expert groups on biomes. Make t-shirts Create Biome boxes

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Our Continent

History (N/A)

Geography (Derbyshire, county, map work)

-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

-locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

-physical geography, including: climate zones, biomes and vegetation belts (Mediterranean), mountains (in Europe)

-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

-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.

Art

(Cezanne & landscapes of Derbyshire)

Focus: Drawing, Painting, (P Cezanne)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

-to create sketch books to record their observations and use them to review and revisit ideas

-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

-about great artists, architects and designers in history

D&T (Glowing Globe Focus: Electrics (Electricity in Science),

When designing and making, pupils should be taught to:

Design

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

Make

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

Evaluate

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

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Science

Electricity (link to Design Technology)

Pupils should be taught to:

- 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.

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Smashing Saxons vs Vicious Vikings

History (Anglo Saxon timeline and the settlement of the Vikings)

Britain's settlement by Anglo-Saxons and Scots
This could include:
--Scots invasions from Ireland to north Britain (now Scotland)
-Anglo-Saxon invasions, settlements and kingdoms: place names and village life
-Christian conversion – Canterbury, Iona and Lindisfarne
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
This could include
-Viking raids and invasion
- -Anglo-Saxon laws and justice
-Edward the Confessor and his death in 1066

Geography (Saxons: Denmark, Netherlands, and Germany. Vikings: Norway, Sweden, Scandinavia)

(settlement and land use)
-name and locate counties and understand how some of these aspects have changed over time
-to locate countries of the world using maps to focus on Europe and beyond relevant to the locations relevant in history
-identify position and significance of latitude, longitude, northern and southern hemispheres and time zones
-To use maps, atlases and globes and digital computer mapping to locate countries and describe the features studied

Art (Sculpture, making Anglo Saxon shields- Andy Goldsworthy)

Focus: Drawing, Painting and Sculpture
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
-to create sketch books to record their observations and use them to review and revisit ideas
-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
-about great artists, architects and designers in history

D&T (Anglo Saxon pouch)

Focus: Electrics (Electricity in Science), Pouch
When designing and making, pupils should be taught to:
Design
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
Make
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
Evaluate
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
Technical knowledge
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Science

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World of Wonder

History (N/A)

Geography (Biomes)

-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 (locating habitats in the local area)use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

-physical geography, including: climate zones, biomes and vegetation belts (Mediterranean),

-locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (focus on habitats in different climate zones, vegetation belts)

-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

-Human and physical features which influence habitats

Art (Inspired by animals and nature, draw and transfer a print)

Focus: Drawing, Painting, Sculpture (Andy Goldsworthy)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

-to create sketch books to record their observations and use them to review and revisit ideas

-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

-about great artists, architects and designers in history

D&T (Create a Biome)

Focus: Construction (making a habitat)

When designing and making, pupils should be taught to:

Design

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

Make

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

Evaluate

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

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Science

Living things and their habitats

-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.

-identify how animals and plants are adapted to suited to their environment in different ways (a part statement from Y6 Evolution and Inheritance)

Animals including Humans

-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 % interpret a variety of food chains identifying producers, predators and prey

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Discreet subjects taught

Science

Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ asking relevant questions and using different types of scientific enquiries to answer them
- ♣ setting up simple practical enquiries, comparative and fair tests
- ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ♣ identifying differences, similarities or changes related to simple scientific ideas and processes
- ♣ using straightforward scientific evidence to answer questions or to support their findings.

Living things and their habitats	Animals, including humans	States of matter	Sound	Electricity
Pupils should be taught to: ♣ 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.	Pupils should be taught 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 ♣ construct and interpret a variety of food chains, identifying producers, predators and prey.	Pupils should be taught to: ♣ 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.	Pupils should be taught to: ♣ 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.	Pupils should be taught to: ♣ 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.

Physical Education

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Hockey	Netball	Tennis	Tag Rugby/Athletics	Tag Rugby/Athletics	Rounders

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Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We are bloggers	We are meteorologists	We are animators		Quiz makers	

Music (taught weekly using Charanga music scheme)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Mamma Mia Abba, structures of songs	Five Gold Rings Christmas songs	Glocken spiel stage 3 Basic instrumental skills	Benjamen Britten- Cuckoo Folk, big band jazz, historical context of jazz and folk music	Lean on me Gospel music, analysing performance	Reflect, rewind and replay Western classical music, consolidation

Languages (following Rigolo scheme)

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Encore!	Quelle heure est-il? Telling the time	Les Fetes Festivals and celebrations	Ou Vas-tu? France and weather	On Mange! Shopping and Food	Le Cirque Francophone countries

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Describing people and Nationalities					Clothing languages

NON-STATUTORY but deemed essential by school

Religious Education		
Why do some people think life is a journey? Strand: Expressing	What does it mean to be a Hindu in Britain today? Strand: Living	What can we learn from religion about right and wrong? Strand: Living

PSHE NON-STATUTORY until Sept 2020 but deemed essential by school								
Collaboration	Bullying	Discrimination	Healthy Relationships/ Protective behaviours	Aspirations	Economic Awareness	Growing and Changing	Healthy Lifestyles	Online Safety