




Year 4 Long Term Curriculum Map

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term: Global Citizenship Theme Ecological Awareness	
Autumn 1 Windrush	Autumn 2 Londinium: Roman London	Spring 1 Egyptians	Spring 2 Egyptians Mini topic The Water Cycle	Summer 1 Ancient Greece	Summer 2 Take One Picture
Core Text: Coming to England 	Core Text: The Journey 	Core Text: Secrets of The Sun King 		Core Text: Greek Myths 	Core Text: To be decided based on painting
Writing Outcome: Historical Recount – write a recount of coming to Britain on Windrush	Writing Outcome: Write an historical adventure story set in Roman London	Writing Outcome: Newspaper article – Discovery of Tutankhamun’s tomb	Writing Outcome: Mystery Story set in Egypt	Writing Outcome: Write a Greek Myth	Writing Outcome:
Other Texts: The Island	Other Texts: The Orchard Book of Roman Myths The Time Travel Diaries	Other Texts: Tutankhamun’s Tomb I was there Extracts from Howard Carter’s Diary	Other Texts: Red Pyramid	Other Texts: Percy Jackson and the Lightning Seed Who Let the Gods Out	Other Texts:
Poetry: Caribbean Dozen Childhood Tracks –James Berry	Poetry: The Tyger- William Blake	Poetry: The Magic Box – Kit Wright	Poetry: Ozymandias – Percy Bysshe Shelley	Poetry: The Iliad - Homer	Poetry:

<p>Topic Enquiry: History: Finding out about the Windrush generation, why people came to the UK, what their lives were like when they arrived in the UK and the positive impact of immigration to the UK. Geography: Find out about the human and physical geography of Jamaica. Compare Jamaica to the UK.</p>	<p>Topic Enquiry: History: Find out about the Roman invasion of Britain, the growth of Roman London and life in Roman London. Geography: Find out about the impact of Roman life on the geography of London and the location of Roman sites in London and the UK.</p>	<p>Topic Enquiry: History: Find out about Life in Ancient Egypt. Find out about the discovery of Tutankhamun’s tomb and how this gives us information about Ancient Egypt.</p>	<p>Topic Enquiry: Geography: Find out about the importance of the River Nile and the physical geography of Egypt. Find out about the Water Cycle.</p>	<p>Topic Enquiry: History: Find out about life in Ancient Greece. Explore Greek myths.</p>	<p>Topic Enquiry: Take One Picture</p>
<p>Topic Enrichment Opportunities: Museum of London London Metropolitan Archives</p>	<p>Topic Enrichment Opportunities: Museum of London Guildhall amphitheatre workshop London Mithraeum Roman London Walk</p>	<p>Topic Enrichment Opportunities: British Museum UCL Workshop</p>	<p>Topic Enrichment Opportunities: Thames Water workshops</p>	<p>Topic Enrichment Opportunities: British Museum V and A</p>	<p>Topic Enrichment Opportunities: National Gallery</p>
<p>End of Term Project Outcome: International Evening</p>	<p>End of Term Project Outcome: Enterprise Week – Christmas Fair</p>	<p>End of Term Project Outcome: Museum Week</p>	<p>End of Term Project Outcome: Science Fair</p>	<p>End of Term Project Outcome:</p>	<p>End of Term Project Outcome: Art Exhibition</p>
<p>Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p>	<p>Global Citizenship Links: Universal Children’s Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day</p>	<p>Global Citizenship Links: International Women’s Day International Mother Language Day Children’s Mental Health Week</p>	<p>Global Citizenship Links: Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p>Global Citizenship Links: International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week</p>	<p>Global Citizenship Links: BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week</p>
<p>Science: Electricity Sound Writing Outcome:</p>	<p>Science: Animals Including Humans Writing Outcome:</p>	<p>Science: n/a</p>	<p>Science: States of Matter Writing Outcome: Non chronological report about the water cycle</p>	<p>Science: n/a</p>	<p>Science: Living Things and their Habitats Writing Outcome:</p>

Computing: E-Awareness	Computing: Programming Networks and communication	Computing: Multi media and word processing	Computing: Communication and Collaboration	Computing: Digital Media	Computing: Data Logging Data
Music: Play it again (exploring rhythmic patterns)	Music: The Class Orchestra (exploring arrangements)	Music: Dragon Scales (exploring pentatonic scales)	Music: Painting with Sound (exploring sound colours)	Music: Salt pepper vinegar mustard (exploring singing games)	Music: Animal Magic (exploring descriptive sounds)
Performance: International Evening	Performance: Christmas Concert	Performance:	Performance: Spring Concert	Performance: Class Assembly	Performance: Pure voices
DT : Make a light (electrical systems) SAM labs : Circuits- Night Light	Art : Photography - Portraits	DT : Leavers and Linkages Make a shaduf	Art : Sculpture – Canopic Jars	DT : Textiles – Talking Textiles based on a Greek Myth	Take One Picture
Cooking: Caribbean Fruit Salad	Cooking: n/a	Cooking: Falafel	Cooking: n/a	Cooking: Greek Salad	Cooking: n/a
PE: Games – Invasion Dance	PE: Games – Invasion Swimming	PE: Gymnastics Dance	PE: Athletics Swimming	PE: Games – net, striking and fielding Dance	PE: Athletics Swimming

Year 4 National Curriculum Coverage

Term	Topic	History objectives	Geography Objectives	Art/ DT	Music
Autumn 1	Wind Rush/ Jamaica	<ul style="list-style-type: none"> To learn about an aspect of local history To learn about an aspect of British History that extends knowledge beyond 1066 To use a range of historical sources of evidence to answer questions about the past and changes over time. 	<ul style="list-style-type: none"> Know how the nature of particular localities affect the lives of people Be able to use geographical terms Be able to use maps at a variety of scales to locate the position and geographical features of particular localities Be able to use secondary sources to obtain geographical information Understand how places fit into a wider geographical context Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America 	<ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Design, make and evaluate as laid out in KS2 programme of study 	See curriculum outline for music
Autumn 2	People of London			<ul style="list-style-type: none"> 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 with a range of materials knowledge and skills as laid out in the KS2 programme of study 	
Spring 1	Egyptians	<ul style="list-style-type: none"> The achievements of the earliest civilisations 	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 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 	<ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design, make and evaluate as laid out in KS2 programme of study 	
Spring 2	The Water Cycle (2 weeks)		<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including the water cycle 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	

				<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials knowledge and skills as laid out in the KS2 programme of study 	
Summer 1	Ancient Greece	<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in a European country 	<ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. Design, make and evaluate as laid out in KS2 programme of study 	
Summer 2	Take One Picture	<ul style="list-style-type: none"> 			

Year 4 Enquiry Skills Map		
Subject Area	End of Year Expectations	Greater Depth
History	<p>Can they research what it was like for a person in a given period from the past using primary and secondary sources and communicate them both orally and in written form?</p> <ul style="list-style-type: none"> Can they give reasons to support different points of view of a historical event and make comparisons between them? Can they explain how events from the past have helped shape our lives including a range of evidence from different sources 	<p>Can they give reasons for trends and changes by analysing a range of evidence/sources?</p> <ul style="list-style-type: none"> Can they explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other?
Geography	<p>Can they explain how a locality has changed over time with reference to physical features and human features?</p> <ul style="list-style-type: none"> Can they suggest different ways that a locality could be changed and improved? Can they identify different views around a geographical issue and state their own view? Can they research and collect information about people and places and present it? <i>e.g. a report, a poster, a brochure</i> 	<p>Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source?</p> <ul style="list-style-type: none"> Can they identify geographical patterns and make connections?
DT	Developing, Planning and Communicating Ideas	<p>Can they create a final design for their product based on initial ideas and revisions, based on existing ideas?</p> <ul style="list-style-type: none"> Can they create a detailed plan considering their target audience, design criteria and intended purpose?

	Working with Tools, Equipment, Materials and Components	<p>Can they use equipment and tools with increased accuracy and safety?</p> <ul style="list-style-type: none"> •Can they select the most effective materials, tools and techniques to use? •Can they manipulate materials effectively using a range of tools and equipment? •Can they measure, cut and assemble accurately?
	Evaluating Processes and Products	<p>Think about their ideas as they progress and make changes to improve their work?</p> <ul style="list-style-type: none"> •Can they assess how well their product works in relation to the design criteria and the intended purpose? •Can they explain how they could improve their design and how their improvement would affect the original outcome?
Art	Drawing	<p>Can they experiment with drawing techniques to support their observations?</p> <ul style="list-style-type: none"> •Can they create a sense of distances and proportion in a drawing? •Can they use experimental drawing techniques to create atmosphere in a drawing? •Can they explain why they have chosen specific materials to draw with?
	Painting	<p>Do they understand the different properties of different paints?</p> <ul style="list-style-type: none"> •Can they create mood in a painting? •Can they use shade to create depth in a painting?
	Printing	<p>Can they explore a variety of printing techniques?</p> <ul style="list-style-type: none"> •Can they create an accurate print design? •Can they use printmaking as a tool with other medias to develop a final outcome?
	Textiles/ 3D	<p>Can they experiment with and combine materials and processes to design and make 3D form?</p> <ul style="list-style-type: none"> •Can they take a 2D drawing into a 3D form? •Can they shape using a variety of mouldable materials? •Can they explore a range of textures using textiles? •Can they transfer a drawing into a textile design? •Can they use artists to influence their textile designs?
	Collage	<p>Can they overlap materials?</p> <ul style="list-style-type: none"> •Can they use collage as a tool to develop a piece in mixed media? •Can they use collage to create a mood board of ideas?
	Sketchbooks	<p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <ul style="list-style-type: none"> •Can they produce a mood board to inspire and influence their work? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? •Do they evaluate their learning and record in sketchbooks?

	Knowledge	<p>Can they compare the work of different artists?</p> <ul style="list-style-type: none"> •Can they explore work from other cultures? •Can they see how art can change over time? •Can they communicate what they feel the artist is trying to express in their work? •Can they communicate what they are trying to express in their own work 	<p>Can they critique their own and others' artwork throughout the learning process to develop and support each other?</p> <ul style="list-style-type: none"> •Can they use a range of sources e.g. books, internet, galleries to influence their ideas? •Can they experiment with combining different materials and discuss their effectiveness? •Can they discuss how a range of factors influences art from different cultures?
Music	Performing	<p>Can they perform a simple part of an ensemble rhythmically?</p> <ul style="list-style-type: none"> •Can they sing songs from memory with increasing expression, accuracy and fluency? •Can they improvise using repeated patterns with increasing accuracy and fluency? 	<p>Can they use selected pitches simultaneously to produce simple harmony?</p>
	Composing	<p>Can they use notations to record and interpret sequences of pitches?</p> <ul style="list-style-type: none"> •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use notation in a performance? 	<p>Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</p> <ul style="list-style-type: none"> •Can they show how they can use dynamics to provide contrast?

Year 4 Science Knowledge and Skills Map

Area	End of Year Expectations	Greater Depth
Living Things and their Habitats	<ul style="list-style-type: none"> • Can they recognise that living things can be grouped in a variety of ways? • Can they classify and identify into broad groups? • Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) • Do they recognise that environments can change and this can sometimes pose a danger to living things? • Can they explain how environmental changes have an impact on living things? • Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs? • Can they explain their findings in different ways (display, presentation, writing)? 	<ul style="list-style-type: none"> • Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? • Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) • Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore?)
Animals Including Humans	<ul style="list-style-type: none"> • Can they identify, name and describe the functions of the basic parts of the digestive system in humans? • Can they identify the simple function of different types of teeth in humans? • Can they compare the teeth of herbivores and carnivores? 	<ul style="list-style-type: none"> • Can they classify living things and non-living things by a number of characteristics that they have thought of? • Can they explain how people, weather and the environment can affect living things?

	<ul style="list-style-type: none"> • Can they identify, construct and interpret a variety of food chains, identifying producers, predators and prey? • Can they identify differences, similarities or changes related to simple scientific ideas or processes? 	<ul style="list-style-type: none"> • Can they explain how certain living things depend on one another to survive?
States of Matter	<ul style="list-style-type: none"> • Can they compare and group materials together, according to whether they are solids, liquids or gases? • Can they explain what happens to materials when they are heated or cooled? • Can they measure or research the temperature at which different materials change state in degrees Celsius? • Can they describe how materials change state at different temperatures? • Can they use measurements to explain changes to the state of water? • Can they explain everyday phenomena including the water cycle? • Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs? • Can they evaluate and communicate their methods and findings? • Can they use a range scientific equipment to take accurate measurements or readings? 	<ul style="list-style-type: none"> • Can they group and classify a variety of materials according to the impact of temperature on them? • Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?
Sound	<ul style="list-style-type: none"> • Can they describe a range of sounds and explain how they are made? • Can they associate some sounds with something vibrating? • Can they compare sources of sound and explain how the sounds differ? • Can they explain how to change a sound (louder/softer)? • Can they recognise how vibrations from sound travel through a medium to an ear? • Can they describe the relationship between the pitch of the sound and the features of its source/object that produces it? • Can they find patterns between the volume of the sound and the strength of the vibrations that produced it, and the distance of the source? • Can they investigate how different materials can affect the pitch and volume of sounds? • Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated? • Can they decide which information needs to be collected and decide the best way for collecting it? 	<ul style="list-style-type: none"> • Can they explain why sound gets fainter or louder according to the distance? • Can they explain how pitch and volume can be changed in a variety of ways? • Can they work out which materials give the best insulation for sound?

	<ul style="list-style-type: none"> • Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? 	
Electricity	<ul style="list-style-type: none"> • Can they identify common appliances that run on electricity? • Can they construct a simple series electric circuit? • Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? • Can they recognise symbols to represent simple series circuit diagrams? • Can they 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? • Can they recognise that a switch opens and closes a circuit? • Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? • Can they recognise some common conductors and insulators? • Can they associate metals with being good conductors? • Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated? • Can they suggest improvements and predictions? • Can they ask their own questions? • Can they explain their findings in different ways (display, presentation, writing)? 	<ul style="list-style-type: none"> • Can they explain how a bulb might get lighter? • Can they recognise if all metals are conductors of electricity? • Can they work out which metals can be used to connect across a gap in a circuit? • Can they explain why cautions are necessary for working safely with electricity?
Working Scientifically		
Planning	<ul style="list-style-type: none"> • Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated? • Can they suggest improvements and predictions? • Can they ask their own questions? • Can they decide which information needs to be collected and decide which is the best way for collecting it? • Can they use their findings to draw a simple conclusion? 	<ul style="list-style-type: none"> • Can they plan and carry out an investigation by controlling variables fairly and accurately? • Can they use test results to make further predictions and set up further comparative tests?
Obtaining and Presenting Evidence	<ul style="list-style-type: none"> • Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? • Can they use a range scientific equipment's to take accurate measurements or readings? 	<ul style="list-style-type: none"> • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?

	<ul style="list-style-type: none"> • Can they explain their findings in different ways (display, presentation, writing)? • Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs? 	
Considering Evidence and Evaluating	<ul style="list-style-type: none"> • Can they find any patterns in their evidence or measurements? • Can they evaluate and communicate their methods and findings? • Can they make a prediction based on something they have found out? • Can they ask further questions based on their data and observations? • Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? • Can they identify differences, similarities or changes related to simple scientific ideas or processes 	<ul style="list-style-type: none"> • Can they report findings from investigations through written explanations and conclusions? • Can they use a graph or diagram to answer scientific questions?
Types of Investigation	<ul style="list-style-type: none"> • Children should have the opportunity to investigate: • Observing changes over different periods of time • Noticing patterns • Grouping and classifying • Carrying out comparative and fair tests • Finding things out using secondary resources 	<ul style="list-style-type: none"> • Can they use a range of variables to investigate?