Geography

Where would you choose to build a city?

Geography Enquiry: Carry out a survey to discover features of cities and villages? Find the same place on a globe and atlas. Label the same features on an aerial photograph as on a map. Plan a journey to a place in England. Accurately measure and collect information (eg rainfall, temperature, wind speed, noise levels etc.

Physical Geography: Describe the main features of a well-known city. Describe the main features of a village. Describe the main physical differences between cities and villages. Use appropriate symbols to represent different physical features on a map.

Human Geography: Explain what people are attracted to live in cities. Explain how a locality has changed over time with reference to human features, Find different views about an environmental issue. What is their view? Suggest different ways that a locality could be changed and improved.

Geographical Knowledge: Locate the Tropic of Cancer and the Tropic of Capricorn. Know the difference between the British Isles, Great Britain and UK. Identify the countries that make up the EU. Name up to six cities in the UK and locate them on a map. Locate and name some of the main islands that surround the UK. Name the areas of origin of the main ethnic groups in the UK and in their school.

WOW: Watch a film about the building of skyscrapers in New York or Dubai and discuss why buildings need to be tal in a city.

- What are the common features you notice when locating all of Europe/Britain's biggest cities?
- Why do you think rivers were important to location of major cities?
- Can you choose a major European city and create a brochure to encourage someone to visit?
- Why is the transport system very important in major cities?
- Using paper, how can you create a skyscraper that is at least 2 metres high?
- Can you locate many of the important features on a map of a city?
- What are the major differences between a major city and a small town or village?
- Reflection: Children will use photographs from the internet and become a tourist guide in a well- known European Country

RE

- Expressing joy
- Being thankful

Design Technology

Developing, planning and communicating ideas: Create at least one idea about how to create their product. Take into account the ideas of others when designing. Produce a plan and explain it to others. Suggest improvements and say what was good and not so good about their original design.

Working with tools, equipment, materials and components to make quality products: Identify if their finished product is going to be good quality. Be conscious of the need to produce something that will be liked by others. Show a good level of expertise when using a range of tools and equipment.

Evaluating processes and products: Identify whether or not their design is successful. Begin to explain how they can improve their original design. Can they evaluate their product thinking of both its appearance and the way it works?

Breath of Study

Stiff and flexible sheet materials: Can the children measure carefully so as to make sure they have not made mistakes? How have they attempted to make product strong?

Mouldable Materials: Do the children take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked?

Year 4

Autumn 1

Computing

We are Software Developers.

- Design, write and debug programs that accomplish specific goals.
- 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.

Science

Working Scientifically: Observing patterns, eg: that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Knowledge and understanding: Identify common appliances that run on electricity. Construct a simple series 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.

WOW: Children to spend a full day without access to electricity.

- Why have we become so dependent on electricity?
- How can you create an electrical circuit that has a switch or a buzzer?
- What are conductors and insulators and how are they associated with electricity?
- What! No TV or play station!: What shall we do?
- Could you create a meal that has not required electricity to prepare it?
- How is electricity generated and what do we mean by alternative sources?
- Reflection: Working as a team, can you put together a presentation which tells us about electricity.

Music

Instrumental Programme

PE

Wall and Net Games

Geography

Why is Birmingham a cool place to live?

NC: Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land use patterns: and understand how some of these aspects have changed over time.

Geography Enquiry: Carry out a survey to discover features of cities and villages. Find the same place on a globe and atlas. Label the same features on an aerial photograph as on a map. Accurately measure and collect information (eg rainfall, temperature, wind speed, noise levels etc. Give accurate measurements between 2 given places within the UK.

Physical Geography: Describe the main features of a well-known city. Describe the main features of a village. Describe the main physical differences between cities and villages. Use appropriate symbols to represent different physical features on a map. Explain how a locality has changed over time with reference to physical features.

Human Geography: Explain what people are attracted to live in cities. Explain how a locality has changed over time with reference to human features, Find different views about an environmental issue. What is their view? Suggest different ways that a locality could be changed and improved. Explain how people are trying to manage their environment.

Geographical Knowledge: Know the difference between the British Isles, Great Britain, and UK. Name up to six cities in the UK and locate them on a map. Name the areas of origin of the main ethnic groups in the UK and their school. Name the counties that make up the West Midlands.

WOW: Visit to Birmingham

- Why do you think Birmingham is known as England's 2nd city?
- Why do so many people live in Birmingham?
- Can you trace the growth in London's population over the past 100 years?
- Can you choose 5 popular monuments or buildings in Birmingham and write a promotion leaflet on them?
- Can you construct ……..?(something related to Birmingham)
- From photographs you have taken can you paint one of your favourite places in Birmingham?
- What would be the main advantages and disadvantages of living in Birmingham?
- Reflection: Using photographs and video extracts can they put together a documentary about the city?

Design Technology

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Evaluating processes and products: Identify whether or not their design is successful. Begin to explain how they can improve their original design. Can they evaluate their product thinking of both its appearance and the way it works?

Breath of Study

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How have they attempted to make product strong?

Mouldable Materials: Do the children take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked?

ART

Drawing: Organise line, tone shape and colour to represent figures and forms in movement, show reflections, explain why they have chosen specific materials to draw with.

Painting: Create the colours that they needs. Create mood paintings; successfully use shading to create mood and feeling.

Knowledge: Experiment with different styles which artists have used, explain art for other periods of history.

Sketch Books: Use sketchbooks to express their feelings and bout various subjects and outline likes and dislikes, adapt and improve their original ideas, keep notes about the purpose of their work in their sketch books.

Science

Working Scientifically: Observing patterns, eg: that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Knowledge and understanding: Identify common appliances that run on electricity. Construct a simple series 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.

WOW: Children to spend a full day without access to electricity.

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- What! No TV or play station!: What shall we do?
- Could you create a meal that has not required electricity to prepare it?
- How is electricity generated and what do we mean by alternative sources?
- Reflection: Working as a team, can you put together a presentation which tells us about electricity.

Year 4

Autumn 2

Music

Instrumental Programme

PE
Dance

Computing

We are Toy Designers

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
- Use sequence, selection, and repetition in programs; work with 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.

RE

- Being curious and valuing knowledge
- Being reflective and self-critical

History

NC: The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society .

Chronological Understanding: Can they describe events and periods using the words: BC, AD and decade? Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? **Challenge**: Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

Knowledge and Interpretation: Can they explain how events from the past have helped shape our lives? Can they recognise how lives in the past are different from ours? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? **Challenge:** Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Historical Enquiry: Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

WOW: Pupils research 10 facts that they believe to be true about Ancient Egypt.

- Where is Egypt and why do so many people enjoy going on holiday there?
- What is an archaeologist and how have they helped us find out about the past?
- How can you find out how **your town* has changed?
- How can you recreate the wonder of the Pyramids?
- What have we learnt from the Ancient Egyptians writing – (create time capsule)?
- Who were the Pharaohs, and why were they very important?
- What would you ask an Ancient Egyptian?
- How can we all go Strictly Come Egyptian dancing?
- Reflection: Were the Egyptians more advanced than we are?

Design Technology

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Working with tools, equipment, materials and components to make quality products: Identify if their finished product is going to be good quality. Be conscious of the need to produce something that will be liked by others. Show a good level of expertise when using a range of tools and equipment.

Evaluating processes and products: Identify whether or not their design is successful. Begin to explain how they can improve their original design. Can they evaluate their product thinking of both its appearance and the way it works?

Breath of Study

Stiff and flexible sheet materials: Can the children measure carefully so as to make sure they have not made mistakes?
How have they attempted to make product strong?

Mouldable Materials: Do the children take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked?

ART

Drawing: Organise line, tone shape and colour to represent figures and forms in movement, show reflections, explain why they have chosen specific materials to draw with.

Painting: Create the colours that they needs. Create mood paintings; successfully use shading to create mood and feeling.

Knowledge: Experiment with different styles which artists have used, explain art for other periods of history.

Sketch Books: Use sketchbooks to express their feelings and bout various subjects and outline likes and dislikes, adapt and improve their original ideas, keep notes about the purpose of their work in their sketch books.

Year 4

Spring 1

PE
Gymnastics

Music

Instrumental Programme

Science

NC: Identify how sounds are made, associating some of them with something 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.

Working scientifically: Finding patterns in the data (e.g. blowing across the top of bottles, changing the length and thickness of elastic bands). They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

Wow: Listen to a range of different music: rock, classical and opera and discuss likes and dislikes.

- What caused that racket?
- How do you ears work?
- What do we mean by the pitch and volume of sound?
- Does sound have the same intensity the futher away you go from the source?
- Could you be the next x-factor star (Music)?
- What do we know about the way telephones work and how have they changed over time?
- Reflection: A performance in the style of an x factor talent show but with a strong emphasis on why some may prefer on source of music as opposed to another.

Computing

We are musicians

Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Understand computer networks, including the internet; ... and the opportunities they offer for communication and collaboration.
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.

RE

- Being Modest and Listening to others
- Cultivating inclusion identity and belonging

History

Why were the Romans so powerful and what can we learn from them?

Chronological understanding: Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? **Challenge:** Can they use their mathematical skills to help them work out the time differences between certain major events in history?

Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

Knowledge and Understanding: Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? **Challenge:** Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Historical Enquiry: Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

WOW: *Class to be given surprise 'extra' playtime so that an older group of children can 'invade' their classroom.*

- What is it like to be invaded and which countries have been invaded recently?
- Who were the Romans and would that have enjoyed coming to Britain?
- Would you prefer to be a Gladiator or a premiership footballer?
- What did the Romans do for us?
- How could you be as fit as a Roman?
- Why did the Romans need to build forts?
- Who was Boudica and why did she become so famous?
- Can you create a working model of a Roman weapon?
- Who were the famous Romans and what do we know about them?
- Relfection: Children through "home learning" tasks will be expected to put together a research file that will start with a range of questions they will have thought of.

Design Technology

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Evaluating processes and products: Identify whether or not their design is successful. Begin to explain how they can improve their original design. Can they evaluate their product thinking of both its appearance and the way it works?

Breath of Study

Stiff and flexible sheet materials: Can the children measure carefully so as to make sure they have not made mistakes?

How have they attempted to make product strong?

Mouldable Materials: Do the children take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked?

ART

Drawing: Organise line, tone shape and colour to represent figures and forms in movement, show reflections, explain why they have chosen specific materials to draw with.

Painting: Create the colours that they needs. Create mood paintings; successfully use shading to create mood and feeling.

Knowledge: Experiment with different styles which artists have used, explain art for other periods of history.

Sketch Books: Use sketchbooks to express their feelings and bout various subjects and outline likes and dislikes, adapt and improve their original ideas, keep notes about the purpose of their work in their sketch books.

Year 4

Spring 2

PE

Striking and Fielding games

Music

Instrumental Programme

Science

NC: 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

WOW: Create different shapes with clay or plasticine and pt water into the mould and freeze it.

- How can you classify solids, liquids and gases?
- How do we measure temperature and how does temperature vary during the day and across the world?
- How can water be a solid, liquid and a gas?
- Which other materials change when they are heated or cooled?
- Where do puddles on the playground disappear to?
- Why do windows sometimes steam up?
- How can you create a dance that shows the three stated of water?
- Reflection: Can you put together a presentation to show how water is our life line?

Computing

We are HTML Editors

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 technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour.

Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.

RE

- **Participating and willing to lead**
- **Being modest and listening to others**

History

Who were the early Lawmakers?

Chronological understanding: Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? **Challenge:** Can they use their mathematical skills to help them work out the time differences between certain major events in history?

Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

Knowledge and Understanding: Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? **Challenge:** Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Historical Enquiry: Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

WOW: Work together to create rules to make their class the most import in the whole school. (Bias) Visit from a Local Community Police officer.

- Why do we need laws and who thought of them in the first place?
- What is the Magna Carta and why is it so important even today?
- What is a Parliament and what is its connection to laws?
- Who created the first British Parliament and what is its connection to laws?
- Who makes out laws today and who upholds them?
- What were punishments like 750 years ago?
- Reflection: Recreate a court held in the 12th or 13th Century.

Design Technology

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Year 4

Summer 1

Music

Instrumental Programme

PE

Invasion Games

RE

Living by rules

Being temperate, exercising self-discipline and serene contentment

Science

NC: 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

WOW: Create different shapes with clay or plasticine and pt water into the mould and freeze it.

- How can you classify solids, liquids and gases?
- How do we measure temperature and how does temperature vary during the day and across the world?
- How can water be a solid, liquid and a gas?
- Which other materials change when they are heated or cooled?
- Where do puddles on the playground disappear to?
- Why do windows sometimes steam up?
- How can you create a dance that shows the three stated of water?
- Reflection: Can you put together a presentation to show how water is our life line?

Computing

We are Co-authors

Solve problems by decomposing them into smaller parts.

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.

Be discerning in evaluating digital content. Use ... a variety of software (including internet services) ... to ... create ... content ... including ... presenting information.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

History

Why were Norman castles certainly not bouncy?

Chronological understanding: Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? **Challenge:** Can they use their mathematical skills to help them work out the time differences between certain major events in history?

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WOW: Invite children to bring in toy castles that they have at homes and then discuss what they are used for and how accurate their toys are. Possible visit to a local castle.

- Why did the Normans build so many castles?
- Who was William the Conqueror and why is 1066 a famous date in British history?
- How do we know what happened in 1066 and how could we produce a similar "collage" to explain what happened in Britain this year?
- What do you know about the Motte and Bailey castle and can you design one?
- Using clay can you create a piece of art that captures a Norman castle?
- What is the Domesday book and do we have something similar today?
- What changed in Britain as a result of the Norman conquest?
- Reflection: In small groups, using small models, can they recreate a battle of a siege of a castle and film it?

Design Technology

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Breath of Study

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Painting: Create the colours that they needs. Create mood paintings; successfully use shading to create mood and feeling.

Knowledge: Experiment with different styles which artists have used, explain art for other periods of history.

Sketch Books: Use sketchbooks to express their feelings and about various subjects and outline likes and dislikes, adapt and improve their original ideas, keep notes about the purpose of their work in their sketch books.

Year 4

Summer 2

Music

Instrumental Programme

PE

Athletics

RE

Being imaginative and self critical

Appreciating beauty

Science

Which wild animals and plants thrive in your locality?

NC: Recognise that living things can be grouped into 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.

Working Scientifically: Explore local small invertebrates and using guides or keys to identify them; making a guide to local livings things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

WOW: Visit to a garden centre.

- Which wild flowers will we find within a km of our school?
- How would Georgia O'Keefe have painted these flowers?
- Would dinosaurs have roamed around your locality in the past?
- Why did dinosaurs die out?
- Why are there large wild animals like the tiger in danger of extinction to day?
- Which birds can we see out of our window?
- How can we encourage more birds to visit our school?
- Reflection: Can you create a documentary about saving a species of your choice?

Computing

We are Meteorologists

Work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work.

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.