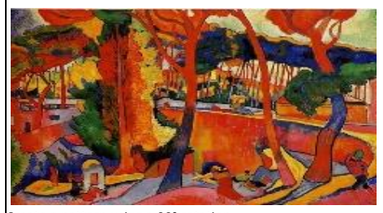
Hill View Academy Curriculum Long Term Plan

Year 4

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic information	**Wonderful Whitby** 	**Raiders or Traders - Anglo Saxons and Vikings** 	**Africa is not a Country!** 	**Exciting Egyptians** 	**Up the Chimneys, Down the Mine** 	**H2O(Rivers, reservoirs, canals and sewers)** 
	~ History and Geography Golden Thread ~					
	Locational knowledge **Physical and human geography** **Mapping** **Fieldwork**		**Locational knowledge** **Physical and human features e.g. rivers** **Tourism**			**Locational knowledge** **Mapping** **Physical and human geography including climate change** **Fieldwork**
		Conflict and disaster **Power** **Monarchy**		**Monarchy** **Exploration**	**Community and Society** **Trade and industry**	
	How is Whitby different to Huddersfield? What makes Whitby a popular tourist destination?		Where would people visit in Africa?	How did the monarchy in the Egyptian era differ from other dynasty?	Was the Victorian Era a positive or negative time period? What impact has the Victorian time period had on the UK today?	Why were canals needed and why are they now obsolete?
ROAP outcome		Battle recreation – drama piece presented to parents	Information leaflet	Horrible histories documentary	Victorian classroom experience	

Understanding the world	**Geography**	**Locational** Name and locate counties and cities of the United Kingdom Use maps and atlases to fully study the UK and find routes across the UK **Physical and human** Describe and understand geographical similarities and differences through studying the human and physical geography of two places in the UK Make comparisons between places using different types of sources (i.e. photos, drawings and maps) Draw conclusions about locations based on evidence/sources Explain why land is used in different settlements **Mapping** Use 4 figure grid references to locate and describe features on a map Draw a sketch map of the local area including ordnance survey symbols Use the 8 points of the compass to describe locations in relation to others (the village hall is south east of the church)		Identify northern and southern hemisphere and understand the use of the lines of longitude and latitude Locate and identify at least 6 African countries (South Africa, Egypt, Tanzania, Tunisia, Ethiopia and Rwanda) and their capital cities Identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country Explain why one physical area is more suited to a purpose than another Offer own ideas to geographical questions Investigate features and themes of locations in-depth at one level (i.e. micro or macro) Make comparisons between places based on different types of sources (i.e. photos, drawings and maps) Draw conclusions about locations based on evidence/sources Name and locate key topographical features of the river Nile			Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle Locate and name key British rivers. Draw a sketch route of a river with key features Sequence and briefly describe the water cycle Understand the role of renewable energy sources and the role of carbon capture Offer own ideas to geographical questions 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 line graphs, and digital technologies
	History		**Vikings** *The sub lenses for this unit are migration, trade, monarchy, settlement, rebellion. It will cover who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time. This builds from the chronology of Ancient Britain to the Anglo-Saxons.* Who were the Vikings? Why did the Vikings carry out raids? Where did the Vikings settle and how do we know? **Anglo Saxons** *The sub lenses for this unit are migration, trade, monarchy, settlement, rebellion. It will cover life in England after the fall of the Roman Empire and the reasons why the Anglo Saxons travelled to England's shores and decided to settle. Children will find out how England was ruled during the settlement of the Anglo Saxons and how they kept control of the 7 different kingdoms across the land. This builds from the chronology of Ancient Britain up to when the Romans left and how they had an organised army.* What key events led to Britain being unprotected in the 5th century? Why did the Anglo-Saxons and Jutes settle in Britain? How was Anglo-Saxon Britain ruled? How did the Anglo-Saxons keep control of their kingdoms?		**Romans** *The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This builds from KS1 learning about the monarchy and the idea of a castle as a fort and year 3 learning on the Celts living in round house and developing strong defensive systems called hill forts.* How did early Rome grow to become the Roman Empire? How did Britons resist occupation? How did the Romans maintain control over Britain?	**Victorians** *The sub lenses for this unit are trade and industry and the effect it had on society and community. It will cover the Victorian era and the industrial revolution. The unit starts with timelining the main events of the monarch Queen Victoria and her life before the enquiry of whether the Victorian era was a dark or golden age. This unit builds from KS1 learning about a comparison of toys in the Victorian era and to now and how* Was the Victorian Era a positive or negative time period? How did life change for children in the Victorian era? What impact has the Victorian time period had on the UK today?	
	MFL	**French (Language angels)** ⟷					
	RE	**What faiths are shared in our country?**		**How are important events remembered?**	**How do the Five Pillars guide Muslims?**	**Why are Gurus at the heart of Sikh belief and practice?**	

Expressive arts and design	**Art**	**Artist – Amitra Sher Gil** **Indian Hungarian** **Drawing**  Continue to use sketchbooks to collect and record observations and develop ideas. To research the artist and look at the landscape setting within the painting as well as the figures. To discuss what can be seen in the scene. To make drawings of the stylized figures in the painting. To keep the figures shapes simple and bold. To draw the dog. To draw a figure thinking about proportions. (You could draw each other in a life drawing activity.) To draw heads in profile, developing this skill so that features are represented accurately and in the correct position. To sketch lightly and adjust my drawing, when necessary, to improve it. To create a colour palette using pencil crayons or pastels that represents the painting. To give an example of a cool colour that is opposite these warm colours on the colour wheel.	**Artist – Edward Munch** **Norwegian - Expressionism** **Painting**  Create and explain the 12-part colour wheel e.g. purple/red – blue/green Use the 3 primary colours to create secondary colours and tertiary colours e.g. orange, green and purple, yellow-orange, red-orange, red-violet, Create art using shades (adding black) and tints (adding white)	**Artist – Andre Derain** **French – Fauvism** **Print making**  Create a pattern using a 90° rotation Expand pattern using printing techniques Create a pattern using a 90° rotation Expand pattern using printing techniques Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas Record and collect visual information including taking photos on iPads Present visual information using software choosing from PowerPoint or Book Creator	**Artist – Salvador Dali** **Spanish Surrealism** **Collage / Textiles**  Use a sketchbook to plan, collect and develop ideas Develop confidence in joining fabrics using 2 different stitches Apply decoration using needle and thread e.g. buttons, sequins Adapt work as and when necessary and begin to explain why Use smaller-eye needles	**Artist – Anthony Gormley** **British – Contemporary art** **Sculpture**  Use sketchbooks to plan and develop simple ideas and make simple choices about media Experiment with making models using wires Adapt work as and when necessary and explain why Gain more confidence in 3D art	TAKE ONE… Inspired by the National Gallery's Take One Picture programme
	Music	Recorders Charanga	Mamma Mia Charanga	Recorders Charanga	Lean on Me Charanga	Recorders Charanga	Composition Rehearsals for Summer Performance

STEM	**Science**	**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 and interpret a variety of food chains, identifying producers, predators and prey	**Living things and their habitats** Recognise that environments can change and that this can sometimes pose dangers to living things. Identify and list multiple variables: independent, dependent and controlled. Suggest and refine a question to answer in a scientific enquiry based on the above. Conduct a range of scientific enquiries by suggesting a method and equipment Make and fully justify predictions Take accurate and more complex measurements using a range of scientific equipment Identify patterns and suggest a reason why it may have occurred Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs Draw conclusions to prove ideas Identify and explain anomalies	**Sound** 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.	**Electrical Circuits** 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.	**Changing States** 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. Identify and list multiple variables: independent, dependent and controlled. Suggest and refine a question to answer in a scientific enquiry based on the above Conduct a range of scientific enquiries by suggesting a method and equipment Make and fully justify predictions Take accurate and more complex measurements using a range of scientific equipment Identify patterns and suggest a reason why it may have occurred Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs Draw conclusions to prove ideas Identify and explain anomalies
		Working Scientifically (refer to subject specific intent document for disciplinary knowledge and skill progression)				

	Computing	**Information Technology.** Understand how emails work Send emails between people in the Trust domain, including using 'cc' and bcc' fields Understand how computer networks work, including LAN (Local Area Networks) and the Internet Search for different media types Be aware that websites/search engines are not always accurate Check information for reliability	**Digital Literacy** Organise text by cutting, copying, pasting and deleting text Select and edit font size and colour for audience and purpose Use spellcheck, thesaurus and synonyms Create graphs and charts with a single set of data. Add hyperlinks to link to outside sources Use Insert to embed sound and videos from outside sources. Present findings from research	**Computer Science** Use logical reasoning to explain how simple algorithms work Plan more complex instructions Test outcomes Edit instructions to debug Use more complex loops and repetition Use a variety of coding blocks Plan and design own multi-level game controllable by external outputs
		Online Safety Understand how an (both yours and other peoples') online identity is different to a real-life identity Respond appropriately to negative online messages Understand and explain how personal information is stored online Interact appropriately online Understand how and why some apps require payment details		
	DT	**Materials** Use appropriate materials Work accurately to make cuts and holes Join materials Measure carefully to avoid mistakes Make a strong, secure structure Ensure product is strong and fit for purpose	**Electrical Systems** Use simple circuit in product Learn about how to program a computer to control product. Use a number of components in a circuit Program a computer to control a product	**Mechanisms** Alter product after checking, to make it better Select most appropriate tools/techniques Explain alterations to product after checking Grow in confidence about trying new/different ideas. Use levers and linkages to create movement Use pneumatics to create movement

Physical Development		**Swimming**					
	PE	**Outdoor – Netball** Know and understand the concept of attacking and defending Ability to select good attacking and defending tactics Develop roles within a team Use a range of long and short passes effectively Use a range of throwing and catching techniques Select and apply skills effectively during activities and competitive games to attack successfully. Begin to develop and use tactics to keep possession, attack and score. Begin to apply skills learnt to support defence of own scoring areas	**Outdoor – Football** Know and understand the concept of attacking and defending Ability to select good attacking and defending tactics Develop roles within a team Use a range of long and short passes effectively Use a range of throwing and catching techniques Select and apply skills effectively during activities and competitive games to attack successfully. Begin to develop and use tactics to keep possession, attack and score. Begin to apply skills learnt to support defence of own scoring areas	**Outdoor – Tag Rugby** Know and understand the concept of attacking and defending Ability to select good attacking and defending tactics Develop roles within a team Use a range of long and short passes effectively Use a range of throwing and catching techniques Select and apply skills effectively during activities and competitive games to attack successfully. Begin to develop and use tactics to keep possession, attack and score. Begin to apply skills learnt to support defence of own scoring areas	**Outdoor – Short Tennis** Vary length, height and speed of ball to beat opponent Use tactics to defend own Court Can keep up continuous game (rally) Keep games going using a range of different ways of throwing and striking Direct the ball reasonably well towards their opponent's side of the court or target area	**Outdoor – Kickball** Choose and use batting or throwing skills to make the game hard for their opponents Identify parts of their performance that need improvement, and suggest how to achieve this Strike using different types of shot into areas away from fielders Change and maintain positioning whilst fielding, Throw for distance Use different ways of bowling (underarm and overarm) Strike a ball with intent and throw it more accurately when bowling and/or fielding	**Outdoor – Athletics** Can suggest ways to improve performance through observation and evaluation Can act on advice to improve performance Can perform role - observe, record, measure, review and give feedback to others to help them improve Perform a range of jumps showing power, control and consistency at both take-off and landing. Perform a range of throws showing power, control and consistency at both the start of the movement to the release. For all explosive events (throws, jumps and sprints), establish common starting points of low movement to high and slow movement to fast. Develop running technique to minimise energy waste (relaxed hands, arms driving forward in line with the body and efficient knee lift. Use suggestions to improve performance
Personal Development	**PSHE/ SCARF**	**Me and My Relationships** Healthy relationships Listening to feelings Bullying Assertive skills	**Valuing Difference** Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	**Keeping Myself Safe** Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	**Rights and Responsibilities** Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	**Being My Best** Having choices and making decisions about my health Taking care of my environment My skills and interests	**Growing and Changing** Body changes during puberty Managing difficult feelings Relationships including marriage