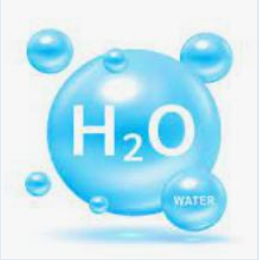


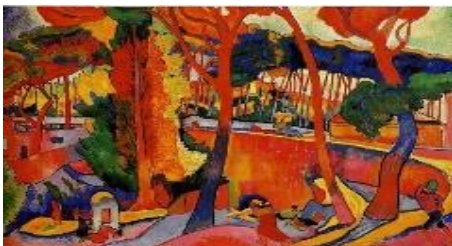
# Hill View Academy Curriculum Long Term Plan

## Year 4



| Maths             | Autumn Term                                                                                                                    |                                                                                                                                              | Spring Term                                                                                                                                   |                                                                                                                                            | Summer Term                                                                                                                           |                                                                                                                                                       |
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|                   | Place Value<br>Addition and Subtraction<br>Measurement – Area<br>Multiplication and Division A                                 |                                                                                                                                              | Multiplication and Division B<br>Length and Perimeter<br>Fractions A<br>Decimals A                                                            |                                                                                                                                            | Decimals B<br>Money<br>Time<br>Shape<br>Statistics<br>Position and Direction                                                          |                                                                                                                                                       |
| Topic information | Autumn term 1                                                                                                                  | Autumn term 2                                                                                                                                | Spring term 1                                                                                                                                 | Spring term 2                                                                                                                              | Summer term 1                                                                                                                         | Summer term 2                                                                                                                                         |
|                   | How does Whitby compare to Huddersfield?<br> | Were the Vikings and Anglo-Saxons raiders or traders?<br> | How does Egypt benefit from its geographic location?<br> | What made Ancient Egypt a successive civilisation?<br> | Were the Victorians a golden age or dark age?<br> | What is the journey of a river from its source to the mouth?<br> |
|                   | ~ History and Geography Golden Thread ~                                                                                        |                                                                                                                                              |                                                                                                                                               |                                                                                                                                            |                                                                                                                                       |                                                                                                                                                       |
|                   | Locational knowledge<br>Physical and human geography<br>Mapping<br>Fieldwork                                                   |                                                                                                                                              | Locational knowledge<br>Physical and human features e.g. rivers<br>Tourism                                                                    |                                                                                                                                            |                                                                                                                                       | Locational knowledge<br>Mapping<br>Physical and human geography including climate change<br>Fieldwork                                                 |
|                   |                                                                                                                                | Conflict and disaster<br>Power<br>Monarchy                                                                                                   |                                                                                                                                               | Monarchy<br>Exploration                                                                                                                    | Community and Society<br>Trade and industry                                                                                           |                                                                                                                                                       |
|                   |                                                                                                                                |                                                                                                                                              |                                                                                                                                               |                                                                                                                                            |                                                                                                                                       |                                                                                                                                                       |
| ROAP outcome      | Information brochure                                                                                                           |                                                                                                                                              |                                                                                                                                               |                                                                                                                                            |                                                                                                                                       |                                                                                                                                                       |

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| Understanding the world | Geography | <p><b>Locational</b><br/>Name and locate counties and cities of the United Kingdom<br/>Use maps and atlases to fully study the UK and find routes across the UK</p> <p><b>Physical and human</b><br/>Describe and understand geographical similarities and differences through studying the human and physical geography of two places in the UK</p> <p>Make comparisons between places using different types of sources (i.e. photos, drawings and maps)</p> <p>Draw conclusions about locations based on evidence/sources</p> <p>Explain why land is used in different settlements</p> <p><b>Mapping</b><br/>Use 4 figure grid references to locate and describe features on a map<br/>Draw a sketch map of the local area including ordnance survey symbols<br/>Use the 8 points of the compass to describe locations in relation to others (the village hall is south east of the church)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Identify northern and southern hemisphere and understand the use of the lines of longitude and latitude<br/>Locate and identify at least 6 African countries (South Africa, Egypt, Tanzania, Tunisia, Ethiopia and Rwanda) and their capital cities<br/>Identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns<br/>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<br/>Explain why one physical area is more suited to a purpose than another<br/>Offer own ideas to geographical questions<br/>Investigate features and themes of locations in-depth at one level (i.e. micro or macro)<br/>Make comparisons between places based on different types of sources (i.e. photos, drawings and maps)<br/>Draw conclusions about locations based on evidence/sources<br/>Name and locate key topographical features of the river Nile</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                      | <p>Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle<br/>Sequence and briefly describe the water cycle<br/>Understand the role of renewable energy sources and the role of carbon capture<br/>Offer own ideas to geographical questions<br/>Use maps and atlases to fully study the UK and find routes across the UK<br/>Use the 8 points of a compass to build knowledge of the United Kingdom and the wider world<br/>Draw a sketch map of the local area including ordnance survey symbols<br/>Use the 8 points of the compass to describe locations in relation to others (the village hall is south east of the church)<br/>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</p> |
|                         | History   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Vikings</b><br/><i>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.</i></p> <p>Who were the Vikings?<br/>Why did the Vikings carry out raids?<br/>Where did the Vikings settle and how do we know?</p> <p><b>Anglo Saxons</b><br/><i>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.</i></p> <p>What key events led to Britain being unprotected in the 5<sup>th</sup> century?<br/>How did life change in England after the fall of the Roman Empire?<br/>Why did the Anglo-Saxons and Jutes settle in Britain?<br/>How was Anglo-Saxon Britain ruled?<br/>How did the Anglo-Saxons keep control of their kingdoms?</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Romans</b><br/><i>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.</i></p> <p>How did early Rome grow to become the Roman Empire?<br/>How did Britons resist occupation?<br/>How did the Romans maintain control over Britain?</p> | Victorians to add                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                         | MFL       | French (Language angels)<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                         | RE        | CL2.5 How do ancient stories influence modern celebrations? (Pathway 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1) | FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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

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| STEM | Science | <p><b>Animals including humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans<br/>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> | <p><b>Living things and their habitats</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.<br/>Identify and list multiple variables: independent, dependent and controlled.<br/>Suggest and refine a question to answer in a scientific enquiry based on the above.<br/>Conduct a range of scientific enquiries by suggesting a method and equipment<br/>Make and fully justify predictions<br/>Take accurate and more complex measurements using a range of scientific equipment<br/>Identify patterns and suggest a reason why it may have occurred<br/>Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs<br/>Draw conclusions to prove ideas<br/>Identify and explain anomalies</p> | <p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> | <p><b>Electrical Circuits</b></p> <p>Identify common appliances that run on electricity.<br/>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br/>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.<br/>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br/>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p><b>Changing States</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Identify and list multiple variables: independent, dependent and controlled.</p> <p>Suggest and refine a question to answer in a scientific enquiry based on the above</p> <p>Conduct a range of scientific enquiries by suggesting a method and equipment<br/>Make and fully justify predictions</p> <p>Take accurate and more complex measurements using a range of scientific equipment<br/>Identify patterns and suggest a reason why it may have occurred</p> <p>Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs</p> |
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