

<u>YEAR 4</u>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY	How has the Ancient Greece civilisation influenced our world today? Roman Empire and its impact on Britain		What was the Roman Empire and how did it become so large? What happened when the Romans came to Britain and what was their impact?			Local Study: Great Yarmouth Rows Why did Great Yarmouth need to build the ‘rows’?
GEOGRAPHY	European countries and capitals Locate the countries of Europe (including Russia). Locate and describe the environmental regions, key human and physical characteristics, countries and major cities of Europe. Locate and name geographical features on an Ordnance Survey map. Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world – time zones.	Rivers and mountains Identify environmental features, including major rivers, deserts and mountain ranges in Europe – locate on a range of maps. Explain the features of the water cycle.	Volcanoes and earthquakes Describe and explain how human and physical processes have changed the characteristics of a landscape, country or continent. <i>E.g. how the eruption of Mount Vesuvius changed Pompeii</i> Name and describe properties of the Earth’s four layers. Describe how tectonic plates move to create mountains, earthquakes and volcanoes.	Natural resources Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. Describe and explain similarities and differences (human and physical) of a region of a European country.	Comparing The Broads to Italy Describe how human / physical activity has impacted and/or changed the physical and human characteristics of The Broads and parts of Italy, e.g. Pompeii. Explain how people try to sustain environments such as The Broads. Locate and name geographical features on an Ordnance Survey map.	Economic trade and activity Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside). Find out how people use the Broads and understand the importance of the Broads to the tourist industry of Norfolk. Compare The Broads to The Italian Riviera. Why is tourism popular in Norfolk and Italy?
SCIENCE	Sound identify how sounds are made, 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;	States of matter 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).	Living Things and their Habitats recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; recognise that environments can change and that this can sometimes	Water cycle Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Electricity 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	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.

	recognise that sounds get fainter as the distance from the sound source increases.		pose dangers to living things.		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.	
D&T		<p>Shell structures Investigate a collection of different shell structures including packaging. Practise constructing a simple box. Use annotated sketches and prototypes to develop, model and communicate ideas for a product. Evaluate throughout and the final products against the intended purpose.</p>			<p>Electrical systems Discuss and investigate different examples of relevant battery-powered products. Make a variety of switches by using simple classroom materials. Design, make and evaluate a battery-powered product.</p>	<p>Food – a healthy and varied diet Investigate a range of food products. Select and use a range of utensils and use a range of techniques to prepare ingredients. Design, make and evaluate a healthy pizza.</p>
ART	Observational drawing, showing an awareness of objects having a third dimension and perspective, and developing technique to use different grades of pencils and shading to show the effect of light.	Drawing and developing sketching. Modelling using clay or plasticine to create 3d figurative sketches	Drawing and developing sketching. Add textural materials to paint to create an effect. Use a range of materials to create a layered effect. Explore using complementary and contrasting colours for effect	Drawing and developing sketching. Develop motif and stencils to create layered prints using mixed media.	Landscapes. Control types of marks made and experiment with effects –e.g. blocking in colour, washes and thickened paint. Explore using complementary and contrasting colours for effect. Julian Opie Giacometti	Create a slip when joining clay and understand its purpose. Explore clay slabs as relief pieces alongside more intricate mark making.
RE	Christian religious beliefs Christian belief in one God. The Bible. Compare the Old and New Testaments.	Multi-faith beliefs on the existence of God Different views about the nature and existence of God.	Christianity and Hinduism – how religious groups contribute to society Christian and Hindu teachings about compassion	Diversity of belief within Christianity The Church as a global community of Christian believers.	Sacrifice- Multi-faith, including non-religious views The story of Abraham/Ibrahim and Isaac/Ismail and the place of	

	<p>Christian belief that Jesus is the son of God Christian belief that humans are made in God's image.</p>	<p>The difference between knowledge, belief and opinion. Debates about whether something can be proven. Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things.</p>	<p>and care for the most vulnerable in society. The life and work of a Christian individuals whose faith impacts (or impacted) on their actions e.g. Martin Luther King,</p>	<p>Denominations within Christianity. Different expressions of Christian worship. Diverse ways in which people celebrate Christian festivals.</p>	<p>sacrifice in Judaism/Islam. Christian belief that Jesus was the 'ultimate' sacrifice. Religious teachings about self-sacrifice Humanist views on altruism and charity.</p>	
COMPUTING	<p>Remember an individual password; Create a program using a range of events/inputs to control what happens; Debug programs that accomplish specific goals; Make programs with selection, repetition and variables; Use a search engine to find out specific information; To type using all fingers.</p>	<p>Understand the importance of privacy online; Collect digital content using a range of devices; Understand that you can organise files using folders; Delete, move and copy files; Know how to copy text and images into another documents; To use office programs for different purposes; Design and create digital content for a specific purpose.</p>	<p>Use selection in algorithms and programs e.g. if...then...; Decompose a problem and create a solution; Use logical reasoning to detect any errors; Analyse a problem by breaking it down into parts.</p>	<p>Internet safety day; Collect, organise and present information effectively using a range of media; Use a range of tools to enhance media for a particular effect.</p>	<p>Create a program using a range of events/inputs to control what happens (RECAP); Debug programs that accomplish specific goals (RECAP); Decompose a problem to create a solution (RECAP); Use scratch confidently.</p>	<p>Online safety (RECAP).</p>