Class 4 Curriculum

Syllabus Concepts	Origins and expression	Personal and collective	Place and time	Meaning and purpose	Ethics and values	Influence and power
REC Core statement	Nature/ formation/ expression (a)	Organised /individual (b)	Contexts (c)	Meaning and purpose (d)	Values, commitments and morality (e)	Influence and power (f)
Content	What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences	How people's individual worldviews relate to wider, organised or institutional worldviews	How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change	How worldviews may offer responses to fundamental questions raised by human experience	How worldviews may provide guidance on how to live a good life	How worldviews influence, and are influenced by, people and societies

RE: Class 4

	Understanding Christianity	Worldviews
Class 4	**Incarnation/God:** • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	**Worldviews KS2:** • understanding what is meant by the term 'worldview' • To consider what influences their own worldview • to identify different types of worldview • to identify different ways of knowing (disciplines) • to use the terminology theology, philosophy and social science correctly and begin to identify how they differ • to form simple questions around a known celebration that support a social science approach to understanding • to understand the right in the UK for choice around personal belief • To understand the need for respecting other people's worldviews **Are words more important than actions?** • suggest reasons why some words might be especially important to people, giving examples from their learning e.g. set an example (words/actions/values/faith) • make links between words, beliefs and actions for different people

	UKS2 Salvation • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. UKS2 Gospel: • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. Kingdom of God • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	• identify the impact of words on people's actions, individually and as a community • investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people • recognise the importance of both words and actions in building strong communities • compare words and actions that are important to them with words /actions that are important to others • give reasons for some of the views they have, relating to where their ideas come from **Why should Hindus (Sanatanis*) live a good life?** • explain some key beliefs / concepts in Hindu (Sanatana) Dharma (Hinduism) using correct vocabulary • describe how these beliefs / concepts are expressed through the cycle of samsara • identify and explain how dharma (duty) is presented in the story of Rama and Sita and/or how the couple are an example for Hindus (Sanatanis) to follow • explain how worship (puja & arti) might help Hindus (Sanatanis) to do their duties • organise their ideas about why Hindus (Sanatanis) should live a good life • investigate and describe similarities and differences in people's lived experience or views on beliefs within Hindu (Sanatana) Dharma • reflect on how stories and/or practices within Hindu (Sanatana) Dharma relate to their own experiences or questions of living ethically • Consider how we live can be an example others may choose to follow **How does worship (ibadah) show what's important to Muslims?** • use appropriate subject specific vocabulary when they talk • give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives including at school as an example to others • gather, select and organise ideas about Islam and worship • describe how features of a mosque/ Muslim prayer reveal Muslim beliefs, using appropriate vocabulary • make links between features of a mosque/ prayer and Muslim beliefs • explain how prayer helps Muslims to submit to Allah/ how a mosque aids worship for a Muslim • investigate lived experiences of some Muslims through learning about how they worship and what is important to them • suggest how praying or worshipping as a community might benefit Muslims • compare their own ideas (e.g. about prayer) with those of others, including Muslims and how others may watch you live these out **What can Wells Cathedral and Christian beliefs teach about justice, responsibility and reconciliation in connection to transatlantic slavery?** • To ask questions about the concept of freedom. • To explain what Wells Cathedral and how it is and how it is used • To explain who Reverend Pinder was and some of his connections to transatlantic slavery • To understand the context of Ephesians 6 and explain some interpretations.

	• Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	• To explain who Bishop Law was and some of his connections to transatlantic slavery. • To explain how the Bible might be interpreted to argue against slavery. • To explain how Christian beliefs inspired some enslaved people to fight for freedom. • To explain how some Bible stories support themes of dignity and respect and what that might mean for the Church of England today • To understand how wrongdoings can be part of history and what impact that might have on individuals. • To explain my opinions about whether dignity can be restored to those hurt in the past. **How does data help us understand religion and worldviews in Somerset?** • To introduce pupils to the census. • To understand what a census is and how to interpret the findings • To be able to compare data over a defined period of time (2011 to 2021) and be able to explain what it can tell us • To explain what influences people's choices around religion and worldviews and the factors which could influence this • To be able to explain what this might look like in daily life • To be able to analyse and compare data for your locality with Bristol and be able to explain possible reasons for the difference in data • To be able to explain what it is like to worship for some Muslims in Somerset • To explain how the words of the prophet Muhammed (pbuh) might influence personal choices about worship • To be able to explain the similarities and differences in access to worship for a Muslim in your area compared to Bristol Community- (hospital example) **What is the Golden Rule and why do so many people live by it?** • describe ways in which religious and non-religious people live out the Golden Rule • make links between beliefs, texts (or stories) and practices (believing, belonging and behaving) in relation to the Golden Rule • discuss whether they think it makes a difference if the Golden Rule comes from God or not • investigate and connect features of religions and beliefs, identifying some similarities and differences in people's lived experience • explain how the Golden Rule would make a difference to the world if everyone followed it • make links between what they and other people about what is important in life, giving reasons for beliefs, attitudes and actions • develop their own 'Golden Rule', explaining why they have chosen this and what difference it will make to their life • Consider how living by your rules and values sets an example to those around you **How to different Muslims show submission in Somerset?** • To know what sacred texts say about *submission* to **God** in **Islam** • To understand how *submission* expressed at a **Mosque** near me • To identify what being part of a **mosque** mean to many **Muslims** in Somerset

		• To know how different local people live out their faith • To identify how *submission* to **God** can seen in the actions of **Muslim** charities • To know how a Muslim might show *submission* to **God.** • To consider if words more important than actions

Possible Big Questions:

WINDOW	**Mirror**	**DOORS**
Can science explain everything?	What do you believe?	Should I treat everyone the same way?
Why are there religions?	Is belief in something important?	Who inspires me to stand up for what is right?
Why is there illness?	Don't we deserve to be happy?	How do we show respect for others?
What do you think of zoos?	How do you know you are alive? Do you think a tree or a cat knows?	How can you help others? How about those you will never meet?
Can you love something ugly?	Are the opinions of my friends important to me?	Can I care sincerely for those I have never met?
	Is being a good friend easy?	What would you change about our world?
	What helps you through hard times?	Why is there poverty?
	What are feelings?	
	What do I deserve in life?	
	What is mental health? Can you help your own?	
	Does being thankful make you happier?	
	What difference does being loved make?	

Science: Class 4

Biology		Chemistry	Physics	
Animals, including humans	**All living things and their habitats**	**States of Matter**	**Electricity Forces**	**Sound Earth and Space**
• Digestive system • Food chains • The circulatory system	• Grouping living things • Classification keys • Adaptation of living things	• Compare and group materials • Solids, liquids and gases • Changing state • Water cycle	• Uses of electricity • Simple circuits and switches • Conductors and insulators • Electrical components • Fuses and voltage • Forces and motion of mechanical devices	• How sounds are made • Sound vibrations • Pitch and Volume • Movement of the Earth and the planets • Movement of the Moon • Night and day
• Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Use and construct food chains to identify producers, predators and prey • Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood • Know the ways in which nutrients and water are transported in ani mals, including humans	• Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things	• Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle • Group materials based on their state of matter (solid, liquid or gas)	• Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each • Compare and give reasons for why components work and do not work in a circuit • Draw circuit diagrams using correct symbols • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer • Explain how levers, pulleys and gears allow a smaller force to have a greater effect	• Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source • Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • Know and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical)

Working Scientifically

• Ask questions such as: • Why are steam and ice the same thing? • Why is the liver important in the digestive systems? • What do we mean by 'pitch' when it comes to sound?	• Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
• Use research to find out how much time it takes to digest most of our food	• Group information according to common factors e.g. materials that make good conductors or insulators
• Use research to find out which materials make effective conductors and insulators of electricity	• Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
• Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	• Present findings using written explanations and include diagrams, when needed
• Set up a fair test with more than one variable e.g. using different materials to cut out sound	• Write up findings using a planning, doing and evaluating process
• Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures	• Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
• Measure carefully (taking account of mathematical knowledge up to Year 4/5) and add to scientific learning	• When making predictions there are plausible reasons as to why they have done so
• Use a data logger to check on the time it takes ice to melt to water in different temperatures	• Able to amend predictions according to findings
• Use a thermometer to measure temperature and know there are two main scales used to measure temperature	• Prepared to change ideas as a result of what has been found out during a scientific enquiry

Art: Class 4

Evaluating and reflecting

Regularly reflect on the success of their own work. Take account of what they hoped to achieve.
Reflect and adapt their work as their artwork progresses.
Begin to critique other artist's work, giving reasons for their views.
Explore work from different cultures.
Know how different artists developed their techniques.

Drawing

Draw for sustained periods of time.
Use a sketchbook to collect and develop ideas.
Develop close observation skills.
Know how to use marks and lines to show texture.
Use shading to create mood and feeling.
Use sketches to develop their ideas.

Key Vocabulary

Scale, proportion, refine, alter, accurate preparation, perspective, comparison, contrast, foreground, background.

Painting

Create different effects and textures including blocking colour, washes, thickened paint, creating textural effects, adding depth and distance.
Use sketchbooks to record information about colour mixing, brush marks etc.
Use tints, shades and hues.

Key Vocabulary

Blocking, paint wash, shade, tint, colour match, colour for purpose, technique, paint properties, colour spectrum, hue.

Sculpture

Plan a sculpture through drawing and other preparatory work.
Shape, form, model and construct from observation and imagination.
Use a range of materials, both natural and man-made, to create sculptures e.g. Tinga Tinga masks.
Produce patterns and textures in malleable materials.
Develop skills in using clay e.g. slip and slabs.
Explore the work of artists.

Key Vocabulary

Opaque, transparent, slip, coil, casting.
Develop the language of analysis and interpretation of sculpture e.g. symbolic, patterned/ textured, complex, uneven, busy/ plain, delicate, simple, intricate.

Collage and Textiles

Use a variety of techniques with fabric e.g. printing, dyeing, weaving, stitching to create different textural effects.
Develop skills in stitching, cutting and joining.
Show an awareness of different fabrics.
Add collage to a printed or painted background.
Use different techniques, colours, textures when designing and making pieces of work.

Key vocabulary

Compare and name fabrics, embellish, design, mood, textural art.

Digital Media

Explore ideas using digital sources e.g. internet, photos, National Gallery of Art.
Record, collect and store visual information digitally.
Present recorded visual images using software e.g. Reflections app
Use a graphics package to create images and effects with lines, shapes, colours, and textures and manipulate and create images.

Key Vocabulary

Digital media/ art, Google Slides, presentation, graphics, iMovies.

Development of Key Genres

Development of Key Genres

Portrait Development

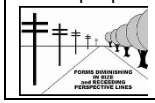
Develop awareness of the position and proportion of features (use guidelines).
Sketching techniques used to refine shape and shading.
Create portraits in a style e.g. Tudors
Show facial expressions and body language.

Still Life Development

Start to include texture.
Use shading to create depth with greater awareness and control.
Develop an awareness of light direction. Begin to sketch and refine e.g. feathering.

Landscape Development

Develop 1 point perspective/ vanishing point and an understanding of the horizon.



Key artists

Cycle 1 Hokusai- The Great Wave- Japanese Art (Wonderful World) Henri Rousseau- Post Impressionism (Rainforest) Charles Fazzino-3D pop art William Morris- Digital wallpaper art	Cycle 2 Goudi- Mosaic/ Modernista Peter R. Mason- Mosaic/ Post Pop Art Tingatinga-painting and sculpture. Famous architects- architecture of famous buildings around the world *Christopher Wren St Paul's Cathedral *Ivan Barma and Postnik Yakouleu St Basil's Cathedral *Ustad Ahmad Lahouri Taj Mahal *Jorn Utzan Sydney Opera House (Building a Village/ Vikings)

Glossary of Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss.	
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are 4 properties of colour: 1. Hue: the name we give to colours. 2. Intensity: the vividness of the colour. Is sometimes referred to its saturation or its strength. 3. Value: how light or dark it is. The terms shade and tint refer to value changes in colour. Shades are created by adding black. Tints are created by adding white to a colour. 4. Complementary colours: these are the colours opposite each other on the colour wheel.
Line	Lines and curves are marks that span a distance between two points. In art, line is the use of various marks, outlines, and implied lines during artwork and design.
Form	The form of work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. However, two-dimensional can achieve the illusion of form with the use of perspective and/ or shading or modelling techniques.
Space	Space is any conductive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distance or areas around, between and within things. There are two types of space: 1. Negative space: the area in between, around, through, within an object. 2. Positive space: the areas that are occupied by an object or form.
Texture	Describes how something feels or looks. It can be simulated or real.
Shape	Shape refers to a 2-dimesnsional, enclosed area. Shape could be geometric, such as squares, circles, triangles etc.
Value	This is the degree of lightness and darkness in colour. The difference in value is called contrast. Value can relate to shades, where colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it.

Knowledge and skills as an artist (Sticky Knowledge) At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
• Create sketchbooks to record their observations and use them to review and revisit ideas	• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	• Great artists, architects and designers in history
Know how to integrate digital images into artwork. Use sketchbooks to help create facial expressions. Use sketchbooks to experiment with different texture and media. Know how to use images created, scanned and found; altering them where necessary to create art.	Know how to show facial expressions and body language in sketches and paintings. Know how to use lines and marks to show texture in art. Know how to use shading to create mood and feeling. Know how to use line, tone, shape, colour to represent figures and forms in movement. Know how to sculpt clay and other moldable materials.	Know when art is from different cultures. Experiment with styles used by other artists. Explain some features of art from historical periods. Research an artist. Know how different artists developed their specific techniques. Begin to express their ideas and thoughts about an artist's work.

DT: Class 4

Developing, Planning and Designing

Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas.

Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. When planning, start to explain their choice of materials and components, including function and aesthetics. Explain how particular parts of their products work. When designing, explore different initial ideas before coming up with a final design. Use annotated sketches, and cross-sectional drawings to communicate their ideas. Test ideas through use of prototypes. Use computer-aided design to develop and communicate their ideas. Learn about some inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.
Key Vocabulary
Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate • Brief • Product • Consumer • Customer • Target audience • Purpose • Application • Constraints • Client

Making

Planning and practical skills and techniques.

Plan: With growing confidence, carefully select from a range of tools and equipment, explaining their choices. Select from a range of materials and components according to their functional properties and aesthetic qualities.

Plan the main stages of making in a systematic order.

Practical Skills and Techniques:

Learn to use hand tools and kitchen equipment safely and appropriately, and learn to follow hygiene procedures.
Use a wider range of materials and components, including textiles and food ingredients, construction materials and kits, and mechanical and electrical components.
With growing independence, measure, and mark out to the nearest centimetre and millimetre.
Cut, shape and score materials with some degree of accuracy.
Demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product.
Join textiles with an appropriate sewing technique.
Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, fabric paints and digital graphics.

Key Vocabulary

Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable

Evaluating: Evaluating their own ideas and existing products.

Own Ideas and Products:

Evaluate their product against the original design criteria. How well does it meet its intended purpose?
Consider the ideas of others to improve their work.
Consider their design criteria as they make progress and are willing to alter their plans.

Existing Products:

Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet its intended purpose. Including
-how well have products been made
-what methods of construction have been used
-how well products work and achieve their purposes
-how well products meet user's need and wants
-who designed and made the products
-where products were designed and made
-when products were designed and made
-whether products can be reused or recycled
Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world e.g. Sir Isaac Newton, Wright Brothers, Brunel etc.

Key Vocabulary

Effective • Fit for purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality

Technical Knowledge: Knowing how products work.

Know how to use learning from science and mathematics to help design and make products that work.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
Know that materials have both functional properties and aesthetic qualities.
Know how mechanical systems such as cams or pulleys or gears create movement.
Understand and demonstrate how mechanical and electrical systems have an input and output process.
Know how simple electrical circuits and components can be used to create functional products.
Use mechanical and electrical systems in their products.
Know how to program a computer to control their products.
That a single fabric shape can be used to make 3D textiles products.
That food ingredients can be fresh, pre-cooked and processed.
Use the correct technical vocabulary for the projects they are undertaking.

Key Vocabulary

Use vocabulary associated for all the areas of D: Designing, Making, Evaluating and Cooking and Nutrition.

Cooking and Nutrition

Knowing where food comes from. Knowing about food preparation, cooking and nutrition.

Know where foods come from:
Start to know when, where, and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.
Know that foods are grown (crops) reared (livestock) and caught (fish).
Food preparation, cooking and nutrition:
Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.
With support, use a heat sauce to cook ingredients showing awareness of the need to control temperature of the hob, oven or grill.
Use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking.
Explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes.

Prepare ingredients using appropriate cooking utensils.
Measure and weigh ingredients to the nearest gram and millilitre.
Start to independently follow a recipe.
Start to understand seasonality.

Key Vocabulary

Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture
• Flavour • Disinfect • Bacteria

Sticky Knowledge

Design Technology (Sticky Knowledge) At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.					
	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.	Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Class 4	• come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears	• use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears	• suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria	• links scientific knowledge to design by using pulleys or gears • use IT, where appropriate, to add to the quality of the product	• be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place

Geography: Class 4

Locational Knowledge

	• *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*	• *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.*	• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Class 4	• Know and locate the names of and locate at least eight major capital cities across the world.	• Know the names of and locate at least eight counties in England. • Know where the main mountain regions are in the UK.	• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. • Know what is meant by the term 'tropics'.

Place Knowledge

Human and Physical Geography

	• *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*	• *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*	• Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Class 4	• Know key differences between living in the UK and in a country in either North or South America.	• Know what causes an earthquake. • Label the different parts of a volcano. • Know the names of a number of the world's highest mountains. • Know layers of a rainforest and know what deforestation is.	• Know why countries need trade links with other countries.

Map skills and Fieldwork skills

- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*
- *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.*
- *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 graphs, and digital technologies.*

Class 4

Map Skills:

Using Maps:

- Compare maps with aerial photographs.
- Follow a route on a large scale map.
- Locate places on a range of maps (variety of scales).
- Identify features on an aerial photograph, digital or computer map.
- Select a map for a specific purpose.
- Begin to use atlases to find out other information (e.g. temperature).
- Know and name the 8 compass points and use four figure grid references to identify features on a map. Begin to use 6 figure grid references.

Map Knowledge:

- Begin to name & locate some of the counties and cities of the UK.
- Use maps and globes to locate the Equator and the Tropics of Capricorn and Cancer.
- Name and locate countries in South America and their capitals cities.

Making Maps:

- Recognise and use OS map symbols, including completion of a key and understanding why it is important.
- Draw a sketch map using symbols and a key.
- Begin to learn some atlas symbols.

Fieldwork Skills:

Gather Information:

- Ask geographical questions.
- Use a database to present findings.
- Record findings from fieldtrips.
- Use graphs to present data collected.

Sketching:

- Draw an annotated sketch from observation including descriptive / explanatory labels and indicate direction.

Audio/Visual:

- Make a judgement about the best angle or viewpoint when taking an image independently.
- Add titles and labels giving date and location information.
- Locate position of a photo on a map.

History: Class 4

CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
• To include: • Stone age to Iron age • Romans • Anglo-Saxons • Vikings	• An aspect of theme that takes pupils beyond 1066	• A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
• **Know how Britain changed between the end of the Roman occupation and 1066** • **Britain's settlement by the Anglo-Saxons and Scots** • **Know about how the Anglo-Saxons attempted to bring about law and order into the country** • **Know that during the Anglo-Saxon period Britain was divided into many kingdoms** • **Know that the way the kingdoms were divided led to the creation of some of our county boundaries today** • **Use a time line to show when the Anglo-Saxons were in England** • **The Viking and Anglo-Saxon struggle for the Kingdom of England.** • **Know where the Vikings originated from and show this on a map** • **Know that the Vikings and Anglo-Saxons were often in conflict** • **Know why the Vikings frequently won battles with the Anglo-Saxons**	• **Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history** • **Know how to place historical events and people from the past societies and periods in a chronological framework** • **Know how Britain has had a major influence on the world**	• **Know about a period of history that has strong connections to their locality and understand the issues associated with the period.** • **Know how the lives of wealthy people were different from the lives of poorer people during this time**

CIVILIZATIONS from 1000 years ago	HISTORICAL ENQUIRY SKILLS

• Choose one of: • Mayans • Islamic Civilizations • Benin Civilization	• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
• **Know about the impact that one of the following ancient societies had on the world: the Mayan civilization** • **Know why they were considered an advanced society in relation to that period of time in Europe**	• **Describe events from the past using dates when things happened. Know how an event or events from the past has shaped our life today – The Space Race**
	• **Research in order to find similarities and differences between two or more periods of history. Modern 20th C Space Race and Mayans.** • **Know about the main events from a period of history, explaining the order of events and what happened – Space Race** • **Know that many of the early civilizations gave much to the world - Mayans**

- ❑ Sticky Knowledge: Know about, and name, some of the advanced societies that were in the world about 3000 years ago, Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin, Know where the Vikings originated from and show this on a map, Know that the Vikings and Anglo-Saxons were often in conflict, Know why the Vikings frequently won battles with the Anglo-Saxons, Know that Britain has had a major influence on the world including colonisation and the slave trade

Music: Class 4

Performing	Compose	Listen
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	*improvise and compose music for a range of purposes using the inter-related dimensions of music*	*listen with attention to detail and recall sounds with increasing aural memory*
• **sing songs from memory with accurate pitch** • **maintain own part whilst others are performing their part**	• **use notation to record compositions in a small group or individually** • **compose music which meets specific criteria** • **choose the most appropriate tempo for a piece of music**	• **explain why silence is often needed in music and explain what effect it has** • **repeat a phrase from the music after listening intently.**
Use and understand	**Appreciate**	**History of music**
use and understand staff and other musical notations	*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*	*develop an understanding of the history of music*

• use notation to record and interpret sequences of pitches • use music diary to record aspects of the composition process	• identify and describe the different purposes of music • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful	• study the work of at least one famous composer such as Mozart • contrast the work of a famous composer with another and explain preferences

Music Kapow Units Long Term Overview Two Year Program

Class 4 (Year 1)	Music History Classical (ME)	Changes in Pitch, Rhythm, Dynamics (Rivers) Yr 4	South and West Africa Yr 4	Composition to Represent Colour (Holi Festival) Yr 4	Musical Theatre Yr 5	Body and Tuned Percussion (Rainforests) Yr 4
Class 4 (Year 2)	Music History Renaissance (ME)	Rock & Roll Yr 4	Haiku Music and Performance (Hanami) Yr 4	Developing Singing Techniques (Vikings) Yr 3	Summer Production Samba and Carnival Sounds Yr 5	Summer Production

Computing: Class 4

Objectives can be taught through the use of the NCCE Teach Computing Units of Work

	Search engines	Using programs	Safe use	Sticky Knowledge
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to 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*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*	

	Create programs	Develop programs	Reasoning	Networks	Sticky Knowledge	
Class 4	*Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* Use block-based programming language to explore count-controlled and infinite loops when creating a game Use programmable technology to control an external device (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output* experiment with variables to control models develop a program that has specific variables identified (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)	*Pupils should be taught to use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs* make an accurate prediction and explain why they believe something will happen (linked to programming) (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)	*Pupils should be taught to 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* know how to search for specific information and know which information is useful and which is not Recognise the internet as a network of networks including the WWW, and why we should evaluate online content (Y4) Recognise IT systems around us and how they allow us to search the internet (Y5)	**Know how to program an external device using online programming** **Know how to distinguish between useful and fake online information.**	

	Create programs	Develop programs	Reasoning	Networks	Sticky Knowledge	
Class 4	select and use software to accomplish given goals Capture and edit audio to produce a podcast, ensuring that copyright is considered (Audacity) Manipulate digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled (Chromebook-paint.net app)	produce and upload a podcast (Audacity) Produce a multimedia presentation (Google Slides) Recognise how and why data is collected over time, before using data loggers to carry out an investigation (iPad-Data logger app) Manipulate digital images (paint.net app) Use a database to order data and create charts to answer questions (J2e.com) Y5		recognise acceptable and unacceptable behaviour using technology understand that they must make choices when using technology and that not everything is true and/or safe (Project Evolve)		Know how to publish sound and multimedia presentation Know their responsible choices online

Vocabulary

Class 4	Algorithm, coding, programming, cyberbullying, e-safety, debug, input device, network, output device, sequence, search engine, icon, download, emoji, email, username, password, attachment, data, database, branching, graphs and charts, spreadsheet, online, permission, personal information, trusted adult, edit, film, social media, content *Transition, share, code block, variable, position, design, embed, hyperlink, insert, copyright, bot, influencer, live stream, pop ups, sponsored, upload*

MFL: Class 4

Units of study	**Monster pets** (5 lessons) Children use their 'detective skills' to extract information, identify and sort nouns by their gender, develop their understanding of sentence structure and describe their own monster pet in writing	**Space explorers** (5 lessons) Children develop their scientific vocabulary as well as their grammar, write their own poems using figurative language and develop their sentence structure by adding adjectives, making comparisons and giving reasons using 'because'	**Shopping** (5 lessons) Pupils develop vocabulary associated with a trip to France, as well as building their understanding of sentence structures, questions and phrases. They also apply their language detective skills when faced with an unfamiliar text	**French speaking world** (5 lessons) Pupils learn to give and follow directions in French and to use comparative language, which they practise as they explore different French speaking countries	**A week in the life** (5 lessons) Pupils learn the verbs 'avoir' and 'être', identify the infinitive and other forms of verbs, and learn to use the correct verbending for different subject pronouns, whilst recognising that some verbs are irregular	**Meet the family** (5 lessons) Pupils learn how to describe family members and what they like and dislike, using the correct form of mon, ma and mes, and making sure of adjectival agreement, before preparing a short written presentation
Content	Speaking and Listening Literacy Understanding a non-fiction text Speaking and Listening Literacy Body parts and descriptions	Literacy Writing explanations	Speaking and Listening Asking for things and quantities of things Speaking and Listening Literacy Numbers 1 to 100 and beyond, working with Euros	Speaking and Listening Literacy Intercultural understanding French speaking countries Comparing physical features and climate	Speaking and Listening Literacy Days and times Speaking and Listening Literacy Regular verb forms	Speaking and Listening Literacy Introducing family members Speaking and Listening Literacy Comparing what people like
Skills	Speaking and Listening Literacy Describing things orally and in writing Literacy Understanding and responding to written language from an authentic source	Speaking and Listening Exploring patterns and sounds of language Speaking and Listening Reading carefully and showing understanding of simple writing	Literacy Developing an appreciation of a range of writing Speaking and Listening Developing the ability to understand new words	Speaking and Listening Literacy Describing places orally and in writing Speaking and Listening Developing accurate pronunciation	Literacy Listening attentively to spoken language Speaking and Listening Literacy Understanding basic grammar – verbs	Speaking and Listening Literacy Expressing opinions and responding to those of others Speaking and Listening Speaking in sentences using familiar vocabulary
Links		**Science**		**Geography**		

Class 4	Topics	PSHE: Class 4	
	Being Human/ AD900 (Mayans) **Going Global/ Space Explorers** **Full Power/ What a Wonderful World/ Rainforest (IOW week)** **Fairgrounds/ Weather and Climate** **Building A Village/ Vikings/ Mountains** **The Holiday Show/ Bahrain/Investigators**	PSHE/International	RHE
		• About a major global health problem • About our needs and wants, and how they compare with the needs and wants of others • About the work of international charities • How some people are suffering as a result of the global market • How Fair Trade helps the lives of farmers and producers in poorer countries • About media products (such as film, television and music) and how countries are affected by media globalisation • Finding out about the International Space Station (ISS) • About local and global environmental issues • How different international aid groups and charities are helping those affected by environmental issues • Finding out about climate and environmental problems in our home and host countries • Finding out what simple things we can do to help improve our environment • What makes a good global traveller • About extra services for our local area • What the 'global village' is and how it affects us See SCIENCE • External human body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. **Mental wellbeing** • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • the benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness. • varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	**Families and people who care for me** that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **Caring friendships** that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Being safe** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know what sorts of boundaries are appropriate in friendships with peers and others (including digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe how to ask for advice or help for themselves or others, and to keep trying until they are heard how to report concerns or abuse, and the vocabulary and confidence needed to do so.

		• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough **Physical health and fitness** the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. **Healthy eating** what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Drugs, alcohol and tobacco** the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **Health and prevention** how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. **Basic first aid** how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.	
		British Values	Online Safety/Safeguarding
		Mutual respect for and tolerance for those with different faiths and beliefs and for those without faith Tolerance Mutual respect Individual responsibility Democracy Law-abiding Individual liberty	**See Curriculum Statements below:**

Online Safety Objectives met through Project Evolve

Self-image and identity	Online reputation	Online relationships	Online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and	I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.

			them (e.g. Childline or The Mix).	I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	explain the importance of seeking permission from a trusted adult before purchasing.		

Physical Education: Class 4

	Games	Athletics	Gymnastics	Dance
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	*Use running, jumping, throwing and catching in isolation and in combination*	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	*perform dances using a range of movement patterns*
Class 4	• vary tactics and adapt skills depending on what is happening in a game • use skills with coordination, control and fluency • Take part in competitive games with a strong understanding of tactics • Apply basic skills for attacking and defending • Practice skills in isolation	• sprint over a short distance and show stamina when running over a long distance • jump in different ways with control • perform a running jump with more than one component e.g. hop, skip, jump • throw in different ways and hit a target, when needed Can use equipment safely and with good control	• link skills with control, technique, coordination and fluency • develop strength, technique and flexibility throughout performances • move in a controlled way • include change of speed and direction in a sequence • explore balancing, jumping and rolling on the floor and on apparatus • carry out balances with and without a partner	• confidently improvise with a partner or on their own • begin to create longer dance sequences in a larger group • demonstrate precision and some control in response to stimuli • use dance to communicate an idea

	Outdoor Adventurous Activities	Swimming	Evaluation	Healthy Lifestyles
	take part in outdoor and adventurous activity challenges both individually and within a team	*swim competently, confidently and proficiently over a distance of at least 25 metres*	*compare their performances with previous ones and demonstrate improvement to achieve their personal best*	*lead healthy, active lives*
Class 4	• follow a map into an unknown location • follow a route within a time limit • plan a route and a series of clues for someone else • communicate with others and share roles • chose effective strategies and make changes when they don't work	• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.	• watch and describe performances accurately • begin to think about how they can improve their own work • work with a partner or small group to improve their skills • make suggestions on how to improve their work, commenting on similarities and differences	• Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • understand the need to warm up and cool down • understand how exercise can help support mental wellbeing. understand the importance of exercise and sport in social environments