|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 4 Autumn Term**  **All subjects are directly linked to the National Curriculum’s programmes of study.** | | | | | |
| **The World in Our Hands** | | | | | |
|  | **History/**  **Geography** | **Science** | **Art/DT** | **Music** | **RE** |
| *National Curriculum objectives and coverage*   |  | | --- | | Curriculum Enrichment  Cooking to show changing state  Local Area Map Orienteering | | **Geography**  **Biomes and climate zones of the world.**  **Subject Endpoints**  **Skills**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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 and major cities.  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).  **Knowledge**  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, human geography, including: types of settlement, land use and economic activity.  Describe key aspects of physical geography.  Identify Northern and Southern Hemispheres | **Living things and their habitats**  **Subject Endpoints**  **Skills**  **Working Scientifically**  Identifying differences, similarities and changes related to simple scientific ideas and processes.  Gather, record, classify and present data in a variety of ways to help in answering questions.  **Knowledge**  To be able to group living things in a variety of ways.  Explore and use classification keys to group, identify and name a variety of living things.  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Recognise that environments can change and that this can sometimes pose dangers to living things.  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  **States of Matter**  **Subject Endpoints**  **Skills**  **Working Scientifically**  Ask relevant questions and use different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Using results to draw simple conclusions.  **Knowledge**  Compare and group materials together, according to whether they are solids, liquids or gases.  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Bayeux Tapestry (textile art)**  **Subject Endpoints**  **Skills**  Learn about great artists, architects and designers in history.  Evaluate and analyse art using subject specific vocabulary.  Experiment with creating straight stitches.  Plan a design inspired by the Bayeux Tapestry.  Use applique to attach fabric together.  Create a stitching plan.  Transfer our design to fabric.  **Knowledge**  Make- 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 wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Evaluate- understand how key events and individuals in design and technology have helped shape the world. | **Saint-Saens’ Aquarium**  **Subject Endpoints**  **Skills**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  **Knowledge**  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  To be able to perform a musical poem about the sea.  Children know who Saint-Saens was and what he is famous for composing? | **The journey of life and death**  **Religions:** Judaism with a focus on Bat Mitzvah and Hinduism with a focus on marriage  **Subject Endpoints**  **Skills**  Describe and explain a religious ceremony  Pupils compare religious ceremonies  Pupils share personal views  Pupils discuss their own views on life after death  **Knowledge**  Pupils understand key events in the life a Jewish person and a Hindu  Pupils know and understand that religious people have key events that are important (birth, marriage, death etc.)  Explore the concept of ‘Life after Death’ |