



# Year 4 - Autumn 2019

History (Anglo-Saxons—1066)	Geography (UK Counties)	Computing (Presenting)	Art (Calligraphy) /DT (Mechanical systems)	Science (Electricity & Sound)	RE (Christianity)
<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use and economic activity including trade links</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>Select, use and combine a variety of software on a range of devices to design and create content that accomplishes given goals</li> </ul>	<ul style="list-style-type: none"> <li><u>Art:</u> about great artists, architects and designers in history.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing and painting</li> <li><u>Design</u></li> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li><u>Make</u></li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> <li><u>Evaluate</u></li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><u>Technical knowledge</u></li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	<ul style="list-style-type: none"> <li><u>Electricity</u></li> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ]</li> <li>Recognise some good conductors and insulators, and associate metals with being good conductors</li> <li><u>Sound</u></li> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through the medium of the ear.</li> <li>Find patterns between pitch of a sound and features of the object.</li> <li>Find patterns of the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<ul style="list-style-type: none"> <li>Who were the Northern saints? (Link back to previous work on St Cuthbert and local history of Durham Cathedral)</li> <li>Why is Advent important to Christians?</li> </ul>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<ul style="list-style-type: none"> <li>The order of historical periods studied in year 3 and to be studied now (starting in Stone Age and moving to 1066)</li> <li>About Scots' invasion, Anglo-Saxon's invasion, Viking raids and invasions</li> <li>Key features of Anglo-Saxon and Viking's armour and weaponry</li> <li>About the Battle at Lindisfarne and other events linked local history such as Durham Cathedral</li> <li>Anglo-Saxon and Viking art and culture</li> </ul>	<ul style="list-style-type: none"> <li>How Saxons split up the country and how it is different to now</li> <li>What different counties are known for now, including Labour market information.</li> <li>About Viking invasion routes and why/ how they picked where to invade</li> <li>About the trade routes Vikings used and compare these to Christopher Columbus (compare boats)</li> <li>About key historical settlements and why they were built and where they were build</li> </ul>	<ul style="list-style-type: none"> <li>To think of and use search terms to find information</li> <li>How to search for images safely using the internet</li> <li>To find information on topics using appropriate and legitimate websites</li> <li>To make effective notes from websites</li> <li>Refine searches from initial search results</li> <li>To present information effectively using ICT</li> </ul>	<ul style="list-style-type: none"> <li>Where and when calligraphy started (focus on Lindisfarne Gospels)</li> <li>To investigate and use different ink and tools</li> <li>The meanings of letters, colours and patterns</li> <li>Letters and patterns from Anglo-Saxons era</li> <li>How to design a final piece—Anglo-Saxon Style</li> <li>What pop up card and books are</li> <li>To experiment with tools and materials, making levers and linkages</li> <li>To design the product using the brief</li> <li>How to make the product</li> <li>How to test and evaluate their own product</li> </ul>	<ul style="list-style-type: none"> <li><u>Electricity</u></li> <li>To recognise parts of a circuit and explain how a complete circuit works.</li> <li>To use simple components to make a circuit, and draw and label a complete circuit.</li> <li>To recognise when a circuit is complete or incomplete and predict if it will work or not</li> <li>To make a complete circuit that includes a switch, explaining its role.</li> <li>The importance of a fair test to find out if materials are conductors or insulators.</li> <li>To recognise and explain the dangers of electricity</li> <li>To find house hold devices that are powered by electricity and understand there are other ways to power a device.</li> <li><u>Sound</u></li> <li>To explore and identify how sound is made through vibrations.</li> <li>To recognise and understand how the sound vibrations travel through the ear.</li> <li>To explore and understand how pitch works eg. the fuller the jar is of water the deeper/lower the pitch is.</li> <li>To recognise that the stronger the sound wave is the further it can travel (volume)</li> <li>That a sound gets fainter as we move further away from the source</li> <li>Which materials would provide the best insulation against sound to create their own ear de-</li> </ul>	<ul style="list-style-type: none"> <li>Who the Northern Saints were.</li> <li>What the Lindisfarne gospels are and why they are so important</li> <li>What the role of a monk was</li> <li>The link between Charity and Religion—St Cuthbert's Hospice</li> <li>About Durham Cathedral as a place of worship</li> <li>Why Advent is such an important time of year for Christians</li> </ul>
<p><u>Language</u></p> <p>Stone Age, Anglo-Saxons, Vikings, Battles, raids, weapons, Durham Cathedral, Lindisfarne, Invasions</p>	<p><u>Language</u></p> <p>Counties, maps, atlases, trade links, settlements, Christopher Columbus</p>	<p><u>Language</u></p> <p>Search engine, internet, information, google, images</p>	<p><u>Language</u></p> <p>Calligraphy, ink, letters, patterns, long ship, float, materials, connections, attachments, testing</p>	<p><u>Language</u></p> <p>Circuit, blub, buzzer, wire, battery, cell, conductor, Insulator, switch, Pitch, vibrations, ear canal, volume, insulation</p>	<p><u>Language</u></p> <p>Bede, Aidan, Eadriith, Cuthbert Lindisfarne, Durham Cathedral, Monks, Gospels, Charity</p>