Year 4

Topic	Geography	History	Art	DT	Music	Science
Autumn 1 **Why is the Black Country called the Black Country?** **Autumn 2** **How has the map of the Black Country changed since the Victorian era?**	**Environmental study – Window – Jeannie Baker** **1b** 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. **3a ii.** 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. **4a** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **4b** Use the eight points of a compass, four and six figured grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. **4c** 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,	**6** **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.** A significant turning point in British history – the Battle of Britain (WWII)	**1a** Create sketch books to record their observations and use them to review and revisit ideas. **1b** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. **1c** Know of great artists, architects and designers in history.	**1a** 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. **1b** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **2a** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. **2b** 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 **3a** Investigate and analyse a range of existing products. **3b** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. **3c** Understand how key events and individuals in design and	**1a** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. **1b** Improvise and compose music for a range of purposes using the inter-related dimensions of music. **1c** Listen with attention to detail and recall sounds with increasing aural memory. **1d** Use and understand staff and other musical notations. **1e** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. **1f** Develop an understanding of the history of music.	**5. Sound (link to air raids)** **5a.** Identify how sounds are made, associating some of them with something vibrating. **5b** Recognise that vibrations from sounds travel through a medium to the ear. **5c** Find patterns between the pitch of a sound and features of the object that produced it. **5d** Find patterns between the volume of a sound and the strength of the vibrations that produced it. **5e** Recognise that sounds get fainter as the distance from the sound source increases. **6. Electricity** **6a** Identify common appliances that run on electricity. **6b** Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. **6c** 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. **6d**

	plans and graphs and digital technologies.			technology have helped shape the world **4a** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. **4b** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. **4c** Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. **4d** Apply their understanding of computing to program, monitor and control their products. **5a** Understand and apply the principles of a healthy and varied diet. **5b** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. **5c** Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. **6e** Recognise some common conductors and insulators, and associate metals with being good conductors. **1. Working Scientifically** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: **1a** Asking relevant questions and using different types of scientific enquiries to answer them **1b** Setting up simple practical enquiries, comparative and fair tests. 1c Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. **1d** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. **1e** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar

						charts, and tables. **1f** Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **1g** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **1h** Identifying differences, similarities or changes related to simple scientific ideas and processes. **1i** Using straightforward scientific evidence to answer questions or to support their findings