

Thematic Long Term Planning – Summary of Year 4 Units

<p>AUTUMN 1 - What's in the depths of the ocean?</p>	<p>AUTUMN 2 - Who were the invaders and settlers of Britain?</p>
<p>History: Children will be able to talk confidently about the invention of the submarine and will be able to explain the part that William Bourne (1578) and Cornelius Drebbel (1620s) played in its conception. Children will be able to explain the part that submarines have played in history and the effect of their involvement.</p> <p>Geography: Children will be able to name and locate bodies of water that surround the U.K and the counties that they border. Children will investigate physical coastal features and will be able to explain how these features are formed. Children will be able to explain the five main layers of the ocean and the key features of each layer. Children will be able to identify coral reefs of the world and will be able to articulate the affect that human actions have on their future, both positively (conservation) and negatively (pollution).</p> <p>Art: Children will learn how to apply watercolour paints accurately to create a given effect and will then apply this skill when creating a graduated tonal painting. Children will also investigate and then use a full range of graded pencils (HB-6B) in order to create observational tonal drawings of sea creatures.</p> <p>Design & Technology: Children will be able to measure and weigh ingredients (to the nearest gram/millilitre) independently and appropriately in order to prepare and cook a savoury seafood dish. Children will follow instructions in order to create a model submarine and will be able to reflect on their final design in order to change outcomes.</p>	<p>History: Children will be able to draw on prior learning in order to create an ongoing class timeline that refers to periods of history studied and children will begin to show an understanding of the amount of time that has passed between each period. They will be able to recall knowledge about the Roman invasion of Britain from Year 3 and in turn when the Angles, Saxons and Jutes invaded Britain and where from. Throughout the unit children will begin to reflect on evidence provided, be encouraged to question its validity and draw conclusions from more than one piece. Children will retell the story of the discovery of The Staffordshire Hoard and the importance of it in understanding the homes and lives of the Anglo-Saxon people.</p> <p>Children will, through research and independent study, be able to make comparisons between the lives of Anglo-Saxons, The Vikings and The Normans and be able to explain the importance of William the Conqueror. Children will revisit the reliability of evidence and will begin to understand the possible use of bias in artefacts found, such as The Bayeux Tapestry.</p> <p>Geography: Children will be able to name a range of European countries (identifying them on both globes and 2-D maps) and use the correct vocabulary associated with them e.g. Scandinavia, Balkans, Nordic. Children will be able to identify U.K settlements linked to all invaders studied, in particular those whose names derive from physical features found there and make connections to the names used today.</p> <p>Art: Children will recreate a replica Anglo-Saxon helmet inspired by the designs of the period and will be able to join materials appropriately based on prior knowledge and select embellishments to enhance the structure. Children will develop the use of embellishments and adornments further when creating an Anglo Saxon piece of jewellery.</p> <p>Design & Technology: Children will be introduced to cam mechanisms, will be able to identify the key parts of a basic pear drop mechanism and will use their knowledge to create a moving 2-D prototype.</p>
<p>SPRING 1 - What will we find on a European road trip?</p>	<p>SPRING 2 - What was World War 2 like for children?</p>
<p>History: Children will be able to explain the phenomena of the Northern Lights and will be able to explain the impact that they have had on the lives of the Sami people of Scandinavia. Children will develop a deeper understanding of why events in history happened as they did e.g. The Cold War and the impact that events then had on history (cause and effect)</p> <p>Geography: Children will secure their understanding of our place in the continent of Europe and will be able to look at the U.K in more detail, identifying many U.K counties and their key cities. Throughout the unit they will make comparisons to the municipalities, federal states, administrative regions and provinces of Norway, Russia, France, Italy & Spain. Key landmarks of these countries will be identified and children will be able to explain what makes each country unique through a knowledge of flags, currency and landmarks. By identifying the location of each country, its position, its climate and its land use, children will be able to identify how and why these factors can impact the diet and lifestyle of the people who live there.</p> <p>Art: Children will become familiar with the work of Antoni Gaudi's style of work and the influence that he has had, architecturally, on</p>	<p>History: Children will be able to explain how the events of WW1 directly impacted on the outbreak of WW2. They will have a clear understanding of the role of leadership figures during the WW2 period and will be able to write a speech announcing the outbreak of war. Children will identify the range of items that an evacuee may have carried in their suitcase and using their knowledge of advances in technology and trade will compare how an evacuee's suitcase might look today.</p> <p>Geography: Children will be introduced to Ordnance Survey maps and their symbols and will use them to locate evacuation destinations and areas that were bombed in WW2 - identifying the county name and key city. Children will make connections between the two based on the physical geography of both locations. They will then be able to write postcards home, in role as an evacuee, using accurate geographical vocabulary to describe the location that they were sent to.</p> <p>Art: Children will be able to use a full range of graded pencils and hatching and cross-hatching techniques in order to create an observational drawing of an evacuees suitcase. They will interrogate and compare a range of propaganda posters from</p>

<p>the city of Barcelona. Inspired by his designs, children will create a mosaic clay tile based on his work. Children will begin to investigate oil pastels as an alternative form of media and will use their knowledge of their properties to recreate a landscape of the Northern Lights using blending and highlighting to create a desired effect.</p> <p>Design & Technology: Children will independently weigh and measure ingredients to the nearest ml, g by choosing the most appropriate equipment, in order to create savoury dishes traditional to the European countries studied.</p>	<p>WW2 and the Coronavirus pandemic and using techniques identified, will be able to create their own in a similar style.</p> <p>Design & Technology: Children will be able to measure and cut more than one material to contribute towards a finished item of clothing, selecting tools appropriately and using them safely based on the 'Make-do-and-mend' philosophy of wartime Britain. Using their knowledge of ingredients and measures children will devise a possible menu based on rationed goods. They will then create a typical wartime meal ensuring that ingredients are weighed accurately and the correct utensils are selected for the task.</p>
<p>SUMMER 1 - What do I know about The Black Country?</p>	<p>SUMMER 2 - Did man land on the moon?</p>
<p>History: Children will identify key trades that occurred in The Black Country during the Industrial Revolution and will place this time period on a timeline in relation to others studied. They will evaluate a range of sources of evidence and will be able to draw their own conclusions as to who was to blame for the Rounds Green Colliery Disaster, identifying changes that were made afterwards as a result of this tragedy. Drawing on prior knowledge from Year 3, children will be able to explain the impact that James Brindley had on the Black Country and what events led to the eventual decline of the canal system.</p> <p>Children will develop their ability to evaluate evidence in order to draw historical conclusions such as comparing life expectancy rates in the Black Country during the Victorian period to other parts of the country and identifying reasons for such differences.</p> <p>Geography: Children will revisit the counties of the UK and will secure their knowledge of their names and locations by writing riddles based on their location and key features using accurate geographical language. They will compare population density maps of areas of the UK before and after The Industrial Revolution and will be able to identify the impact that it had by drawing conclusions of their findings. They will be able to locate major cities of the U.K and the key trades that stemmed from there during this time period. Children will be able to create accurate collaborative maps of the local area and will label locations and buildings whose name or origin are rooted in the Black Country's history - explain their importance.</p> <p>Art: Children will investigate the symbolism behind the Black Country flag and using knowledge gained will design and create their own version</p> <p>Design & Technology: Children will develop further their knowledge of cam mechanisms to include off-centred and snail cams, in order to create a 3-D cam mechanism structure that celebrates the Black Country, its people and its history. Children will be able to create a menu for a Black Country themed restaurant based on recipes traditional to the area showing an understanding of the menu items linked to their historical origins</p>	<p>History: Children will draw on prior knowledge of the Cold War and will be able to identify and order its key events and understand how it led to The Space Race between USA and the former USSR. Children will study key figures during this time period such as Neil Armstrong and Margaret Hamilton and will be able to identify how these significant figures contributed to international achievements. Children will be able to review a range of evidence and artefacts and, through thorough research, will be able to select those that give them a more accurate understanding of an historical event e.g. man landing on the moon. They will interrogate evidence and confidently include or rule out any evidence that they believe to be significant or otherwise.</p> <p>Geography: Children will be able to interrogate images and maps of the moon's surface, identifying key physical features that occur there, making comparisons to those found on planet earth.</p> <p>Science: Children will be able to securely name the planets of the solar system and be able to explain their relationship to the earth and the moon in terms of location and movement. They will understand the basics of gravity in everyday life (and within the solar system) and will be able to explain the impact of Isaac Newton.</p> <p>Art: Children will be able to revisit the art work of Alan Bean (from year 1) and explain the uniqueness of his work. Using a marbelling technique, children will be able to recreate the surface of the moon. Using an ICT package, children will then impose a secondary image onto the first in order to create a collage effect in the style of the artist.</p> <p>Children will use a range of standard and non-standard materials in order to recreate 'footsteps on the moon'. Developing their knowledge of light and how it aids composition, they will take black and white photographs of their completed footsteps.</p>