

YEAR FOUR New National Curriculum 2015 at West Park School

Year FOUR		Science, Geography, History		Provision Audit across the Year/Key Stage		
Autumn	Spring	Summer	Science	Geography	History	
<p>Predators and Prey</p> <p>Sc4/2.2 Animals including humans Sc4/2.2a Describe the simple functions of the basic parts of the digestive system in humans Sc4/2.2b Identify the different types of teeth in humans and their simple functions Sc4/2.2c Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Vicious Vikings</p> <p>Hi2/2.1 Local History Pupils should be taught about an aspect of local history <i>For example: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p>Hi2/1.4 Anglo-Saxons & Vikings Pupil should be taught about the Vikings and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor <i>This could include: Viking raids and invasion</i></p>	<p>A Journey to India</p> <p>Ge2/1.2 Place Knowledge Ge2/1.2a Understand geographical similarities and differences through the study of human and physical geography Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Sc4/2.1 All living Things Sc4/2.1a Recognise that living things can be grouped in a variety of ways</p> <p>Full Steam Ahead</p> <p>Sc4/4.2 Electricity Sc4/4.2a Identify common appliances that run on electricity Sc4/4.2b Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Sc4/4.2c 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 Sc4/4.2d Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p>Walk like an Egyptian</p> <p>Hi2/2.3 Ancient Civilization Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> • Ancient Sumer; • The Indus Valley; • Ancient Egypt; or • The Shang Dynasty of Ancient China <p>Sc4/4.1 Sound Sc4/4.1a Identify how sounds are made, associating some of them with something vibrating Sc4/4.1b Recognise that vibrations from sounds travel through a medium to the ear Sc4/4.1c Find patterns between the pitch of a sound and features of the object that produced it Sc4/4.1d Find patterns between the volume of a sound and the strength of the vibrations that produce it Sc4/4.1e Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Water, Water Everywhere</p> <p>Sc4/3.1 States of Matter Sc4/3.1a Compare and group materials together, according to whether they are solids, liquids or gases Sc4/3.1b Observe that some</p>	<p>Living things and their habitats Pupils should be taught to: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals including Humans – Pupils should be taught to: Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. States of Matter – Pupils should be taught to: 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.</p> <p>Sound – Pupils should be taught to: Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from</p>	<p>Across Year 3 – 6 Children should be taught about</p> <p>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)</p> <p>Place 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</p>	<p>Across Year 3 – 6 Children should be taught about</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad</p>	

	<p><i>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</i></p>	<p>Sc4/4.2e Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Sc4/3.1c Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. Electricity - Pupils should be taught to: Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. States of Matter – Pupils should be taught to 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 Geographical skills and fieldwork 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 Ordnance 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.</p>	<p>c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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