



### Year 4 Curriculum Map



Topic	Geography	History	Art	DT	Science
<b>Romans Rulers</b>	<ul style="list-style-type: none"> <li>I can use an atlas by using the index to find places.</li> <li>N.C. locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>N.C. 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.</li> </ul>	<ul style="list-style-type: none"> <li>I can plot events on a timeline using centuries.</li> <li>I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>I can explain some of the times when Britain has been invaded.</li> <li>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>I can explain how an event from the past has shaped our life today.</li> <li>I can research two versions of an event and explain how they differ.</li> <li>I can research what it was like for children in a given period of history and present my findings to an audience.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>NC Understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>I can experiment with the styles used by other artists.</li> <li>I can explain some of the features of art from historical periods.</li> <li>I can sculpt clay and other mouldable materials</li> </ul>	<ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can present a product in an interesting way.</li> <li>I can measure accurately</li> <li>I can make a product which uses both electrical and mechanical components.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> <li>I can evaluate products for both their purpose and appearance.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name appliances that require electricity to function.</li> <li>I can construct a series circuit.</li> <li>I can identify and name the components in a series circuit</li> <li>I can draw a circuit diagram.</li> <li>I can predict and test whether a lamp will light within a circuit, including with the use of switches.</li> <li>I can recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<b>Britain from the air</b>	<ul style="list-style-type: none"> <li>I can use grid references on a map.</li> <li>I can use some basic Ordnance Survey map symbols.</li> <li>I can find at least six cities in the UK on a map.</li> <li>I can use an atlas by using the index to find places.</li> <li>I can name and locate some of the main islands that surround the United Kingdom.</li> <li>I can carry out research to discover features of villages, towns or cities.</li> <li>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>N.C. 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.</li> <li>N.C. Longitude and Latitude.</li> <li>N.C. Eight points on a compass.</li> </ul>		<ul style="list-style-type: none"> <li>I can integrate my digital images into my art.</li> <li>I can experiment with the styles used by other artists.</li> <li>I can use marks and lines to show texture in my art.</li> <li>N.C Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> <li>I can measure accurately.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> <li>I can evaluate products for both their purpose and appearance</li> <li>I can use ideas from other people when I am designing.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can present a product in an interesting way.</li> <li>N.C. Computer aided design</li> </ul>	<ul style="list-style-type: none"> <li>I can use classification keys to group, identify and name living things.</li> <li>I can create classification keys to group, identify and name living things (for others to use).</li> </ul>



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	<ul style="list-style-type: none"> <li>N.C. 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</li> </ul>				
<b>Natural Disasters</b>	<ul style="list-style-type: none"> <li>I can locate and name some of the world's most famous volcanoes.</li> <li>I can use grid references on a map</li> <li>I can describe how volcanoes are created.</li> <li>I can describe how earthquakes are created</li> <li>N.C. 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, and digital technologies.</li> </ul>		<ul style="list-style-type: none"> <li>I can integrate my digital images into my art.</li> <li>I can experiment with the styles used by other artists.</li> <li>I can show reflections in my art</li> <li>I can explain some of the features of art from historical periods.</li> <li><i>N.C. To create sketch books to record their observations and use them to review ideas</i></li> </ul>	<ul style="list-style-type: none"> <li>I can measure accurately</li> <li>N.C. Cross Sectional Diagram</li> </ul>	<ul style="list-style-type: none"> <li>I can group materials based on their state of matter (solid, liquid, gas).</li> <li>I can describe how some materials can change state.</li> <li>I can explore how materials change state.</li> <li>I can measure the temperature at which materials change state.</li> <li>I can describe how changes to an environment could endanger living things.</li> <li>I can describe the water cycle.</li> <li>I can explain the part played by evaporation and condensation in the water cycle.</li> </ul>
<b>Anglo Saxon Settlers</b>	<ul style="list-style-type: none"> <li>I can use an atlas by using the index to find places.</li> <li>N.C. locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> </ul>	<ul style="list-style-type: none"> <li>I can plot events on a timeline using centuries.</li> <li>I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>I can explain some of the times when Britain has been invaded.</li> <li>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>I can research what it was like for children in a given period of history and present my findings to an audience.</li> <li>I can explain how an event from the past has shaped our life today.</li> <li>NC Anglo Saxon Christian Conversion</li> <li>NC History: Saxon place names</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the features of art from historical periods.</li> <li>I can experiment with the styles used by other artists.</li> <li>I can print onto different materials using at least four colours.</li> <li>I can use marks and lines to show texture in my art.</li> <li>I can show facial expressions and body language in sketches and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>N.C. Levers and linkages</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how sound is made.</li> <li>I can explain how sound travels from a source to our ears.</li> <li>I can explain the place of vibration in hearing.</li> <li>I can explore the correlation between pitch and the object producing a sound.</li> <li>I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</li> </ul>



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		• NC History: Anglo Saxon art and culture			
<b>World Kitchen</b>	<ul style="list-style-type: none"> <li>I can use an atlas by using the index to find places.</li> <li>N.C. Trade links</li> <li>N.C. Equator, Tropic of Cancer and Capricorn</li> <li>N.C. the location and characteristics of a range of the world's most significant human and physical features</li> <li>N.C. Identify human resources distribution of countries.</li> <li>N.C. Land use</li> </ul>		<ul style="list-style-type: none"> <li>I can use marks and lines to show texture in my art.</li> <li>I can integrate my digital images into my art.</li> <li>I can experiment with the styles used by other artists.</li> <li>I can sculpt clay and other mouldable materials</li> </ul>	<ul style="list-style-type: none"> <li>I know how to be both hygienic and safe when using food.</li> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can measure accurately.</li> <li>N.C. I can prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</li> <li>N.C. I can understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>I can use classification keys to group, identify and name living things.</li> <li>I can group living things in different ways.</li> <li>I can use food chains to identify producers, predators and prey.</li> <li>I can construct food chains to identify producers, predators and prey.</li> <li>I can identify and name the parts of the human digestive system</li> <li>I can describe the functions of the organs in the human digestive system</li> <li>I can identify and describe the different types of teeth in humans</li> <li>I can describe the functions of different human teeth</li> </ul>
<b>Viking Invaders</b>	<ul style="list-style-type: none"> <li>I can use an atlas by using the index to find places.</li> <li>I can use grid references on a map.</li> <li>N.C. Economic activity</li> </ul>	<ul style="list-style-type: none"> <li>I can plot events on a timeline using centuries.</li> <li>I can explain some of the times when Britain has been invaded.</li> <li>I can explain how an event from the past has shaped our life today.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>I can research two versions of an event and explain how they differ.</li> <li>I can research what it was like for children in a given period of history and present my findings to an audience.</li> <li>N.C. Resistance by Alfred the great</li> <li>NC. Viking Raids and invasions</li> </ul> <p>-</p>	<ul style="list-style-type: none"> <li>I can show reflections in my art.</li> <li>N.C. <i>To create sketch books to record their observations and use them to review ideas</i></li> <li>N.C. <i>I can use my sketchbook to identify improvements in my work.</i></li> <li>N.C. to improve their mastery of art and design techniques, including drawing with a range of materials (chalk pastels)</li> </ul>		