

Our Amazing Planet Summer term Year 4

Geography

Locational Knowledge *(revise this in the context of world rivers)*

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Name and locate counties and cities of the United Kingdom.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

Human and Physical Geography

- Describe and understand key aspects of:
 - **physical** geography, including rivers 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 *(focusing on those aspects relating to rivers)*.

Mapping

- Use a wider range of maps (including digital), atlases and globes to locate features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise patterns on maps and begin to explain what they show.
- Use the index and contents page of atlases.
- Label maps with titles to show their purpose.
- Recognise that contours show height and slope.
- Use four figure coordinates to locate features on maps.
- Create maps of small areas with features in the correct place.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.
- Use a scale bar to calculate some distances.

Fieldwork

- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

	<p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. <p>Communication</p> <ul style="list-style-type: none"> ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations. <p>Use of ICT/ technology</p> <ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ View a range of satellite images. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports and websites.
History	<p>Chronology</p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or medicine. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes</p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding some significant aspects of history including the nature civilisations (<i>e.g. how and why the River Nile was important to the Ancient Egyptians</i>). <p>Communication</p> <ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms (e.g. ancient, pyramid and pharaoh) and vocabulary linked to chronology.

	<ul style="list-style-type: none"> Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the lifestyles and beliefs of the Ancient Egyptians</i>). Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (<i>e.g. about the lives of the Ancient Egyptians</i>). Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (<i>artist's pictures, tomb paintings, written sources</i>).
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Drawing and Painting</p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings (<i>use grades of pencil, biro, charcoal and chalk</i>). Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Experiment with different grades of pencil and other implements to achieve variations in tone. Create textures with a wide range of drawing implements; <i>experiment with oil and chalk pastel</i>. Experiment with different effects and textures in paint. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language.

	<ul style="list-style-type: none"> ▪ Mix and use tints and shades. <p>3-D</p> <ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material. ▪ Use papier-mâché to create a simple 3-D object. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate in their sketchbooks.
DT	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Research needs of user. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Decide which design idea to develop. <p>Focused Tasks - Food</p> <ul style="list-style-type: none"> ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Make healthy eating choices – use the <i>Eatwell plate</i>. ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Develop understanding of how meat/fish are reared/caught. <p>Design</p> <ul style="list-style-type: none"> ▪ Develop more than one design or adaptation of an initial design. ▪ Plan a sequence of actions to make a product.

	<ul style="list-style-type: none"> Record the plan by drawing using annotated sketches. Use prototypes to develop and share ideas. Think ahead about the order of their work and decide upon tools and materials. Propose realistic suggestions as to how they can achieve their design ideas. <p>Make</p> <ul style="list-style-type: none"> Select from a range of tools for cutting, shaping, joining and finishing. Use tools with accuracy. Select from techniques for different parts of the process. Select from materials (ingredients) according to their functional properties. <p>Use appropriate finishing techniques.</p>
Music	<p>Performing</p> <ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. <p>Listening</p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p>Creating</p> <ul style="list-style-type: none"> Improvise and develop rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas within musical structures. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Analyse and compare sounds.

- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- Improve their own and others' work in relation to its intended effect.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

Musical Elements

Pitch

- Determine upwards and downwards direction in listening, performing and moving.
- Recognise and imitate melody patterns in echoes.
- Show the overall contour of melodies as moving upwards, downwards or staying the same.
- Determine movement by step, by leaps or by repeats.
- Perform simple melody patterns.

Duration

- Indicate the steady beat by movement, including during a silence.
- Respond to changes in the speed of the beat.
- Respond to the strong beats whilst singing.
- Use instruments to keep a steady beat.
- Hold a beat against another part.

Dynamics

- Recognise differences in dynamic levels.

Tempo

- Identify the differences between fast and slow tempos.
- Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Texture

- Recognise the difference between thick (*many sounds*) and thin (*few sounds*) textures.
- Recognise changes in texture.
- Identify the melodic line in a texture.
- Recognise rhythm on rhythm in music.
- Recognise the difference between unison (*one same pitched sound*) and harmony (*various pitched sounds at the same time*).

	<p>Structure</p> <ul style="list-style-type: none"> ▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song. ▪ Recognise the difference between the verse and refrain of a song.
Global Links	<p>Tourism in Egypt – why do people visit and what impact does this have on the people who live there?</p> <p>Flooding in the UK - (SDG Life below water SDG 13 and 14 Climate Change) Main focus Goal 4 – Clean sanitation and Water</p> <p>http://worldslargestlesson.globalgoals.org/global-goals/clean-water-sanitation/</p>

