

Halesowen CE Primary School
Curriculum overview



Year 4

<i>TERM/ CLASS</i>	<i>Science</i>	<i>HISTORY</i>	<i>GEOGRAPHY</i>	<i>ART</i>	<i>DT</i>	<i>MUSIC</i>	<i>PE</i>	<i>RE</i>	<i>Comp</i>
	<p>States of Matter</p> <p>See Science Overview</p>	<p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into</p>	<p>See Geography Key for objectives</p>		<p>Design a catapult</p> <p><u>Design</u> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u> select from and use a wider range of tools</p>	<p>Improvise and compose music for a range of purposes using inter-related dimensions of music</p>	<p>Perform dances using a range of movements</p> <p>(Dance- 1 lesson all term)</p> <p>Play competitive games and apply basic principles for attacking and defending</p> <p>(Games- Hockey)</p>	<p>See RE overview</p>	<p>See Computing on Rising Stars</p>

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		<p>different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion –</p>			<p>and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><u>Evaluate</u></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>				
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		<p>Canterbury, Iona and Lindisfarne</p> <p>Romans- particularly Roman children</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection</p>							
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		and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.							
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