

# Year 4 Curriculum – Autumn Term Overview

## Key Concepts: Impact, Place, Energy

<p style="text-align: center;"><b>Religious Education 1</b></p> <p><b>Hinduism: Part 2: Unit 3 – Hindu life</b>  <b>Assessment Question</b>  <b>Why is the natural world important to a Hindu?</b>  <b>Key Questions</b>                  How does belief about creation lead to vegetarianism and Ahimsa?  <b>Vocabulary:</b> creation, belief, Aum/Om, symbol, vegetarianism non-violence, Ahimsa,  <b>Other suggestions:</b> natural world, nature</p>	<p style="text-align: center;"><b>History</b></p> <p><b>Anglo Saxons, Scots and Vikings</b> British settlement by Anglo Saxons and Scots and the Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the Confessor. Deep Study: Creation of England of role of society (two terms)  <b>Assessment Question:</b>  <b>How does the Governance of the Vikings and Saxons still affect us today? In what ways was Britain united during this time?</b>  <b>Key Questions</b>                  What impact did the Picts and Scots, Saxons and Vikings have on Britain and the way in which it was governed? How did everyday life in Britain change during these times? What were key turning points in the struggle between the Saxons and Vikings? How did religious views change during this time and what was the impact on society and the community? have the migrations of people changed Britain? Where does this fit on the class global timeline? Elsewhere: Byzantine Empire became the New Roman Empire (during Saxons)  <b>Vocabulary:</b> settlements pagan, Viking, Scots, Saxons, warrior, trade, raider, raiding, monastery, pope, invasion, trade, archaeology, artefact, cause, consequence, change, Christianity, chronology, conquest, continuity, invasion, significance. CE/BCE, primary / secondary source</p>	<p style="text-align: center;"><b>Religious Education 2</b></p> <p><b>Hinduism: Part 2: Unit 4 – God and beliefs</b>  <b>Assessment Question</b>  <b>What does it mean to be a Hindu?</b>  <b>Key Question</b> How do Rama and Krishna help Hindus to understand God?  <b>Vocabulary:</b> Krishna, Rama, Shiva, Ganesh, Trimurti, preservation, creation, destruction  <b>Other suggestions:</b> forms, Bhagavad Gita Sudhama – Life journey, Ashramas Samskars identity</p>		
<p style="text-align: center;"><b>Computing</b></p> <p><b>Digital Literacy- Select apps for Purpose and Use Technology to Collaborate</b>  <b>Key Questions:</b>                  Why have you chosen this app? What are the limitations or benefits of using your chosen app? How did working collaboratively support your research?  <b>Vocabulary:</b> Functionality, similar, advantages, disadvantages, layout, reliability, purpose</p>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>Antarctica/Arctic and North Pole - Physical and Human Characteristics</b></p> <p><b>Assessment Question: Where and what is the Arctic and Antarctic?</b>  <b>Key questions:</b> What is the significance of its location? What will affect the continent? What are the main features of the biome in the Antarctic? How do climate zones relate to Geographical location? What effect are humans having on these environments?  <b>How does geographical location relate to climate and time zones?</b>  <b>Vocabulary:</b> polar, climate, Arctic Circle, Antarctica, iceberg, glaciers, tundra, perma-frost, uninhabited</p>	<p style="text-align: center;"><b>DT</b></p> <p><b>Textiles and Materials</b> Design and make an item of clothing testing the suitability of materials.  <b>Assessment Question: How can you test the suitability of different materials?</b>  <b>Key Questions:</b> What does insulation mean? Which materials are the best at insulation?  <b>Vocabulary:</b> Textile, insulation, breathability, absorption, durability, flexibility suitability</p>		
<p style="text-align: center;"><b>RHE</b></p> <p style="text-align: center;"><b>Safety, Health and Well-being</b></p> <p><b>Assessment Question: What strengths, skills and interests do we have?</b>  <b>Vocabulary:</b> achieve, aspiration, goals, future</p> <p style="text-align: center;"><b>Relationships</b></p> <p><b>Respect for self and others; courteous behaviour; safety; human rights</b>  <b>Assessment Question: How do we treat each other with respect?</b>  <b>Vocabulary:</b> conflict, resolve, viewpoint, choice, decision, anti-social, aggressive                  Stereotype, responsibility, privacy, boundaries, inclusive, discrimination</p>	<p style="text-align: center;"><b>MFL 1. Describing People</b></p> <p><b>Key questions: Can you describe a member of your family, including their characteristics and what they are wearing?</b>  <b>Vocabulary:</b> Elle est, il est, elle a, il a, cheveux, courts/longs, yeux, chien, frère/sœur, française, canadien(ne), britannique, intelligent(e), sportif, sévère</p>	<p style="text-align: center;"><b>MFL 2. Telling the Time</b></p> <p><b>Key questions: Can you tell the time in French and describe what you do at different times of the day?</b>  <b>Vocabulary:</b> Quelle heure est-il? Il est... heures, et demie, moins le quart, et quart</p>	<p style="text-align: center;"><b>Physical Education 1</b></p> <p style="text-align: center;"><b>Focus</b></p> <p><b>Key Questions:</b>                  Lorem Ipsum  <b>Vocabulary:</b>                  Lorem Ipsum</p>	<p style="text-align: center;"><b>Physical Education 2</b></p> <p style="text-align: center;"><b>Focus</b></p> <p><b>Key Questions:</b>                  Lorem Ipsum  <b>Vocabulary:</b>                  Lorem Ipsum</p>
<p style="text-align: center;"><b>Music</b></p> <p><b>Rhythm:</b> Compose call and response with other children involving pitch and rhythm  <b>Key Question:</b> How would you describe a call and response?  <b>Vocabulary:</b> Rhythm, Ostinati, Pitch, Duple/triple time</p> <p><b>Notation:</b> To understand what a scale is, Using a Five Line Stave  <b>Key question:</b> Show me where (note on stave) would be positioned?                  Which notes are in the C triad? What is a (musical) scale? Which notes of the scale do we use to create a triad?  <b>Vocabulary:</b> 5-line stave, musical alphabet, octave, treble clef, triad, scale arpeggio, chords</p> <p><b>Melody/Use of Voice</b> Singing Increasingly Complex Melodies  <b>Key Question:</b>  <b>Vocabulary:</b> Pentatonic Scale, Ostinato, Breath control</p> <p><b>History:</b> How has music of the past influenced modern-day culture?  <b>Key Question:</b> What is classical music?  <b>Vocabulary:</b> genre, classical, piece, composer, historical, modern</p>	<p style="text-align: center;"><b>Science</b></p> <p><b>Electricity - Circuits, Conductors and Insulators</b>  <b>Assessment Question: Why do some circuits not work?</b>  <b>Key Questions:</b> What does a world without electricity look like? Was electricity invented?  <b>Vocabulary:</b> Appliances, device, circuit, cell, battery, wire, switch, conductor, insulator</p> <p style="text-align: center;"><b>Sound - Vibrations Pitch and Volume</b></p> <p><b>Assessment Question:</b>  <b>Key Questions:</b> Can you feel sound? Why do things sound different under water? How do we manipulate sound?  <b>Vocabulary:</b> Source, vibration, travel, pitch, volume, faint, insulation</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Suggested Theme: Romans</b>  <b>Suggested Stimulus: Classic architecture/ sculpture/ Leonardo DaVinci</b></p> <p><b>Drawing:</b> How has Leonardo/Michelangelo used tone or created form?  <b>Vocabulary:</b> cross-hatch, blend, shade, form, tone, composition, horizon, perspective, background, foreground  <b>Sculpture:</b> What was the Renaissance period? How and why was sculpture so important in these times?  <b>Vocabulary:</b> papier mache, Modroc, mould, shell, wax resist  <b>Or painting:</b> How has Michelangelo used colour in his paintings?  <b>Vocabulary:</b> Painting, colour wheel, primary colour, secondary colour, complimentary</p>		

History