




















Newsome Junior Academy Curriculum Long Term Plan

Year 4



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
History / Geography	Local History Mapping What is the importance of Newsome Mill in our local area? 		Europe Is the weather in a European country affected by its location? 	Ancient Greeks Can we thank the Ancient Greeks for anything in our lives today? 	Stone Age - Iron Age What changed for people living in Stone Age Britain? 	Whitby How Whitby changed from a fishing village to a tourist hotspot? 
Golden Thread	Locational knowledge Mapping Physical and human geography including climate change Fieldwork	Community and Society Trade and industry	Locational knowledge Physical and human features e.g. rivers Tourism	Civilisation, settlement, empire and monarchy, conflict	Civilisation, settlement	Locational knowledge Physical and human geography Mapping Fieldwork
ROAP outcome	Leaflet/poster on the importance of Newsome Mill and what it offered to Newsome.		Record children presenting their findings to the enquiry question.	Hold a debate about what the Ancient Greeks have offered to us. Are there any that stand out more than others?	Write a commemorative plaque for Stone Henge to give information about the monument. Use tough, tougher, toughest - add theories what was used for.	tourist Information brochure
Geography	<u>Locational</u> Name and locate counties and cities of the United Kingdom Use maps and atlases to fully study the UK and find routes across the UK <u>Mapping</u> Use 4 figure grid references to locate and describe features on a map Draw a sketch map of the local area including ordnance survey symbols Use the 8 points of the compass to describe locations in relation to others (the village hall is southeast of the church)		Identify northern and southern hemisphere and understand the use of the lines of longitude and latitude Locate and identify at least 6 African countries (South Africa, Egypt, Tanzania, Tunisia, Ethiopia and Rwanda) and their capital cities Identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country. Explain why one physical area is more suited to a purpose than another Offer own ideas to geographical questions Investigate features and themes of locations in-depth at one level (i.e. micro or macro) Make comparisons between places based on different types of sources (i.e. photos, drawings and maps) Draw conclusions about locations based on evidence/sources Name and locate key topographical features of the river Nile		<u>Locational</u> Name and locate counties and cities of the United Kingdom Use maps and atlases to fully study the UK and find routes across the UK <u>Physical and human</u> Describe and understand geographical similarities and differences through studying the human and physical geography of two places in the UK Make comparisons between places using different types of sources (i.e. photos, drawings and maps) Draw conclusions about locations based on evidence/sources Explain why land is used in different settlements <u>Mapping</u> Use 4 figure grid references to locate and describe features on a map Draw a sketch map of the local area including ordnance survey symbols Use the 8 points of the compass to describe locations in relation to others (the village hall is southeast of the church)	
History			<u>Ancient Greeks</u> The sub lenses for this unit are civilisation, trade, settlement, empire and monarchy. It will cover the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. This builds on from civilisations within Ancient Egypt.		<u>Stone age</u> The sub lenses for this unit are migration, trade, civilisation, settlement and industry. It will cover the how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks. This builds on from KS1 where children have a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. What was life like in the Paleolithic and Mesolithic? What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age?	
MFL	French					
RE	CL2.5 (5) How do ancient stories influence modern celebrations?		CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)		CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)	FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)

<p>Art</p>	<p>Artist - Edward Munch Norwegian - Expressionism Painting</p> <ul style="list-style-type: none"> • Create and explain the 12-part colour wheel e.g. purple/red - blue/green • Use the 3 primary colours to create secondary colours and tertiary colours e.g. orange, green and purple, yellow-orange, red-orange, red-violet • Create art using shades (adding black) and tints (adding white) 	<p>Artist - Salvador Dali Spanish Surrealism Collage / Textiles</p> <ul style="list-style-type: none"> • Use a sketchbook to plan, collect and develop ideas • Develop confidence in joining fabrics using 2 different stitches • Apply decoration using needle and thread e.g. buttons, sequins • Adapt work as and when necessary and begin to explain why • Use smaller-eye needles 	 <p>Inspired by the National Gallery's Take One Picture programme</p>				
<p>Music</p>	<p>Body and percussion (rainforests)</p> 	<p>Rock and roll</p> 	<p>Changes in pitch, tempo and dynamics (rivers)</p> 	<p>Haiku, music and performance (Hanami)</p> 	<p>Samba and carnival sounds and instruments</p> 	<p>Adapting and transposing motifs (Romans)</p> 	
<p>Science</p>	<p>Animals including humans</p>  <ul style="list-style-type: none"> - Digestion is the process where food is broken down so the body can absorb nutrients and get rid of waste. - Digestion breaks complex food into simpler parts the body can use. - Digestion starts in the mouth, where teeth chew food and saliva are added. - Humans have three types of teeth: <ul style="list-style-type: none"> Incisors - slice food Canines - tear food Molars - grind food - A food chain shows how energy moves through a habitat. - Arrows in a food chain show the direction of energy. - All energy in a food chain comes from the Sun, which plants absorb and turn into energy. - A prey is an animal that is eaten by another animal. - A predator is an animal that eats other animals. 	<p>Living things and their habitats</p>  <ul style="list-style-type: none"> - Living things can be grouped (classified) based on similarities and differences in how they look and behave - Animals are divided into two main groups: <ul style="list-style-type: none"> Vertebrates - animals with a backbone (e.g. fish, amphibians, reptiles, birds, mammals) Invertebrates - animals without a backbone (e.g. worms, jellyfish, molluscs, insects, spiders, crustaceans) - Environments can change, and this can affect living things, making it harder for them to survive and reproduce - Human activity, like pollution and climate change, can endanger species - Extinction happens when an entire species dies out, often because of environmental changes - Polar bears are an example of a species threatened by climate change, as melting sea ice reduces their habitat - Classification keys are used to identify living things by asking a series of questions about their features - Human actions can affect the environment in positive ways (like creating nature reserves) and negative ways (like littering or cutting down forests). 	<p>Sound</p>  <ul style="list-style-type: none"> - Sounds are made when objects vibrate. - All sounds come from vibrations. - Vibrations make sound waves. - Sound waves travel through a medium like air, water, or solids. - Sound cannot travel through empty space. - We hear sound when vibrations enter our ears. - The ear sends messages to the brain to tell us what the sound is. - Pitch means how high or low a sound is. - Faster vibrations make higher-pitched sounds, slower vibrations make lower-pitched sounds. - Volume means how loud or quiet a sound is. - Stronger vibrations make louder sounds; weaker vibrations make quieter sounds. 	<p>Electrical Circuits</p>  <ul style="list-style-type: none"> - Many everyday appliances use electricity, like lights, TVs, and kettles. - Electricity is made by generators using gas, coal, oil, wind or sunlight. - Electrical appliances convert electricity into light, heat, movement or sound. - Electricity is important in daily life but must be used safely. - Safety rules: ask for help, keep liquids away, never put objects in sockets. - A series circuit has a cell (battery), wires, and a component like a bulb, buzzer or motor. - A circuit must be complete for electricity to flow and for bulbs or buzzers to work. - A switch can open (break) or close (complete) a circuit to control the flow of electricity. - Conductors let electricity pass through; metals like copper and iron are good conductors. - Insulators do not let electricity pass through; plastic, rubber, wood, and glass are good insulators. - Circuit diagrams use symbols to represent cells, bulbs, switches, and buzzers. - Voltage measures a battery's power; more batteries increase voltage, making bulbs brighter and buzzers louder. 	<p>States of Matter</p>  <ul style="list-style-type: none"> - Materials can be grouped as solids, liquids, or gases. - Solids hold their shape, stay in one place, and do not flow. - Liquids form a pool, flow easily, and take the shape of their container. - Gases can escape from unsealed containers, spread out, and have no fixed shape. - Some materials change state when heated or cooled, like ice melting into water. - The temperature at which a solid melt into a liquid is called the melting point. - The temperature at which a liquid freeze into a solid is the freezing point (same as melting point). - The temperature at which a liquid boils and turns into a gas is the boiling point. - Evaporation is when a liquid slowly changes into a gas, even below boiling. - Condensation is when a gas cools and changes back into a liquid, like water forming on a cold window. - The rate of evaporation is faster when it is warmer. - The water cycle moves water around the Earth: evaporation → condensation → precipitation → back to rivers and seas. 		

Working Scientifically

