

**Year 4 – Curriculum Overview 2024-2025**

2024-2025	LB1 6 weeks June - July	LB2 4.5 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 4 weeks Jan	LB6 5 weeks Feb - Mar	LB7 4 weeks Mar-Apr	LB8 4 weeks Apr-May
<b>Year 4</b>	<b>Roman Empire</b>			<b>World War 2</b>		<b>Reduce, Reuse, Recycle</b>		<b>All Around The World</b>
<b>Science</b>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<b>States of Matter</b> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts.</li> <li>Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators.</li> </ul>	<i>No coverage expected</i>	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it using musical instruments.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		
<b>Geography</b>	<b>Geographical Skills &amp; Fieldwork</b> <ul style="list-style-type: none"> <li>Use maps and digital / computer mapping to locate Milton Keynes and its surrounding area and describe features studied including landscape, land use and contours.</li> <li>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</li> <li>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>			<b>Geographical Skills in the Wider World</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Revise the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <i>(make links with History)</i></li> </ul>		<b>Energy and the Environment</b> <p><b>What are the impacts of recycling now on our lives and environment in the future?</b></p> <ul style="list-style-type: none"> <li>Eco Footprint – consumption of natural resources and environmental impact, food production and waste management, energy sources (renewable and non-renewable), future of energy.</li> <li>Worries of the World - impact of global warming, hole in the ozone layer, greenhouse gases and climate change.</li> <li>Green Fingers – importance of growing your own, organic gardening, compost benefits, reduce, reuse and recycle.</li> <li>Research the sustainability changes Iceland has developed</li> <li>Look at how Milton Keynes has improved their sustainability and RRR systems in recent years.</li> </ul>		<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Locate countries of the world and learn some of the ways geographers describe locations.</li> <li>Locate and describe places using longitude and latitude</li> <li>Find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics.</li> <li>Look closely at the lines of longitude and develop an understanding of time zones.</li> </ul>
<b>History</b>	<b>Roman Empire</b> <p><b>Why was the Roman army so successful in battle?</b></p> <ul style="list-style-type: none"> <li>Investigate Julius Caesar's attempted invasion in 55-54 BC and the reasons for his failure.</li> <li>Study the impact of the Roman Empire by AD 42 and the power of its army focusing on Roman soldiers' lives and why the army was so successful.</li> <li>Learn about the successful invasion and conquest by Claudius, including Hadrian's Wall.</li> <li>Learn about Boudica's revolt and resistance.</li> <li>Learn about Roman beliefs including their Gods and Goddesses</li> </ul>			<b>What was it like for children during World War 2?</b> <ul style="list-style-type: none"> <li>Learn about the key leaders, events and dates of the war (Battle of Britain, D Day, VE Day) – link between WW1 and WW2.</li> <li>Understand what children felt when they were evacuated and the impact it had upon their lives.</li> <li>Understand the impact bombing had upon the lives of children and young people (air raids, shelters, blackout, Blitz).</li> <li>Identify some similarities and differences between the war as experienced by those in rural areas and those living in cities like London (Women's Land Army).</li> </ul>		<b>Crime &amp; Punishment</b> <p><b>Develop a chronological knowledge beyond 1066 through studying this aspect of social history.</b></p> <ul style="list-style-type: none"> <li>Learn about the legacy of the Roman justice system.</li> <li>Find out how the legal system worked in Anglo-Saxon Britain and compare both the modern British and Roman justice system with that of the Anglo-Saxons.</li> <li>Deepen historical awareness and understanding of how our past is constructed through studying the famous highwayman, Dick Turpin.</li> </ul>		<i>No coverage expected</i>

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	<ul style="list-style-type: none"> <li>Investigate Roman constructions including Hadrian’s Wall and the Roman Baths.</li> </ul> <p><b>What have the Romans done for us?</b></p> <ul style="list-style-type: none"> <li>Learn about the ‘Romanisation’ of Britain and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how children felt about rationing and the impact it had on their health and diets (campaigns - Dig for Victory).</li> <li>Investigate the contribution of Bletchley Park.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the experiences of Victorian prisoners.</li> <li>Crime and punishment through the ages - reflect upon and evaluate learning and compare modern day crime prevention and detection methods with those from the past.</li> </ul>		
<b>Art &amp; DT</b>	<b>Whole-school project</b>	<p><b>Print and Pattern – Mosaic</b></p> <ul style="list-style-type: none"> <li>Investigate Roman mosaics, making records of different patterns.</li> <li>Recreate different tessellating patterns to fill a square or rectangle.</li> <li>Use small square printers to recreate a section of a class larger mosaic.</li> <li>Evaluate final large collaborative artwork.</li> </ul>	<p><b>Resistant Materials – Shelters</b></p> <ul style="list-style-type: none"> <li>Explore ways that shelters are constructed and what their uses are.</li> <li>Investigate ways to use materials and shapes to make a rectangular shape stronger.</li> <li>Identify most effective shapes in a construction.</li> <li>Design, make a shelter fulfilling design brief and success criteria.</li> <li>Test model against success criteria and evaluate.</li> </ul>	<p><b>3D - Recycled Art Sculptures</b></p> <ul style="list-style-type: none"> <li>Research properties of material used in different sculptures, analyse and discuss their work.</li> <li>Look at the use of natural and man-made materials.</li> <li>Plan and develop a design for a 3D sculpture.</li> <li>Explore ways to change different materials to produce sculptures.</li> <li>Join recycled materials to create a sculpture.</li> <li>Self and peer evaluate.</li> </ul>	<i>No coverage expected</i>
<b>RE</b>	<i>No coverage expected</i>	<p><b>People of Faith</b></p> <ul style="list-style-type: none"> <li>Learn about the lives of people of faith from different religions.</li> <li>Identify key events in their lives, how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives and work.</li> <li>Compare and contrast these experiences.</li> </ul>	<p><b>Pilgrimages</b></p> <ul style="list-style-type: none"> <li>Learn about what a pilgrimage is for both secular and religious people.</li> <li>Focus on the six main world religions and identify the role of pilgrimage in that religion, including finding out about specific pilgrimages, such as the Hajj, when and where the pilgrimages take place, and what takes place during the pilgrimage.</li> <li>Build on prior knowledge about special places focusing on specific religions covered in LKS2.</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Overview of the key aspects of the Buddhist faith, learn about where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life.</li> <li>Learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.</li> <li>Look at the Buddhist festival of Wesak (May) and the ways in which it is celebrated across the world.</li> </ul>	<i>No coverage expected</i>
<b>Other Foundation &amp; Specialist</b>	See separate plans (available on request): PE Music Spanish Computing PSHEE				
<b>Core</b>	See separate plans (available on request): English Maths				