Year 4: Shocking Suffragettes
Autumn 1

Prime question: How does change affect us?

Subsidiary questions:
1. Who were the suffragettes?
2. What did the suffragettes seek to achieve?
3. How did they achieve their goals?
4. How do we know change is happening (then and now)?

Science: States of Matter
Pupils should be taught to:
- Compare and group materials together, according to whether they are solids, liquids or gases.
- 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.
- Identify that part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

History: Emmeline Pankhurst and the Suffragettes
- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066
- What happened to voting in the UK during 1900 and 1930?
- A significant turning point in British history
- Changes in an aspect of social history
- Devising historically valid questions about change, cause, similarity, significance and difference

DT: British inventors
- Who invented the telephone, the World-Wide Web, reinforced concrete work, mackintosh?
- To reflect on the impacts that inventions have had on our lives.

Music: Electronic drums
- Play and perform in solo and ensemble contexts, using their voices and playing musical
- instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Computing: The Internet
- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 4: Super Spain
Autumn 2

Prime question: What makes Spain so super?

Subsidiary questions:
1. Where is Spain located?
2. What is Spanish culture like?
3. Why is Spanish spoken all over the world?
4. Who are the influential people who have shaped Spain in the past and present?

Science: States of Matter
Pupils should be taught to:
- Compare and group materials together, according to whether they are solids, liquids or gases.
- 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.
- Identify that part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Geography: Spain
Pupils should be taught:
- Human geography, including: types of settlement and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals, water.
- Locate the world's countries using maps to focus on Europe, particularly Spain
- Identify key topographical features (including hills, mountains, coasts and rivers) of Spain
- Use maps, atlases globes and computer mapping to locate countries and describe the features studied.

DT: American food
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- To understand and apply the principles of a healthy and varied diet
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Music: Music theory with keyboards
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
  Use and understand staff and other musical notations

Computing: Audio editing
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 4: Vicious Vikings
Spring 1

Prime question: Who were the early invaders and settlers and what can we learn from them?

Subsidiary questions:
1. Who were the Vikings, Anglo-Saxons and the Normans?
2. What battles did they fight?
3. Who were their Kings?
4. What was life like in these times?
5. What is their legacy today?

Science: Sound
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibration that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases

History: Vikings
Children should be taught about:
- The Vikings and Anglo-Saxon struggles for the Kingdom of England to the time of Edward the Confessor.
- Viking raids and invasion.
- Resistance by Alfred the Great and Athelstan, first king of England. (Battle of Hastings)
- Further Viking invasions and Danegeld.
- Anglo Saxon laws and justice.
- Edward the Confessor and his death in 1066

Art: Pop art
- To learn about great artists (Who is Andy Warhol and what is the Pop art movement?)
- To improve their mastery of art and design techniques (to use Warhol's blotted line technique to create artwork, recreate Warhol's 'Campbell's soup', portraits of celebrities and self-portraits.

Music: Singing
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded
- music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Computing: Repetition in shapes
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Year 4: Citizens of the World: Enough for Everyone
Spring 2

Prime question: What is our environment like?

Subsidiary questions:
1. What does latitude and longitude mean?
2. How can we record observations about our local area?
3. What are the key features of our local area?
4. How can we make an electrical circuit?
5. What materials are good conductors and insulators?
6. Who was Thomas Edison?

Science: Electricity
- Identify that common appliance that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators and associate metals with being good conductors.

Geography: Settlements
- 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
- Describe and understand key aspects of 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

DT: Light up Signs
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- 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

Music: Songwriting with glockenspiels
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music

Computing: Data logging
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Year 4: Epic Egyptians
Summer 1

Prime question: What can we learn from the Egyptians past and present?

Subsidiary questions:

1. Where is Ancient Egypt and where can it be found today?
2. Who were the Egyptians?
3. What factual evidence and artefacts did they leave behind?
4. Why was Howard Carter regarded as an important tomb raider? Who was Tutankhamun?
5. How did the Egyptians survive the hot desert? What did Egyptians keep in their tombs? Why did they do this?
6. What great designs did they leave us?
7. Where on earth did their precious stones come from?

Science: Animals including humans
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.

Geography: Egypt and the River Nile
- Locate Egypt using maps, atlases and globes.
- Describe and understand the key physical geography of Egypt (Climate, River Nile and delta, Sahara Desert and its water cycle etc.)

History: Egyptians
The achievements of earliest civilizations: Ancient Egypt (e.g. pyramids, irrigation systems, artwork, hieroglyphics, architecture etc.)

Pupils should be taught:
- An overview of where and when the first civilizations appeared.
- An in-depth study of Ancient Egypt

Art: Famous buildings
- To improve their mastery of art and design techniques including sculpture with a range of materials (use 'found' materials to create a sculpture)
- To create sketchbooks to record observations

Music: Keyboards
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Computing: Photo editing
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 4: Seasides and Coasts
Summer 2

Prime question: What can we learn about Britain's coasts and seasides?

Subsidiary questions:
1. What geographical features would we find on Britain's coastline?
2. What similarities and differences are there between Brighton and Croydon?
3. What creatures live in the sea? How can they be grouped?
4. What changes might occur in different environments? Why?
5. How can we prevent changes in the environment?
6. What is affecting our environment? How can we reduce litter and waste that ends up on our beaches, sea sides and coasts?
7. What questions can we ask to learn more about different animals?

Science: Animals including humans
Pupils should be taught to:
- Construct and interpret a variety of food chains identifying producers, predators and prey.
- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes post dangers to living things

Geography: Coasts
- Name and locate beaches and coast-sides of the United Kingdom
- Geographical regions, and their identifying human and physical features of beaches/coastlines
- Land use patterns and how some of them have changed over time
- Use the 8 points of the compass, 4 and 6 figure grid references, symbols and key, to build their knowledge of the United Kingdom
- Identify human and physical characteristics and key topographical features e.g. mountains, rivers etc. (How does this affect the way in which electricity is produce e.g. the siting of wind, solar, tidal, and fossil fuel power stations?)
- Identify the position and significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.

Art: Aboriginal art and the work of Paul Klee
- To create sketchbooks to record their observations and use them to review and revisit ideas (particularly the symbols used in Aboriginal art)
- To improve their mastery of art and design techniques
- To learn about great artists (Paul Klee)

Music: Class jam
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notations

Computing: Repetition in games
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information