

## Year 4 Curriculum – Autumn Term Overview

Key Concepts: Impact, Place, Energy

<p style="text-align: center;"><b>Religious Education 1</b> Theology <b>Assessment Question</b> <b>Where do Christian religious beliefs come from?</b></p> <p><b>Vocabulary:</b> Bible, messiah, commandments, incarnation, testament, sacrifice, prophecy, atonement</p>	<p style="text-align: center;"><b>History</b> <b>Romans - The Roman Empire and its Impact on Britain and the Rest of the World</b> <b>Deep Study: Society and Governance – Infrastructure, Power and Weakness</b></p> <p><b>Assessment Question</b> <b>Why were the Romans such successful conquerors? What was the significance of the Roman Empire on our society and infrastructure?</b></p> <p><b>Key Questions: Who were the Ancient Romans?</b> What were the Romans doing and when? Why did Claudius Invade after Julius's failures? How were slaves created by Ancient Romans? How ethnically diverse were the Ancient Romans? How did the Romans think about race? <b>Ancient Romans in Britain</b> Where is this placed on the global class timeline? What was the impact of the Romans on Celtic life and how do we know? What was life like for the Romans in Britain? What was the impact of Roman beliefs on Britain? <b>The end of Ancient Rome in Britain</b> What was the significance of Boudicca on Roman rule? What was the most significant reason for Roman's leaving England? What was the most significant impact on Britain today? What is the greatest Roman legacy?</p> <p><b>Vocabulary:</b> army, evolve, legacy, villa, society, calendar, church, Christianity, Emperor, Empire, infrastructure, chronology, conquest, continuity, decade, discovery, global, invasion, significance, CE/BCE</p>			<p style="text-align: center;"><b>Religious Education 2</b> Philosophy</p> <p><b>Assessment Question</b> <b>What do we mean by truth? Is seeing believing?</b></p> <p><b>Vocabulary:</b> axiom, proof, burden of proof, reality, evidence, truth, logical fallacy, ultimate reality</p>	
<p style="text-align: center;"><b>Computing</b> <b>Computing systems and networks</b></p> <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p style="text-align: center;"><b>Data and information</b></p> <p>Recognising how and why data is collected over time, before using dataloggers to carry out an investigation.</p>	<p style="text-align: center;"><b>Geography</b> <b>Antarctica/Arctic and North Pole - Physical and Human Characteristics</b></p> <p><b>Assessment Question: Where are the key physical and human features of the Arctic and Antarctica?</b></p> <p><b>Key questions:</b> How are these places so different to the UK and rest of the world? <b>How does geographical location relate to climate and time zones?</b></p> <p><b>Vocabulary:</b> biome, desert, equator, glaciers, hemisphere, iceberg, permafrost, polar climate, tundra, 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.</p> <p><b>Assessment Question: How can you test the suitability of different materials?</b></p> <p><b>Key Questions:</b> What does insulation mean? Which materials are the best at insulation?</p> <p><b>Vocabulary:</b> Textile, insulation, breathability, absorption, durability, flexibility suitability</p>	
<p style="text-align: center;"><b>RHE</b> <b>Safety, Health and Well-being</b></p> <p><b>Assessment Question: What strengths, skills and interests do we have?</b></p> <p><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></p> <p><b>Assessment Question: How do we treat each other with respect?</b></p> <p><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</b></p> <p style="text-align: center;">Clothes</p>	<p style="text-align: center;"><b>MFL</b></p> <p style="text-align: center;">Portraits and personality traits</p>	<p style="text-align: center;"><b>Physical Education 1</b></p> <p><b>Indoor</b> Gymnastics – floor work, mats</p> <p><b>Outdoor –</b> Invasion games – netball</p>	<p style="text-align: center;"><b>Physical Education 2</b></p> <p><b>Indoor –</b> Dance</p> <p><b>Outdoor –</b> Invasion games – hockey</p>
<p style="text-align: center;"><b>Music</b> <b>Combining elements to make music</b></p> <p>How does music connect us with our past?</p>	<p style="text-align: center;"><b>Science</b></p> <p><b>Electricity - Circuits, Conductors and Insulators</b></p> <p><b>Assessment Question: What is a complete circuit?</b></p> <p><b>Key Questions:</b> What does a world without electricity look like? Was electricity invented?</p> <p><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: How does sound travel to the ear?</b></p>		<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Lowry - A study of Classic architecture, painting and drawings</b></p> <p><b>Key questions:</b> <b>Evaluation</b> <b>How does Lowry use tone to create mood?</b></p> <p>Can you annotate your finished piece? Is this what you intended? What did you find difficult?</p> <p><b>Drawing</b> How can you create form using pencil?</p>		

**Key Questions:** Can you feel sound? Why do things sound different under water? How do we manipulate sound?

**Vocabulary:** Source, vibration, travel, pitch, volume, faint, insulation

How can you show the light and dark on your drawing? What techniques might you use to create an effect?

How has Lowry used tone or created form?

**Painting**

How has Lowry used colour in his paintings?

**Vocabulary**

**Drawing**

cross-hatch, blend, shade, form, tone, composition

**Painting**

Colour wheel, Primary colour, Secondary colour, Complimentary, Tint, Shade, hue