

Year 4 2017/2018 topic overview linked to Target Tacker and National Curriculum

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<p align="center"><b>Topic name: Chocolate and The Mayans / Aztecs</b></p>	<p align="center"><b>Topic name: The Rainforest</b></p>	<p align="center"><b>Topic: The Saxons and The Scots</b></p>
<p><b>National Curriculum:</b>  <b>Design and Technology:</b>                      - select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)                      - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  <b>Geography:</b>                      - Use world maps, atlases and globes to identify the UK as well as other countries.                      - Locate the worlds countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  <b>History:</b>                      - study a non-European society that provides contrasts with British history (Mayan Civilization c.AD 900)                      -develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the period they study.</p>	<p><b>National Curriculum:</b>  <b>Art</b>                      To develop a wide range of art and design techniques; including their control and their use of materials.                      Increase awareness of different kinds of art and design.                      Learn about great artists, architects and designers in history.                      Create sketch books to record observations and use them to review and revisit ideas.  <b>Design and technology:</b>                      - select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)                      - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.                      -apply understanding of how to strengthen, stiffen, and reinforce more complex structures.  <b>Geography:</b>                      Name and locate the seven continents and five oceans                      -use world maps, atlases and globes to and digital computer mapping to locate countries</p>	<p><b>National Curriculum:</b>  <b>Art</b>                      Use a range of materials with creatively, experimentation and increase awareness of different kinds of art, craft and design                      To develop a wide range of art and design techniques.                      Create sketch books to record observations and use them to review and revisit ideas.  <b>Design and technology:</b>                      -Design purposeful, functional and appealing product                      - select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)                      - explore and evaluate a range of products                      - prepare and cook a variety of pronominally savoury dishes using a range of cooking techniques.  <b>Geography:</b>                      - Name, locate and identify the four countries and capital cities of the UK and its surrounding seas.                      -- Use world maps, atlases and globes to identify the UK as well as other countries.                      - Locate the world's countries, using maps to</p>

	<p>and describe features.</p> <p>History: The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>History: -A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066 -Britain's settlement by Anglo-Saxons and Scots -The Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor</p>
<p><b>Target Tracker:</b> Art: -Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork - articulate how he / she might improve their work using technical terms and reasons as a matter of routine - describe some of the key ideas, techniques and working practices of artists, architects and designers who he / she has studied.</p> <p>Design and Technology: -Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active -read and follow recipes which involve</p>	<p><b>Target Tracker:</b> Art: -Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork -use taught technical skills to adapt / improve his / her work - draws familiar objects with correct proportions -create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>Design and Technology: -Understand seasonality and the advantages of eating seasonal and locally produced food. -use techniques which require more accuracy to cut, shape, join and finish his / her work e.g. cutting internal shapes, slot in</p>	<p><b>Target Tracker:</b> Art: -Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork -plan a sculpture through drawing and other preparatory work</p> <p>Geography: - Describe human features of UK regions, cities / countries - Identify where countries are within Europe; including Russia - Recognise the different shapes of continents - Demonstrate knowledge of features about places around him / her and beyond the UK</p> <p>History:</p>

several process', skills and techniques  
-create designs using exploded diagrams  
- consider how existing products and his / her finished products might be improved and how well they meet the needs of the intended user.  
- understand the use of electrical systems in products

#### Geography:

- know about the wider context of places, region and country
- Explore weather patterns around parts of the world
- Understand why there are similarities and differences between places
- Draw accurate maps with more complex keys

#### History:

- Chronological understanding

Place some historical periods in chronological framework.

- Chronological understanding

Use historic terms related to the period of study

- Historical enquiry

Use a variety of resources to find out about aspects of life in the past

Historical interpretations

- Understand that sources can contradict each other.

Organisation and communication

frameworks

-use his / her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.

-apply techniques that he / she has learnt to strengthen structures and explore his / her ideas

#### Geography:

- Explain about key natural resources e.g. water in the locality
- Describe how people have been affected by changes in the environment
- recognise that people have differing quality of life living in different locations and environments

#### Geographical skills and fieldwork

- Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.

Measure straight line distances using appropriate scale

Explore features on OS maps using 6 figure grid references

#### History:

- Historical enquiry

Use a variety of resources to find out about

- Chronological understanding

Place some historical periods in chronological framework.

- Chronological understanding

Use historic terms related to the period of study

- Historical enquiry

Use sources of information in ways that go beyond simple observation to answer questions about the past

- Historical enquiry

Use a variety of resources to find out about aspects of life in the past

Historical interpretations

- Understand that sources can contradict each other.

Organisation and communication

- Communicate his / her learning in an organised and structured way using appropriate terminology

<ul style="list-style-type: none"><li>- Communicate his / her learning in an organised and structured way using appropriate terminology</li></ul>	<p>aspects of life in the past</p> <ul style="list-style-type: none"><li>- Understand that sources can contradict each other.</li></ul> <p>Organisation and communication</p> <ul style="list-style-type: none"><li>- Communicate his / her learning in an organised and structured way using appropriate terminology</li></ul>	
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