

KS2 Long term planner – Year 4

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 |
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| | What was the Viking and Anglo – Saxon struggle? | Were the Tudors really terrible? | Would I like to live in an Extreme Environment? | Why visit South America? |

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| <p>Key Learning for CCW children.</p> | <p>The ‘invasions’ of Britain. Consider and compare crime and punishment-Now and Then Legacy of Anglo Saxons place/street names. How it has influenced life today ie village names. Where they came from. (Angles, Saxons, Jutes and Vikings) Why and where they invaded ‘settled’. To know about and compare Anglo-Saxon kings i.e. King Athelstan and King Alfred the Great. To know about Edward the Confessor, his death and the Battle of Hastings. Bayeux Tapestry</p> | <p>Impact of Henry VIII on religion. Contrast of rich and poor (Food, clothes etc) Impact of famous Tudors (Sir Francis Drake, Shakespeare) War of the Roses. Locating and plotting main events on a timeline To know Henrys VIII’s wives To know all the Tudor Monarchs.</p> | <p>Know how animals have adapted to different climates. Awareness of the wider world e.g. equator, tropics To know and locate deserts around the world – using an atlas.</p> | <p>Identify key counties and cities in South America and their key features and tourist attractions. Compare the Amazon river to the River Irwell. Know that Brasilia is the capital of Brazil. Understand what life is like in Brazil for a child. Know what a favela is. Know key mountains and rivers in South America and locate them.</p> |
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| | | | | <p>To understand life in an Inca civilization Understand a South American diet.</p> |
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| <p>History</p> | <p>Year 4 Areas of study Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion</p> | <p>Year 4 Areas of study Tudor period including explorers Chronological understanding Order significant events and dates on a timeline. Describe the main changes in a period in history</p> <p>Knowledge and understanding of events, people and changes in the past Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people,</p> | | <p>Area of study A non-European society that provides contrasts with British history</p> <p>Knowledge and understanding of events, people and changes in the past Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past</p> |
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| | <p>resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p> <p>Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history</p> <p>Knowledge and understanding of events, people and changes in the past Use evidence to describe what was important to people from the past. • Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past</p> | <p>events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Historical interpretation Know that people in the past represent events or ideas in a way that persuades others. Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers</p> <p>Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> | | |
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| | <p>affect/influence life today.</p> <p>Historical interpretation Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> | | | |
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| <p>Geography</p> | <p>Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> | <p>Locational Knowledge Locate world's counties using maps. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying</p> | <p>Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p> | <p>Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p> |
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| | <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>human and physical characteristics. Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Human and physical Geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; 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.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p> | <p>environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical Geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes</p> |
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| | | | European country, and a | and vegetation belts, rivers, mountains, |
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| | | | <p>region within North or South America.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>volcanoes and earthquakes, and the water cycle; 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.</p> <p>Geography skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> |
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| <p style="text-align: center;">Art</p> | <p>Painting use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint;</p> <p>Drawing experiment with showing line, tone and texture with</p> | <p>Printing replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, printing tiles, inking rollers.</p> <p>Drawing experiment with showing line, tone</p> | <p>Painting use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint;</p> | <p>Explore the work of Caravaggio.</p> <p>Painting use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint;</p> <p>Drawing</p> |
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| | <p>different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>Sculpture – Science – Teeth and digestion.</p> <p>use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail;</p> | <p>and texture with different hardness of pencils; use shading to show light and shadow effects;</p> | | <p>experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> |
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| <p>Design and Technology</p> | <p>D M E & I 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design elect from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against</p> | <p>D M E & I 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design elect from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against</p> | <p>Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products understand and use electrical systems in their products apply their understanding of computing to programme, monitor and control their products.</p> | |
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| | their own design criteria and consider the views of others to improve their work. | their own design criteria and consider the views of others to improve their work. | | |
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