

YEAR 4 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
How To Train Your Dragon ; Invaders and Settlers	<p>-Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>-Describe the social, ethnic, cultural or religious diversity of past society. Show an understanding of the concept of nation and a nation’s history.</p> <p>-Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>-Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>-Describe significant people from the past.</p> <p>-Describe historical events.- Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society-</p> <p>-Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>-Use evidence to ask questions and find answers to questions about the</p>	<p>-Name and locate the countries of Europe and identify their main physical characteristics.</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>-Describe geographical similarities and differences between countries.</p> <p>-Describe key aspects of:</p> <ul style="list-style-type: none"> • human geography, including: settlements and land use. 	<p>-Show different tones by using coloured pencils.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>-Mix colours effectively.</p> <p>-Experiment with creating mood with colour.</p> <p>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>	<p>-Cut materials accurately and safely by selecting appropriate tools.</p> <p>-Measure and mark out to the nearest centimetre.</p> <p>-Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>-Explore objects and designs to identify likes and dislikes of the designs.</p> <p>-Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>-Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>

THREE PEAKS PRIMARY ACADEMY – TOPIC OBJECTIVE OVERVIEW

	<p>past. Use appropriate historical vocabulary to communicate, including: change -Suggest suitable sources of evidence for historical enquiries. -Place events and artefacts in order on a time line. -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>			
<p>Roald Dahl</p>	<p>-Suggest causes and consequences of some of the main events and changes in history. -Place events, artefacts and historical figures on a time line using dates. -Understand the concept of change over time, representing this, along with evidence, on a time line. -Use appropriate historical vocabulary to communicate, including: Dates - time - period - era -change - chronology.</p>	<p>-Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. -Describe geographical similarities and differences between countries. (England / Norway) Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>-Use watercolour paint to produce washes for backgrounds then add detail. -Experiment with creating mood with colour. -Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). -Use lines to represent movement.</p>	

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<p>Pleasantville</p>		<ul style="list-style-type: none"> -Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. -Use a range of resources to identify the key physical and human features of a location. -Ask and answer geographical questions about the physical and human characteristics of a location. -Explain own views about locations, giving reasons. -Collect and analyse statistics and other information in order to draw clear conclusions about locations. -Name and locate some of the countries and cities of the world. -Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. 		
<p>Soap Box Racer</p>	<ul style="list-style-type: none"> -Describe historical events. -Describe significant people from the past. -Understand the concept of change over time, representing this, along with evidence, on a time line. (changing of sport) -Use appropriate historical vocabulary to communicate, including: 			<ul style="list-style-type: none"> -Cut materials accurately and safely by selecting appropriate tools. -Measure and mark out to the nearest millimetre. -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). -Select appropriate joining techniques. -Develop a range of practical skills to create products (such as

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	<ul style="list-style-type: none"> • dates • time period • era • change • chronology. 			<p>cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <ul style="list-style-type: none"> -Create products using levers, wheels and winding mechanisms. -Design with purpose by identifying opportunities to design. -Make products by working efficiently (such as by carefully selecting materials). -Refine work and techniques as work progresses, continually evaluating the product design. -Use software to design and represent product designs. -Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. -Improve upon existing designs, giving reasons for choices. -Disassemble products to understand how they work.
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