

YEAR 4 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
The Vikings	<p>-Use appropriate historical words and phrases to communicate including: Dates, civilisation, age, empire, time period, era, change, chronology, significance, and) topic related language).</p> <p>-To use core skills and ICT to a good standard to communicate and present information from the past.</p> <p>-To begin to contribute to others viewpoints and ideas about history.</p> <p>-Use new topic language to communicate.</p> <p>Understanding Chronology</p> <p>-Place events, artefacts and significant people on a time line using dates.</p> <p>-Understand the concept of changing over historically significant periods of time. Ordering and showing these changes.</p> <p>-Use dates and terms to describe events and show how certain historical periods lead into and impacted others.</p> <p>-To know how different periods of history may have overlapped or intertwined including conflict and impact.</p> <p>Interpreting the Past</p> <p>-Use evidence to ask questions and find information about the past.</p>	<p>To Communicate Geographically HUMAN GEOGRAPHY: Including: Settlements and land use. recreation ground, population</p> <p>To Investigate Places</p> <p>-Explain own views about locations, giving reasons.</p> <p>-Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features including aerial photographs.</p> <p>-Explain reasons for migration and the pursuit of natural resources and land.</p>	<p>To Master Techniques Pencil and Ink</p> <p>Drawing</p> <p>-Use different types of pencil to show line, tone and technique</p> <p>-Use pencil to sketch lightly.</p> <p>-To create form through line.</p> <p>-Use shading to show light and shadow from observation</p> <p>Colours/ tints and tones – Painting</p> <p>-Use pastels and chalks to create mood, tones and shades</p> <p>-Create contrast and textures with blending and strokes</p> <p>-Blend colour to create tones and transitions.</p> <p>-Use strokes to represent textures.</p> <p>Clay and Sculpture</p> <p>-Create and combine shapes to create form</p> <p>-Include textures to convey feeling, expression and movement.</p> <p>-Build up and layer textures.</p> <p>-Use modelling tools to cut carve, score, mould and shape.</p> <p>To Develop Ideas</p> <p>-Develop ideas form starting points</p> <p>-Collect information and sketches.</p> <p>-Adapt and refine ideas as they progress</p> <p>-Explore ideas and processes.</p> <p>To Take Inspiration from Other Artists</p> <p>-Replicate techniques used by notable artists, artisans and designers.</p> <p>-Create original pieces that are influenced by studies of others.</p>	

	<ul style="list-style-type: none"> -Suggest suitable sources of evidence for historical enquires. -Describe different accounts of a historical event, explaining some of the reasons why accounts may differ. (Viking raids) -Use multiple sources of evidence to gain a more accurate understanding of history. -Suggest causes and consequences (including modern day impact) of some of the main events and changes in history. <p>An Overview of World History</p> <ul style="list-style-type: none"> -Give a broad overview of life in Britain. -Compare some of the times studied with those of other areas of interest around the world. -Describe the social, ethnic, cultural or religious diversity of past societies and civilisations. -Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children or subgroups such as soldiers, rulers etc. 			
<p>The Romans</p>	<p>Communicating Historically</p> <ul style="list-style-type: none"> -Use appropriate historical words and phrases to communicate including: <p>Dates, civilisation, age, empire, time period, era, change, chronology, significance, and) topic related language).</p>	<p>To Communicate Geographically</p> <p>HUMAN GEOGRAPHY:</p> <p>Including: Settlements and land use. recreation ground, population</p> <p>To Investigate Places</p> <ul style="list-style-type: none"> -Explain own views about locations, giving reasons. 	<p>To Master Techniques</p> <ul style="list-style-type: none"> -Textiles and Collage -Use tiles to create images and mosaics. -Select colours and tones to create images -Work collaboratively to create. <p>To Develop Ideas</p> <ul style="list-style-type: none"> -Develop ideas form starting points -Collect information and sketches. -Adapt and refine ideas as they progress -Explore ideas and processes. 	

	<p>-To use core skills and ICT to a good standard to communicate and present information from the past. -To begin to contribute to others viewpoints and ideas about history. -Use new topic language to communicate</p> <p>Understanding Chronology -Place events, artefacts and significant people on a time line using dates. -Understand the concept of changing over historically significant periods of time. Ordering and showing these changes. -Use dates and terms to describe events and show how certain historical periods lead into and impacted others. -To know how different periods of history may have overlapped or intertwined including conflict and impact.</p> <p>Interpreting the Past -Use evidence to ask questions and find information about the past. -Suggest suitable sources of evidence for historical enquires. -Use multiple sources of evidence to gain a more accurate understanding of history. -Suggest causes and consequences (including modern day impact) of some of the main events and changes in history.</p> <p>An Overview of World History</p>	<p>-Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features including aerial photographs. -Explain reasons for migration and the pursuit of natural resources and land.</p>	<p>To Take Inspiration from Other Artists -Replicate techniques used by notable artists, artisans and designers. -Create original pieces that are influenced by studies of others.</p>	
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	<p>-Give a broad overview of life in Britain.</p> <p>-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 societies and civilisations.</p> <p>-Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children or sub-groups such as soldiers, rulers etc.</p>			
Roald Dahl	<p>Communicating Historically</p> <p>-To use core skills and ICT to a good standard to communicate and present information from the past.</p> <p>Understanding Chronology</p> <p>-Place events, artefacts and significant people on a time line using dates.</p> <p>-Understand the concept of changing over historically significant periods of time. Ordering and showing these changes.</p> <p>Interpreting the Past</p> <p>-Use evidence to ask questions and find information about the past.</p> <p>An Overview of World History</p> <p>-Give a broad overview of life in Britain.</p>	<p>To Communicate Geographically</p> <p>-Describe key aspects of:</p> <p>PHYSICAL GEOGRAPHY: Including: Rivers, mountains, coastline, cliff, cities,</p> <p>HUMAN GEOGRAPHY: Including: Settlements and land use. recreation ground, population</p> <p>To Investigate Places</p> <p>-Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features including aerial photographs.</p> <p>-Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>To Investigate Patterns</p> <p>-Describe similarities and differences between contrasting countries.</p>	<p>To Master Techniques</p> <p>Drawing</p> <p>-Use different types of pencil to show line, tone and technique</p> <p>-Use pencil to sketch lightly.</p> <p>-To create form through line.</p> <p>Colours.tints and tones – Paint and pastels.</p> <p>-Using water colours to enhance drawings</p> <p>To Develop Ideas</p> <p>-Develop ideas form starting points</p> <p>-Collect information and sketches.</p> <p>-Adapt and refine ideas as they progress</p> <p>-Explore ideas and processes.</p> <p>-Comment on artwork using the language of art (line form, tone, shape.)</p> <p>To Take Inspiration from Other Artists</p> <p>-Replicate techniques used by notable artists, artisans and designers.</p> <p>-Create original pieces that are influenced by studies of others.</p>	
Soap Box Racer		<p>To Investigate Places</p> <p>-Use maps, atlases, globes, and digital/computer mapping to locate</p>		<p>To Master Practical Skills</p> <p>Materials</p> <p>-Cut materials accurately and safely by selecting appropriate tools. Apply</p>

		countries and describe features including aerial photographs.		<p>appropriate cutting and shaping techniques that include cuts within the perimeter of the material. Select appropriate join techniques. Measure and mark out to the nearest millimetre</p> <p>Construction</p> <ul style="list-style-type: none"> -Choose suitable techniques to construct products. Strengthen and reinforce materials and structures using suitable techniques. -To assemble axels and wheels to allow free movement. <p>Mechanics</p> <ul style="list-style-type: none"> -Use knowledge of the transference of forces to choose appropriate mechanisms for a product. (winding mechanisms) -Select and fix axels and wheels for stability and speed <p>To Design, Make, Evaluate and Improve</p> <ul style="list-style-type: none"> -Design products with purpose selecting information from a brief. -Make products working efficiently with a plan – both individually and collaboratively. -Select suitable materials -Refine work and techniques as the project progresses, altering the plan as appropriate. -Ensure the product is finished to high standards. -Evaluate the product and the design against the brief and agreed criteria. <p>To Take Inspiration From Designers and Inventors Throughout History.</p> <ul style="list-style-type: none"> -Identify key designers and evaluate their work based on performance and aesthetic. -Suggest improvements for existing designs. -Look at the key features of products and comment on the design.
The Anglo-Saxons	<p>Communicating Historically</p> <ul style="list-style-type: none"> -Use appropriate historical words and phrases to communicate including: 	To Communicate Geographically		<p>To Master Practical Skills</p> <p>Food</p>

	<p>Dates, civilisation, age, empire, time period, era, change, chronology, significance, and) topic related language).</p> <ul style="list-style-type: none"> -To use core skills and ICT to a good standard to communicate and present information from the past. -To begin to contribute to others viewpoints and ideas about history. -Use new topic language to communicate. <p>Understanding Chronology</p> <ul style="list-style-type: none"> -Place events, artefacts and significant people on a time line using dates. -Understand the concept of changing over historically significant periods of time. Ordering and showing these changes. -Use dates and terms to describe events and show how certain historical periods lead into and impacted others. -To know how different periods of history may have overlapped or intertwined including conflict and impact. <p>Interpreting the Past</p> <ul style="list-style-type: none"> -Use evidence to ask questions and find information about the past. -Suggest suitable sources of evidence for historical enquires. -Use multiple sources of evidence to gain a more accurate understanding of history. 	<p>HUMAN GEOGRAPHY: Including: Settlements and land use. recreation ground, population</p> <p>To Investigate Places</p> <ul style="list-style-type: none"> -Explain own views about locations, giving reasons. -Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features including aerial photographs. -Explain reasons for migration and the pursuit of natural resources and land. 		<p>Prepare ingredients hygienically. Follow a recipe. Measure ingredients to the nearest gram accurately. Assemble/cook ingredients</p> <p>To Design, Make, Evaluate and Improve</p> <p>Design products with purpose selecting information from a brief.</p> <ul style="list-style-type: none"> -Make products working efficiently with a plan – both individually and collaboratively. -Select suitable materials -Evaluate the product and the design against the brief and agreed criteria
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	<p>-Suggest causes and consequences (including modern day impact) of some of the main events and changes in history.</p> <p>An Overview of World History</p> <p>-Give a broad overview of life in Britain.</p> <p>-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 societies and civilisations.</p> <p>-Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children or subgroups such as soldiers, rulers etc.</p>			
Stranded		<p>To Communicate Geographically Describe key aspects of: PHYSICAL GEOGRAPHY: Including: Rivers, mountains, erosion CHALLENGE, coastline, cliff, cities, -Use four figure grid references, ordnance survey symbols for roads, train tracks, significant buildings - symbols and keys to communicate knowledge of the United Kingdom and the wider world. (including map drawing)</p> <p>To Investigate Places -Ask and answer geographical questions about the physical and human characteristics of a location. -Use maps, atlases, globes, and digital/computer mapping to locate</p>		<p>To Master Practical Skills</p> <p>Materials -Cut materials accurately and safely by selecting appropriate tools. -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material. Select appropriate join techniques. -Measure and mark out to the nearest millimetre</p> <p>Construction -Choose suitable techniques to construct products. -Strengthen and reinforce materials and structures using suitable techniques. -To assemble axels and wheels to allow free movement</p> <p>Mechanics, electronics and computing -Use knowledge of the transference of forces to choose appropriate mechanisms for a product. (winding mechanisms)</p>

		<p>countries and describe features including aerial photographs.</p> <ul style="list-style-type: none"> -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features such as coast lines and erosion, land use patterns, and understand how some of these aspects have changed over time. -Use and read OS maps. -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. <p>To Investigate Patterns</p> <ul style="list-style-type: none"> -Describe similarities and differences between contrasting countries in terms of weather, economy land use and recreation. 		<p>Select and fix axels and wheels for stability</p> <p>To Design, Make, Evaluate and Improve</p> <ul style="list-style-type: none"> -Design products with purpose selecting information from a brief. -Make products working efficiently with a plan – both individually and collaboratively. -Select suitable materials <p>Refine work and techniques as the project progresses, altering the plan as appropriate.</p> <ul style="list-style-type: none"> -Ensure the product is finished to high standards. -Evaluate the product and the design against the brief and agreed criteria. <p>To Take Inspiration From Designers and Inventors Throughout History.</p> <ul style="list-style-type: none"> -Identify key designers and evaluate their work based on performance and aesthetic. -Suggest improvements for existing designs. -Look at the key features of products and comment on the design.
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