

I am from Chorley, Lancashire, UK Autumn term Year 4

Geography

Locational Knowledge

- Name and locate counties and cities of the United Kingdom (*relevant to your location and to this theme*).

Human and Physical Geography

- Describe and understand key aspects of **human** geography including types of land use.

Mapping

- Use a wider range of maps (including digital), and atlases to locate features studied.
- Use maps and diagrams from a range of publications *e.g. recycling/waste site maps and plans from the local Council website*.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Recognise patterns on maps and begin to explain what they show.
- Use 4 figure coordinates to locate features on maps.
- Use plan views.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.

Fieldwork

- Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices.

Enquiry and Investigation

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.

Communication

- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes.
- Communicate geographical information through a range of methods including graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations.

Use of ICT/Technology

- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- View a range of satellite images.

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| | <ul style="list-style-type: none"> ▪ Add photos to digital maps. ▪ Use spreadsheets, tables and charts to collect and display geographical data. <p>Make use of geography in the news – online reports and websites.</p> |
| History | <p>Chronology</p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes</p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding some significant aspects of history, e.g. <i>how the Great Plague of 1665 affected London and beyond</i>. <p>Communication</p> <ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms, e.g. <i>Bills of mortality, plague pits</i> and vocabulary linked to chronology. ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. ▪ Use some sources to start devising historically valid questions about change, cause and significance e.g. <i>of the Great Plague</i>. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. <i>whether the uniform of a plague doctor would work as protection from the disease</i>. ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). |
| Art | <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings, e.g. <i>use grades of pencil, biros, charcoal and chalk</i>. ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. |

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| | <ul style="list-style-type: none"> ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Begin to show an awareness of objects having a third dimension. ▪ Create textures with a wide range of drawing implements, e.g. <i>use oil and chalk pastel.</i> <p>Painting</p> <ul style="list-style-type: none"> ▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. <p>Printing</p> <ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method. ▪ Create repeating patterns. ▪ Print with two colour overlays. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Annotate work in journal. ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. |
| DT | <p>Project Focus: Electrical Systems (A Product, for a Stated Purpose and a Stated User) Through an Iterative Process</p> <p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Investigate key events and individuals in Design and Technology. <p>Focused Tasks</p> <ul style="list-style-type: none"> ▪ Use electrical systems such as switches, bulbs and buzzers. ▪ Develop vocabulary related to the project. ▪ Use ICT to control products. <p>Design</p> <ul style="list-style-type: none"> ▪ Develop more than one design or adaptation of an initial design – research needs of user. ▪ Plan a sequence of actions to make a product. |

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| | <ul style="list-style-type: none"> ▪ Use prototypes to develop and share ideas – identify the strengths/weaknesses of their design ideas in relation to purpose/user. ▪ Think ahead about the order of their work. ▪ Decide which design idea to develop; propose realistic suggestions as to how they can achieve their design ideas. ▪ Consider aesthetic qualities of materials chosen. ▪ Use CAD where appropriate. <p>Make</p> <ul style="list-style-type: none"> ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Use appropriate finishing techniques. <p>Evaluation (of Their Finished Product)</p> <ul style="list-style-type: none"> ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user. |
| <p>Music</p> | <ul style="list-style-type: none"> ▪ Improvise and compose music for a specific purpose. <p>Performing</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Listening</p> <ul style="list-style-type: none"> ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Creating</p> <ul style="list-style-type: none"> ▪ Improvise and compose music for a range of purposes using the interrelated dimensions of music. <p>Understanding</p> <ul style="list-style-type: none"> ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. |
| <p>Global Links</p> | <p>Modern Day Slavery and working children http://cdn.worldslargestlesson.globalgoals.org/2016/06/12-Why-Are-So-Many-Children-Still-Not-In-School.pdf SDG Goal 8</p> |