

## Year 4

Rolling On A River		
Subject	Skills and objectives	
		Combined outcome(s)
Science	<b>States of Matter-</b> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. States of matter (non-statutory) - observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying Observe that some materials change state when they are heated or cooled.	Pupils will develop a strong understanding of the British landscape through this unit of work. They will begin by learning about the constituent countries that make up the UK, British Isle and Great Britain. After this they will start by looking at some key physical and human features of Britain, learning how to use lines of longitude, latitude and grid references to find locations on a map. Pupils will the move on to learning about the water cycle, how the state of water changes through this and link their learning to our science unit States of Matter. This knowledge will support them when looking at the structure of rivers. A trip to Dovedale to explore some of the stages and conduct fieldwork, including sketches, will deepen their understanding through real-life experiences. The pupils will create 3D models of the river system and then use newly developed knowledge on using
Teach Computing	<b>Computing systems and networks: The internet</b> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	
DT	<b>Developing Ideas -</b> To come up with at least one idea about how to create their product To produce a plan and explain it to others To suggest some improvements and say what was good and not so good about their original design To take account of the ideas of others when designing To suggest some improvements and say what was good and not so good about their original design	
Geography	<b>Recap:</b> <i>Y1 - To identify the four countries making up the United Kingdom</i> <i>Y1 - To name some of the main towns and cities in the United Kingdom</i> <i>Y1 - To identify where they live on a map of the UK</i>	
	<b>Human Geography-</b> To explain how a locality has changed over time with reference to human features <b>Mapping and Atlas Work: Using-</b> Use 4-figure grid references to describe a location on a map, including the use of a key	

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	<p><i>Y2 - To name the continents of the world and find them in an atlas</i></p> <p><i>Y3 - To name a number of countries in the Northern Hemisphere</i></p> <p><i>Y3 - To know that standard symbols are used across lots of different maps</i></p> <p><b>Locational Knowledge-</b></p> <p>To know the difference between the British Isles, Great Britain and UK</p> <p>To name some of the main counties and cities in the UK and locate them on a map</p> <p><b>Physical Geography-</b></p> <p>To describe and understand biomes and vegetation belts, rivers, mountains (UK focus) and the water cycle</p>	<p>To know that an Ordnance Survey Map is a detailed map produced by the British government map-making organisation</p> <p>To use an Ordnance Survey map</p> <p><b>Mapping and Atlas Work: Making-</b></p> <p>To locate places and features on a range of maps with varying scale</p> <p>Identify features on an aerial, photograph or digital computer map</p> <p>To begin to use 8 figure compass points when describing landscapes (such as Mount Vesuvius is located north-west of Pompeii)</p> <p>To understand the terms longitude and latitude on a map</p> <p><b>Fieldwork-</b></p> <p>Draw an annotated sketch from an observation including explanatory labels with human/physical features accurately in relation to one another</p> <p>To create a simple scaled drawing of a location and it's features</p>	<p>wheels and axles, to create designs for a turbine to provide sustainable green energy to the local area.</p>
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