

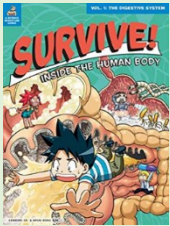

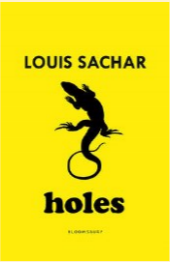
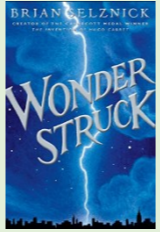
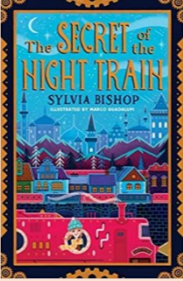
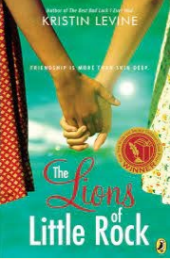
Parkside Primary Academy Curriculum Plan – Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Focus – What makes the world alive?	History Focus – What can I learn from the past?	Geography Focus – What is the world made of?	Science Focus – What makes the world work?	Geography Focus – Why do people live where they live?	History Focus – Who are our historical super heroes?
<p>INTENT Children will learn to describe the functions of the basic parts of the digestive system in humans. This will develop learning from KS1 and year 3 where children learnt about different types of food and what nutrients they provide the human body. The main characters in the anchor text ‘Survive! Inside the Human Body, Vol. 1: The Digestive System’ take a trip through the digestive system explaining the process as they go. Furthermore, the text will expose the children to the scientific language that is used to describe the digestive system.</p> <p>Children will build on their learning from year 2 when they learn that animals obtain their food from plants and other animals forming a simple food chain. Children will construct their own food chains and learn about producers, predators and prey.</p> <p>Children will learn about the different types of teeth and their simple functions. This new learning can be linked with the digestive system and the function of the teeth in the digestive process. It can also build on learning about carnivores and herbivores in previous years.</p> <p>Children will build on learning from year 2 where the children explored the impact people can have on habitats. New learning will focus on the positive and negative effects of changes to an environment.</p> <p>This theme will work towards Parkside’s intent that children will be able to name the key organs in the human body. They will be able to look after their teeth and understand why it’s important to look after their teeth.</p> <p>Why this, why now? Building on biology scientific knowledge from year 2 about how to keep their body healthy and year 3’s understanding around keeping the skeleton and muscles healthy, pupils will investigate deeper into how our digestive system allows these things to happen. Without this prior knowledge children will not understand the important of their digestive system. This supports understanding which will occur in Year 5 and 6 where pupils continue to develop their biological understanding of how humans grow and the importance of the circulatory system.</p>	<p>INTENT Children will explore the fascinations of the Egyptian Civilisation and use their previous historical knowledge to compare and contrast this period with other Eras they have studied in Year 3 e.g. the Neolithic Ages and the Roman Empire. Extending their chronological understanding, children will look at this ancient civilisation gaining a broad knowledge of how long the Egyptians were a powerful force in the world. Children have the opportunity to deepen their historical knowledge by using different sources of information to provide evidence about what life was like in Ancient Egypt.</p> <p>Building on their skills of historical enquiry, children will be able to understand the importance of the work undertaken by archaeologists and Egyptologists in helping us to piece together information about life in Ancient Egypt, including examining the Egyptians culture and religious beliefs. Deepening their historical knowledge, children will learn about significant individuals in Ancient Egypt like Tutankhamun and begin to evaluate the usefulness of different sources of evidence.</p> <p>Why this, why now? The historical enquiry and knowledge established in Year 3 is crucial for the development of pupils understanding. By knowing the chronology of the Stone Age and the Romans, from Year 3, pupils can see where a different civilisation fits and how they are all interlinked during history. Investigating war during the Ancient Egyptian Era continues to deepen the understanding of the Romans and the power of their army. This historical knowledge underpins Year 5/6 learning where children are able to compare Ancient Egypt to other advanced civilisations like The Greeks. It also continues themes of power which can be seen in the Romans and Nazi Germany. Our key theme of strong woman weaves through this topic as children make comparisons between Boudicca and Cleopatra which then link into the Suffragettes in Year 5 and Queen Elizabeth in Year 6.</p>	<p>INTENT This topic will build on and aim to develop children’s knowledge of the world as a whole. We will once again look at world maps – identifying continents and oceans as well as hemispheres and tropics – allowing children to see themselves/Barnsley as part of a wider world. They will be able to compare and contrast their home/town with the more extreme environments of deserts and tundra and understand that both physical and human features make a place different. Children can then use this to think carefully about how to make decisions about where to live, and why humans have settled where they have. This will support their learning in Summer 1 where pupils consider why people choose to live where they live in European countries.</p> <p>Throughout this topic, we will also consider the environmental issues that threaten the arctic and the deserts, as well as the world as a whole, such as global warming and plastic pollution. Children will complete a project (recycling in school) around this global issue and also write to their local MP – giving them an opportunity to act as global citizens and have a say in what happens to their world. The class text it is a well-reviewed and established piece of fiction. Holes fits with our topic as it is set in a desert area, and through the main character of Stanley, the text shows how horrendous these environments can be and gives a multitude of reasons for this.</p> <p>Why this, why now? Prior geographical skills and knowledge developed in KS1 around habitats in different environments for animals allow for a foundation to build on when looking at these same locations but with human conditions considered. Their understanding from Year 3 around why people live in different locations in the UK and the different types of settlements allows pupils to draw on their understanding of what different settlements might look like and reasoning behind why people live there. These skills and knowledge provide a more detailed foundation for year 5 and 6 where pupils begin to look at locations further away and in depth human reasoning behind why people live where they live including the consequences of this.</p>	<p>INTENT Children will explore and identify the way sound is made through vibration using a range of different materials and how vibrations from sounds travel to the ear. They will explore how the pitch and volume of sounds can be changed in a variety of ways. The main characters in the anchor text ‘Wonderstruck’ are hearing impaired. This text will expose the children to life without sound. The book can be used as a discussion tool about how important sound is and how it affects lives.</p> <p>The children will encounter electricity for the first time in year 4 where they will identify common appliances that run on electricity. The children will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. To underpin learning that will occur in year 6, children will draw circuits as a pictorial representation, not necessarily using conventional circuit symbols.</p> <p>This theme will work towards Parkside’s intent that children will know the dangers of using and working with electricity so they can stay safe.</p> <p>Why this, why now? In this topic, children are building on their understanding of the physical world around them and how it works. Although the areas of content are different, it is the scientific enquiry and skills, which are developed. During this topic, children will learn how to plan, conduct, record and conclude a range of scientific experiments. These will develop from those in Year 3 where pupils focus on just one skill at a time. Year 4 pupils will be expected to consider a number of these skills in more depth. This builds on knowledge and skills needed for Year 5 and 6 where they will be asked to conduct their own investigations, carry out investigations with a number of variables and use more complex ways of recording and interpreting results. All of these skills support and are linked to pupils statistical skills required in maths for their year group.</p>	<p>INETNT Building on learning in previous years children will continue to gain physical geography knowledge about the reasons why people choose to settle in different places. Children at Parkside can often lack world knowledge, as they do not have the opportunities to explore the world and experience other cultures. Many of our children do not go on holiday or if they do, it is to places in the UK or to visit family. Those that do travel abroad often stay in resorts or popular tourist destinations so they may still miss out on understanding and seeing the culture of different countries. This topic will allow the students to see the UK as part of the larger continent – Europe – and give them more knowledge about other countries in this, including their physical and human geography. Moreover, we will look at the features of a city and learn how to compare different cities and places. This will help the children in later life when they are deciding where to live as they will be able to consider where is best to get a job, where has the best shops/amenities, where has the best houses and where has other features that they think are important.</p> <p>Through the anchor text ‘The Secret of the Night Train’, the children will explore the European countries the main characters travel to throughout the book. This theme will work towards Parkside’s intent that children will have knowledge that allows them to understand places are different to Royston/Barnsley and make an informed choice about where to live as an adult.</p> <p>Why this, why now? Children are developing their understanding of the world they live in and why people live where they live. In Year 3, pupils focused on the UK and investigated different types of settlements and physical features of the UK. They will use these geographical skills to look at a wider expanse of land (Europe). Children begin to really consider similarities between cities and why they become a popular choice for people to live. This creates the foundation for Year 5 and 6 where pupils look not just at why people live where they live but the conditions where they live and what environmental impact that might have on the world. For example in Year 5 where children investigate human impact in deforestation and in Year 6 where children investigate the human impact on the</p>	<p>INTENT This theme looks at the movement for Black Civil Rights and equality, specifically in the USA, giving children the opportunity to explore 20th Century history; building on previous historical knowledge gained in Y2 and Y3 about significant and inspirational individuals who made history. Children are able to broaden their historical knowledge through looking at a timeline of the Civil Rights movement, from the Triangular Slave Trade, the emancipation of slavery in 1865 and The Jim Crow Laws to the present day. This further secures children’s chronological understanding and allows them to order significant events in history.</p> <p>Children are given the opportunity to deepen their historical knowledge through learning about specific individuals and events including Little Rock and the death of Emmett Till, using evidence to explain the full details of an event. Utilising their skills of historical enquiry, children are able to research two versions of an event and discuss how they are different; children also have the opportunity to examine a range of primary and secondary sources of information to research the lives of significant individuals in the Civil Rights Movement e.g. Martin Luther King, Rosa Parks, Malcolm X</p> <p>This theme helps our children to understand the responsibility they have as global citizens to act fairly and without prejudice. It also builds cultural capital in our children by allowing them to understand the inequality that many BAME people experience even today. This theme also prepares our children for learning in Year 5 when they examine prejudice and inequality in Hitler’s Germany, which led to the Holocaust.</p> <p>Why this, why now? In year 1, pupils learn about people fighting for power through the gunpowder plot. In year 3, pupils develop this through the invasion of the Romans into Celtic Britain. This prior historical knowledge and enquiry around fighting for people’s beliefs create a foundation for Year 4 to investigate and make comparisons within the civil rights movement. This supports historical knowledge of the persecution which occurred during Hitler’s Rise to power in Year 5. The theme of inequality and women in power also continues through this topic as the investigation into Rosa Parks links explicitly to make comparisons between, Queen Victoria (Year 2), Boudicca (Year</p>

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<p>OBJECTIVES COVERED</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - Pupils will learn how to: <ul style="list-style-type: none"> - set up simple practical enquiries, comparative and fair tests - record findings using simple scientific language, drawings, diagrams, charts and tables - use results to draw simple conclusions, make predictions and suggest improvements - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <p><u>Biology</u></p> <ul style="list-style-type: none"> - I can identify and name the basic parts of the digestive system in humans - I can describe the simple functions of the basic parts of the digestive system in humans - I can identify the simple function of different types of teeth in humans - I can compare the teeth of herbivores and carnivores - I can explain what a simple food chain shows - I can construct and interpret a variety of food chains, identifying producers, predators and prey <p><u>Art</u></p> <ul style="list-style-type: none"> - Pupils will learn to: <ul style="list-style-type: none"> - Use marks and lines to produce texture - Organise line, tone, shape and colour to represent figures and forms - Explain why they have chosen specific materials to draw with (<i>different types of pencil/charcoal</i>) 	<p>OBJECTIVES COVERED</p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> - I can plot history on a timeline from the end of the Stone Age to modern times using centuries - I can place periods of history on a timeline showing different periods of time - I can use my mathematical skills to round up time differences into centuries and decades - I can use specific vocabulary related to the period I am studying. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - I can research what it was like for a child in a given period from the past - I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out about a historical event - I can use evidence to explain the full details of a past event <p><u>Historical knowledge and interpretations</u></p> <ul style="list-style-type: none"> - I can explain how events from the past have helped shape our lives - I know that people who lived in the past cooked and travelled differently and used different weapons from ours - I can explain that some of the lives of wealthy people in the past were very different from those of poor people - I can explain how items found in the past are helping us to build up an accurate picture of how people used to live - I can start to evaluate the usefulness of different sources <p>DESIGN TECHNOLOGY</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> - I can come up with at least one idea about how to create my product - I can take account of the ideas of others when designing - I have thought about how I will check if my design is successful - I can evaluate my product thinking of both appearance and the way it works - I have taken the time to consider how I could have made my idea better - I can measure carefully so I don't make any mistakes - I can tell you how I have tried to make my product strong 	<p>OBJECTIVES COVERED</p> <p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> - I can carry out a survey to discover features of cities and villages - I can label the same features on an aerial photograph as on a map - I can use data to carry out a survey to compare features of cities and villages. - I can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) <p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> - Pupils will learn how to: <ul style="list-style-type: none"> - Locate the hemispheres and Tropics of Cancer and Capricorn - Explain how a locality has changed over time (with reference to human features) - I can explain how a locality has changed over time with reference to human features. - I can find different views about an environmental issue and also give my view on the issue - I can suggest different ways that a locality could be changed and improved. <p>SCIENCE</p> <p><u>Physics</u></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> - Compare and group materials together according to whether they are solids, liquids or gases - Explain what happens to materials when they are heated or cooled - Measure or research the temperature at which different materials change state - Identify the part that evaporation and condensation play in the water cycle - Associate the rate of evaporation with temperature <p>ART</p> <ul style="list-style-type: none"> - Pupils will learn to: <ul style="list-style-type: none"> - Show reflections - Explain why they have chosen specific materials to draw with - Create mood in their paintings - Experiment with different styles which artists have used. (Aboriginal art/Nerys Levy) 	<p>OBJECTIVES COVERED</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - Pupils will learn how to: <ul style="list-style-type: none"> - set up simple practical enquiries, comparative and fair tests - record findings using simple scientific language, drawings, diagrams, charts and tables - use results to draw simple conclusions, make predictions and suggest improvements - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <p><u>Physics: Sound</u></p> <ul style="list-style-type: none"> - Describe a range of sounds and explain how they are made. - Associate sound with something vibrating. - Compare sources of sound and explain how the sounds differ. - Explain how to change a sound (e.g., make it louder or softer) - Recognise that vibrations from sound travel through a medium to an ear. - Find patterns between the volume of a sound and the strength of vibrations that produced it. - Recognise that sound gets fainter as the distance from a sound source increases. - Explain how to change the pitch of a sound. <p><u>Physics: Electricity</u></p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity. - Construct a simple series electrical circuit. - Identify and name the basic parts in a series circuit (cells, wires, bulbs, switches, and buzzers) - Identify whether a bulb will light in a circuit. - Recognise that a switch opens and closes a circuit. - Recognise some common conductors and insulators. - Associate metals with being good conductors. <p>DESIGN TECHNOLOGY</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> - Suggest some improvements and say what was good/not so good about my original design. - Produce something which will be liked by others. - Produce a plan and explain it to others. - Think about how to check if their design is successful - I can add things to my circuit to make it more complex. 	<p>climate through coastal erosion, climate change and pollution.</p> <p>OBJECTIVES COVERED</p> <p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> - I can find the same place on a globe and in an atlas - I can label the same features on an aerial photograph as on a map - I can plan a journey to a place in England <p><u>Geographical knowledge and skills</u></p> <ul style="list-style-type: none"> - I can locate the hemispheres and Tropic of Cancer and the Tropic of Capricorn. - I know the countries that make up the European Union. - I can name a number of countries in the Northern Hemisphere - I can name and locate some well-known European countries. - I can name and locate the capital cities of neighbouring European countries. <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> - Describe the differences between cities and villages - Explain why people are attracted to cities or may prefer to live in a village <p><u>Human Geography</u></p> <ul style="list-style-type: none"> - I can explain why people are attracted to live in cities. - I can explain why people may choose to live in a village rather than a city. <p>Art</p> <ul style="list-style-type: none"> - Pupils will learn to: <ul style="list-style-type: none"> - Create all the colours they need to paint - Experiment with different styles which artists have used - Explain art from other periods of history - Use early textile and sewing skills as part of a project 	<p>3), Cleopatra (Year 4), The Suffragettes (Year 5) and Queen Elizabeth (Year 6)</p> <p>OBJECTIVES COVERED</p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> - I can use specific vocabulary related to the period that I am studying. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Research two versions of an event and say how they differ - Give more than one reason to support a historical argument - Communicate knowledge and understanding and offer points of view based upon what I have found out about a historical event <p><u>Historical knowledge and interpretations</u></p> <ul style="list-style-type: none"> - Use evidence to explain the full details of a past event - Start to evaluate the usefulness of different sources - Appreciate that people's lives in the past were different from today and that views held by some people in the past were not right <p>Art</p> <ul style="list-style-type: none"> - Pupils will learn to: <ul style="list-style-type: none"> - I can create an accurate print design - I can print onto different materials/print using more than 2 colours - I can experiment with different styles which artists have used
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			<ul style="list-style-type: none"> - I can tell you how I altered my product after checking it. - I can fit a switch into my product. - Evaluate their product thinking of both appearance and the way it works. - Explain how they have improved their original design/take time to make their design better. 		
<p>Class Text: Survive! Inside the Human Body, Vol. 1: The Digestive System: Volume 1 by Gomdori Co</p> 	<p>Class Text: Marcy and the Riddle of the Sphinx by Joe Todd Stanton</p> 	<p>Class Text: Holes by Louis Sachar</p> 	<p>Class Text: Wonderstruck by Brian Selznick</p> 	<p>Class Text: The Secret of the Night Train by Sylvia Bishop</p> 	<p>Class Text: The Lions of Little Rock by Kristin Levine</p> 
<p>Text Types taught: Non-fiction – Explanation</p> <p>Fiction – Description setting focus</p>	<p>Text Types taught: Non-fiction – Recount Newspaper</p> <p>Fiction – Portal Story</p>	<p>Text Types taught: Non-fiction – Non Chronological Report</p> <p>Fiction – Discovery Story</p>	<p>Text Types taught: Non-fiction – Instructions</p> <p>Fiction – Suspense Story</p>	<p>Text Types taught: Non-fiction – Persuasion – Travel guide</p> <p>Fiction – Character description</p>	<p>Text Types taught: Non-fiction – Biography</p> <p>Fiction – Characterisation Recount</p>
<p>Writing Skills Taught: Pupils will learn to:</p> <ul style="list-style-type: none"> - Use conjunctions to write a range of sentences with more than one clause - Use inverted commas to indicate direct speech consistently - Use a range of vocabulary and structures (expanded noun phrases) - Use adverbs to express time consistently - Use appropriate devices to organise their text - Discuss and record from other models of writing, learning from their structure, grammatical features and use of vocabulary - Plan my writing using precise ideas from similar writing - Re-read, evaluate and edit my own and others' work proposing effective changes - Read my writing aloud using appropriate intonation and controlling the tone and volume so that my meaning is clear 	<p>Writing Skills Taught: Pupils will learn to:</p> <ul style="list-style-type: none"> - Use conjunctions, adverbs and prepositions to express time, place and cause consistently - Make appropriate choices of nouns and pronouns for clarity, cohesion and to avoid repetition - Use apostrophes to mark regular and irregular plural possession - Plan writing using precise ideas from similar writing - Write a narrative with an effective setting, characters and plot - Use inverted commas and further punctuation to indicate direct speech consistently - Discuss and record from other models of writing, learning from their structure, grammatical features and use of vocabulary - Plan my writing using precise ideas from similar writing - Re-read, evaluate and edit my own and others' work proposing effective changes - Read my writing aloud using appropriate intonation and controlling the tone and volume so that my meaning is clear 	<p>Writing Skills Taught: Pupils will learn to:</p> <ul style="list-style-type: none"> - Use appropriate devices to organise text (headings/subheadings, adverbials of time/order) - Make appropriate choices of nouns and pronouns for clarity, cohesion and to avoid repetition - Vary the use and choice of vocabulary dependent on the purpose and audience (technical language) - Use prepositions to express place, time and cause consistently - Write a narrative with effective setting, characters and plot - Organise paragraphs around themes - Discuss and record from other models of writing, learning from their structure, grammatical features and use of vocabulary - Plan my writing using precise ideas from similar writing - Re-read, evaluate and edit my own and others' work proposing effective changes - Read my writing aloud using appropriate intonation and controlling the tone and volume so that my meaning is clear 	<p>Writing Skills Taught: Pupils will learn to:</p> <ul style="list-style-type: none"> - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume, and action - Recognise and discuss different forms of poetry - Discuss and record from other models of writing, learning from their structure, grammatical features and use of vocabulary - Make appropriate choice of nouns and pronouns for clarity, cohesion and to avoid repetition. - Use prepositions. - Discuss and record from other models of writing, learning from their structure, grammatical features and use of vocabulary - Plan my writing using precise ideas from similar writing - Re-read, evaluate and edit my own and others' work proposing effective changes - Read my writing aloud using appropriate intonation and controlling the tone and volume so that my meaning is clear 	<p>Writing Skills Taught: Pupils will learn to:</p> <ul style="list-style-type: none"> - Show rather than tell what a character is like - Use adverbs to show time, manner, place and cause - Use speech for effect (look at using a detailed reporting clause/putting reporting clause in middle of speech) - Use fronted adverbials (with commas after) - Use the present perfect form - Organise paragraphs around themes - Discuss and record from other models of writing, learning from their structure, grammatical features and use of vocabulary - Plan my writing using precise ideas from similar writing - Re-read, evaluate and edit my own and others' work proposing effective changes - Read my writing aloud using appropriate intonation and controlling the tone and volume so that my meaning is clear 	<p>Writing Skills Taught: Pupils will learn to:</p> <ul style="list-style-type: none"> - Make appropriate choice of nouns and pronouns for clarity, cohesion and to avoid repetition - Use apostrophes for singular and plural possession (regular and irregular) - Organise paragraphs around themes - Use adverbs to express time and cause - Fronted adverbials - Discuss and record from other models of writing, learning from their structure, grammatical features and use of vocabulary - Plan my writing using precise ideas from similar writing - Re-read, evaluate and edit my own and others' work proposing effective changes - Read my writing aloud using appropriate intonation and controlling the tone and volume so that my meaning is clear