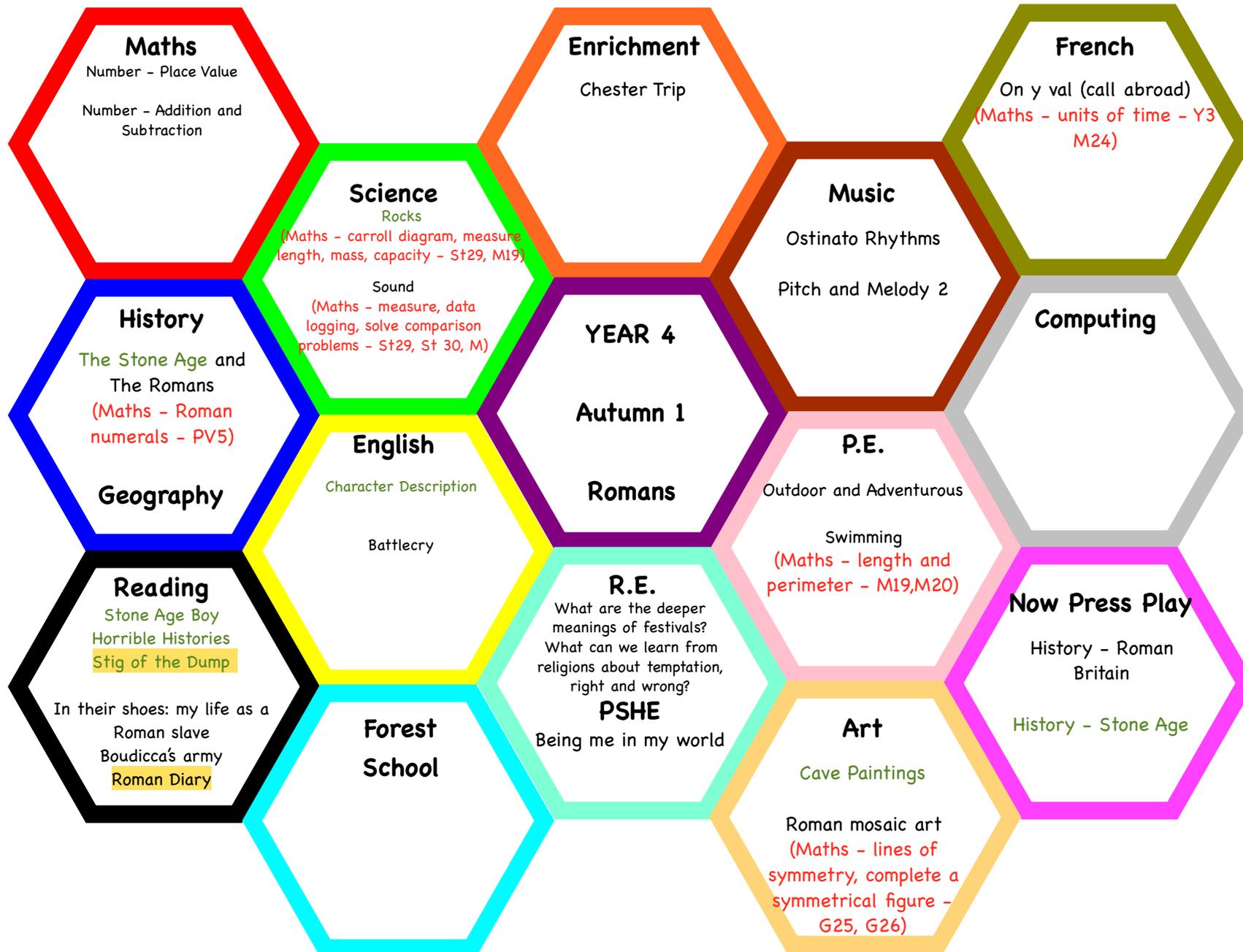


Year 4 Curriculum Overview



Geography

History

Stone Age

- *I know how historic items and artefacts have been used to help build up a picture of life in the past.
- *I know how Britain has changed between the beginning of the stone age and the iron age.
- *I know the main differences between the stone, bronze and iron ages.
- *I know what is meant by 'hunter-gatherers'.
- *I can sequence events, artefacts or historical figures on a timeline.
- *I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

***I can identify similarities and differences between periods.**

***I can use words and phrases such as new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.**

The Romans

- *I know about the main events from a period of history, explaining the order of events and what happened.
- *I know how Britain changed from the iron age to the end of the Roman occupation.
- *I know how the Roman occupation of Britain helped to advance British society.
- *I know how there was resistance to the Roman occupation and know about Boudicca.
- *I know about at least one famous Roman emperor.

***I can order dates from earliest to latest on simple timelines.**

Science

Scientific Enquiry

- *I can ask relevant questions and use different types of scientific enquiries to answer them.
- *I can set up practical enquiries, comparative and fair tests.
- *I can make systematic and careful observations and take accurate measurement using standard units, using a range of equipment, including data loggers for decibels.
- *I can gather, record, classify and present data in a variety of ways to help in answering questions.
- *I can record findings using simple scientific language, drawings, labelled diagrams, flow charts, bar charts and tables.
- *I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.
- *I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- *I can identify differences, similarities or changes related to scientific ideas and processes.
- *I can use scientific evidence to answer questions or to support my findings.

Scientific Knowledge

- *I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- *I can describe in simple terms how fossils are formed when things that have lived are trapped within a rock.
- *I recognise that soils are made from rocks and organic matter.
- *I can identify how sounds are made, associating some of them with something vibrating.
- *I recognise that vibrations from sounds travel through a medium to the ear.
- *I can find patterns between the pitch of a sound and features of the object that produced it.
- *I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
- *I recognise that sounds get fainter as the distance from the sound source increases.