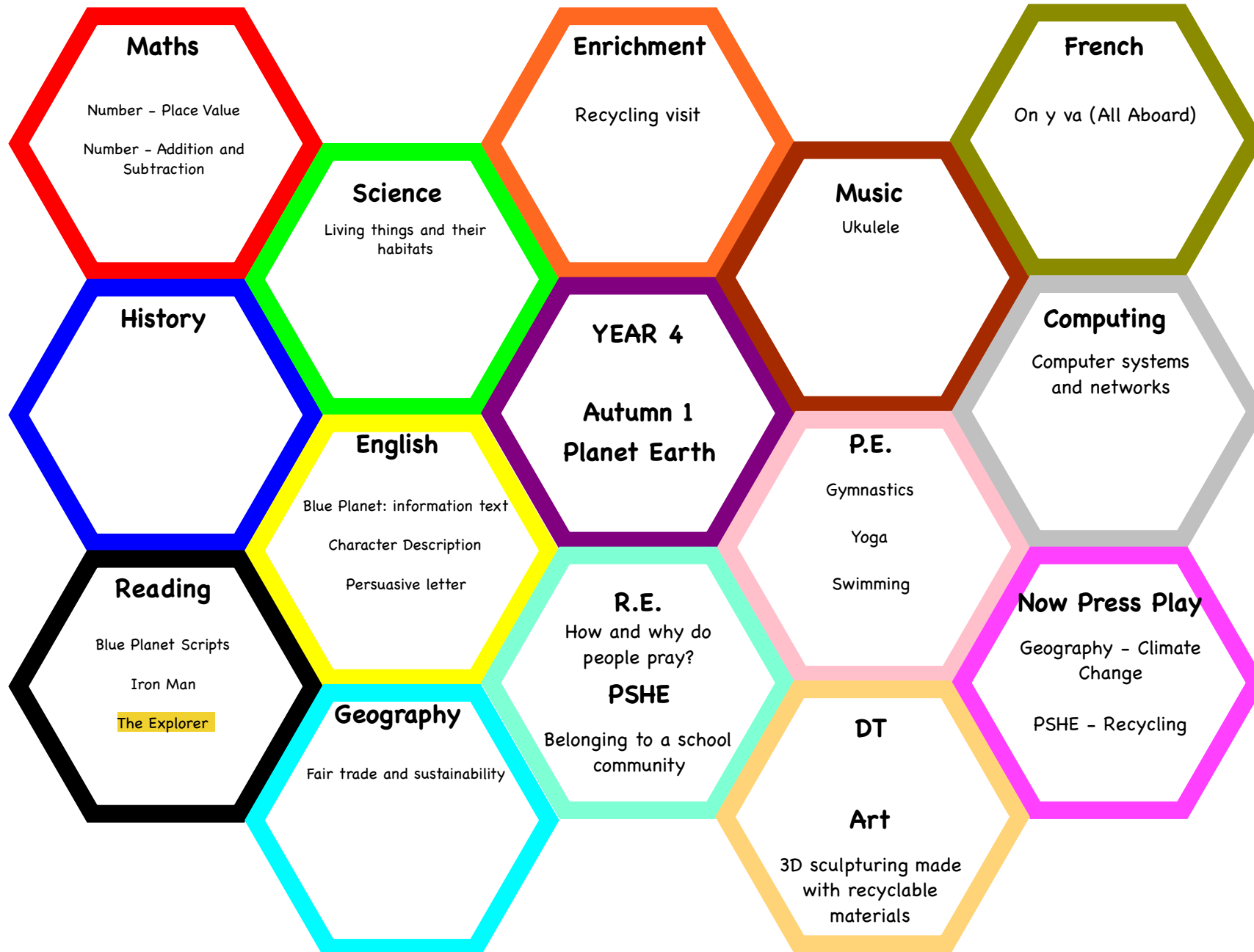


Year 4 Curriculum Overview



Geography

Fair Trade & Sustainability

- * Identify and locate countries in relation to the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Fairtrade)
- * Identify trade links and the distribution of natural resources, including food miles (Fairtrade)
- * Identify types of settlement and land-use, including the distribution of natural resources and energy (Sustainability)
- * Begin to use 4-figure co-ordinates
- * Ask and respond to questions and offer their own ideas
- * Look at smaller scale aerial view on physical maps and digital software.
 - * Begin to use atlas maps and globes
 - * Use index and contents pages in atlases
- * know the names of four countries from the Southern Hemisphere
- * know the main differences between a place in England and that of a small place in a non-European country (Kenya)

History

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 thermometers and data loggers.
- *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, keys, 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 recognise that living things can be grouped in a variety of ways.
- *I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- *I can recognise that environments can change and that this can sometimes pose dangers to living things.