



St George's Catholic Primary School Curriculum Map – Key Stage 2

We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future

Link Colour Key	Social		Moral		Spiritual		Cultural	
	Term		History	Geography	Science	Modern Foreign Language	Design & Technology	
Year 4	Autumn1	Topic		Do you like to be beside the seaside?	Switched on	Spanish		
		Skills		<p>Extend their knowledge and understanding beyond the local area to include the United Kingdom Name and locate (some) counties and cities of the United Kingdom Learn about key topographical features (including coast and rivers) to understand how some of these aspects have changed over time</p> <p>Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom (SW England) and a region in a European country) Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc</p>	<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Read short texts independently.</p> <p>Use a translation dictionary or glossary to look up new words.</p> <p>Use a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Express personal experiences and responses.</p> <p>Write short phrases from memory with spelling that is readily understandable.</p>		
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Year 4	Autumn2	Topic	What was important to our local Victorians?		Where does all the food go?		Money Containers
		Skills	<p>Ask perceptive questions, think critically, and weigh up historical evidence.</p> <p>Carry out a local history study. Study an aspect or theme in British history that extends their chronological knowledge beyond 1066</p> <p>In this unit, the children will: Learn about their local area in Victorian times.</p> <p>Compare fiction with primary evidence.</p> <p>Think about continuity and change to an area over time. Explore diversity in a certain area.</p>		<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>Join fabrics using running stitch, over sewing, back stitch</p> <p>Explore fastenings and recreate some e.g. sew on buttons and make loops</p> <p>Identify the strengths and weaknesses of their design ideas</p> <p>Decide which design idea to develop</p> <p>Consider and explain how the finished product could be improved</p> <p>Discuss how well the finished product meets the design criteria and how well it meets the needs of the user</p>
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Year 4	Spring1	Topic		Maps – Can you come on a Great American Road trip?	In a state.	Spanish		
		Skills		PNC: Enhance their locational and place knowledge Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Understand geographical similarities and differences through the study of a region in North and South America • Use maps, atlases, globes and digital/computer mapping Learn to use the eight points of a compass.	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.	Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary		
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Year 4	Spring2	Topic	Romans	Good vibrations	Making a Roman Feast
		Skills	<ul style="list-style-type: none"> -Devise historically valid questions about change, cause, similarity and difference, and significance. -understand how our knowledge of the past is constructed from a range of sources. -To know about the Roman Empire and its impact on Britain e.g. Claudius Hadrian's Wall -To have knowledge of the successful invasion by Claudius and conquest, including Hadrian's Wall. -To understand the term "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. 	<ul style="list-style-type: none"> Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. Analyse the taste, texture, smell and appearance of a range of foods from different countries and cultures. Follow instructions Design and create a menu for a particular purpose/ Join and combine a range of ingredients e.g. snack foods Work safely and hygienically Measure and weigh ingredients appropriately
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Year 4	Summer1	Topic	Is it better to be a child now or in the past?		Good vibrations (Continued)	Spanish	
		Skills	PNC: Research information relating to children and childhood. Make links and connections, comparisons and contrasts, analyse trends and patterns. Devise conclusions and judgements, and substantiate them with telling evidence. Select and organise using appropriate concepts (including change, continuity, cause and effect, similarity and difference, and significance) and vocabulary. Develop a chronological understanding of childhood through the ages. Devise historically valid questions about what childhood was like at different times. Interpret and use a range of sources to support knowledge and understanding about childhood. Communicate knowledge and understanding in different but appropriate genres.		Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases	Make comparisons between life in countries or communities where the language is spoken and this country. Read and understand the main points and some of the detail in short written texts. Use dictionaries or glossaries to check words	
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Year 4	Summer2	Topic		Where on Earth are we?	Living Things and Their Habitats		Pop-Up Storybooks
		Skills		<p>Improve their locational knowledge through identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, etc</p> <p>Use the eight points of the compass to build their knowledge of the wider world.</p> <p>Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>		<p>Investigate similar products to the one to be made to give starting points for a design</p> <p>Draw/sketch products to help analyse and understand how products are made</p> <p>Develop more than one design or adaptation of an initial design</p> <p>Propose realistic suggestions as to how they can achieve their design ideas</p> <p>Add notes to drawings to help explanations</p> <p>Prototype frame and shell structures</p> <p>Measure and mark square selection, strip and dowel accordingly to 1cm</p> <p>Use glue gun with close supervision (one to one)</p>
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