

A - Look at Us Now	B – Invaders and Settlers	C – Wonderful Water
<p>History:  <b>Changes in Britain from the Stone Age to the Iron Age</b>  <i>Non Statutory – This could include</i></p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p>Science  All living things (Year 4)  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups</li> <li>recognise that living things can be grouped in a variety of ways.</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</li> </ul> <p>Evolution and inheritance (Year 4)  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify how plants and animals, including humans, resemble their parents in many features</li> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>identify how animals and plants are</li> </ul>	<p>History  <b>The Roman Empire and it’s impact on Britain.</b>  <i>Non Statutory - This could include</i></p> <ul style="list-style-type: none"> <li>Julius Caesar’s attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>British resistance, for example, Boudica</li> <li>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Britain’s settlement by Anglo-Saxons and Scots</b>  <i>Non-statutory – This could include</i></p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b>  <i>Non-Statutory – This could include</i></p> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in</li> </ul>	<p>Geography  describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)</li> </ul> <p>Science:  States of matter (Year 4)  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>

<p>suitable to and adapt to their environment in different ways.</p> <p>Rocks (Year 3)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their simple physical properties</li> <li>• relate the simple physical properties of some rocks to their formation (igneous or sedimentary)</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Human geography, including; settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li> </ul>	<p>1066</p> <p>Geography</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region in a European Country.</li> </ul>	
<p>D – Circle of life</p>	<p>E – Ancient Egypt/The Scarab's Secret</p>	<p>F – Eureka, moments of change, inventions, technology</p>
<p>Science:</p> <p>Animals, including humans (Year 3)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> <li>• identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>History</p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study – Ancient Egypt</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region in a European Country.</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions</li> </ul>	<p>Science</p> <p>Light (Year 3)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• find patterns in the way that the size of</li> </ul>

Animals, including humans (Year 4)

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions.

Plants (Year 3)

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Geography

- Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region in a European Country.

DT

- Use safely and increasingly effectively a wider range of tools, equipment and

and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

- use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

DT

- Use safely and increasingly effectively a wider range of tools, equipment and materials with increasing skill to make products that are fit for purpose.

shadows change.

Forces and magnets (Year 3)

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Sound (Year 4 )

Pupils should be taught to:

- 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
- 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.

Electricity (Year 4)

Pupils should be taught to:

- identify common appliances that run on electricity

materials with increasing skill to make products that are fit for purpose.

- construct a simple series electrical circuit
- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

DT

- Understand key events and turning points in design and technology, such as the industrial revolution, and how they have shaped the world we live in.
- Extend their skills to communicate their ideas visually in 2-D and 3-D, including through using information and communication technology.