# Year 4 Curriculum – Autumn Term Overview

Key Concepts: Impact, Place, Energy

## Religious Education 1

**Hinduism: Hindu life**

**Assessment Question**

**Why is the natural world important to a Hindu?**

**Key Questions**

How does belief about creation lead to vegetarianism and Ahimsa?

**Vocabulary:** creation, belief, Aum/Om, symbol, vegetarianism non-violence, Ahisma,

**Other suggestions**: natural world, nature

## History

**Romans - The Roman Empire and its Impact on Britain and the Rest of the World**

**Deep Study: Society and Governance – Infrastructure, Power and Weakness**

**Assessment Question Why were the Romans such successful conquerors? What was the significance of the Roman Empire on our society and infrastructure?**

**Key Questions: Who were the Ancient Romans?** What were the Romans doing and when? Why did Claudius Invade after Julius's failures? How were slaves created by Ancient Romans? How ethnically diverse were the Ancient Romans? How did the Romans think about race? **Ancient Romans in Britain** Where is this placed on the global class timeline? What was the impact of the Romans on Celtic life and how do we know? What was life like for the Romans in Britain? What was the impact of Roman beliefs on Britain? **The end of Ancient Rome in Britain** What was the significance of Boudicca on Roman rule? What was the most significant reason for Roman's leaving England? What was the most significant impact on Britain today? What is the greatest Roman legacy?

**Vocabulary:** army, evolve, legacy, villa, society, calendar, church, Christianity, Emperor, Empire, infrastructure, chronology, conquest, continuity, decade, discovery, global, invasion, significance, CE/BCE

## Religious Education 2

**Hinduism: God and beliefs**

**Assessment Question**

**What does it mean to be a Hindu?**

**Key Question** How do Rama and Krishna help Hindus to understand God?

**Vocabulary:** Krishna, Rama, Shiva, Ganesh, Trimurti, preservation, creation, destruction

**Other suggestions**: forms, Bhagavad Gita Sudhama – Life journey, Ashramas Samskars identity

## Computing

**Digital Literacy- Select apps for Purpose and Use Technology to Collaborate**

**Key Questions:**

Why have you chosen this app? What are the limitations or benefits of using your chosen app? How did working collaboratively support your research?

**Vocabulary:** Functionality, similar, advantages, disadvantages, layout, reliability, purpose

## Geography

**Antarctica/Artic and North Pole - Physical and Human Characteristics**

**Assessment Question: Where are the key physical and human features of the Arctic and Antarctica?**

**Key questions:** How are these places so different to the UK and rest of the world?

**How does geographical location relate to climate and time zones?**

**Vocabulary**: biome, desert, equator, glaciers, hemisphere, iceberg, permafrost, polar climate, tundra, uninhabited

## DT

**Textiles and Materials** Design and make an item of clothing testing the suitability of materials.

**Assessment Question: How can you test the suitability of different materials?**

**Key Questions:** What does insulation mean? Which materials are the best at insulation?

**Vocabulary:** Textile, insulation, breathability, absorption, durability, flexibility suitability

## PSHE

**Safety, Health and Well-being**

**Assessment Question: What strengths, skills and interests do we have?**

**Vocabulary:** achieve, aspiration, goals, future

**Relationships**

**Respect for self and others; courteous behaviour; safety; human rights**

**Assessment Question: How do we treat each other with respect?**

**Vocabulary:** conflict, resolve, viewpoint, choice, decision, anti-social, aggressive Stereotype, responsibility, privacy, boundaries, inclusive, discrimination

## MFL 1 Key Focus:

**Count from 21 to 60**

**Hobbies and interests**

**Key questions: What do you do when you get home?**

**Vocabulary:** (Numbers 21- 60: Looking for patterns e.g. trente, trente-et-un, trente-deux, trente- trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante, cinquante, soixante) Je regarde, la télé, la radio, je joue, au football, au tennis, Je danse, au cricket, jeux -video, je lis

## MFL 2 Key Focus :

**Give and understand basic directions**

**Key Questions:**

Can you follow your partner's directions ?

**Vocabulary**

Tournez à droite, tournez à gauche, allez tout droit, arrêtez, Ou vas-tu ?

## Physical Education 1

**Swimming/Basketball**

## Physical Education 2

**Swimming/Gymnastics**

## Music

**Rhythm:** Compose call and response with other children involving pitch and rhythm

**Key Question:** How would you describe a call and response?

**Vocabulary**: Rhythm, Ostinati, Pitch, Duple/triple time

**Notation:** To understand what a scale is, Using a Five Line Stave

**Key question:** Show me where (note on stave) would be positioned? Which notes are in the C triad? What is a (musical) scale? Which notes of the scale do we use to create a triad?

**Vocabulary**: **5-line stave**, musical alphabet, octave, treble clef, triad, scale arpeggio, chords

**Melody/Use of Voice** Singing Increasingly Complex Melodies

**Key Question:**

**Vocabulary**: Pentatonic Scale, Ostinato, Breath control

**History:** How has music of the past influenced modern-day culture?

**Key Question:** What is classical music?

**Vocabulary**: genre, classical, piece, composer, historical, modern

## Science

**Electricity - Circuits, Conductors and Insulators**

**Assessment Question: What is a complete circuit?**

**Key Questions:** What does a world without electricity look like? Was electricity invented?

**Vocabulary:** Appliances, device, circuit, cell, battery, wire, switch, conductor, insulator

**Sound - Vibrations Pitch and Volume**

**Assessment Question: How does sound travel to the ear?**

**Key Questions:** Can you feel sound? Why do things sound different under water? How do we manipulate sound?

**Vocabulary:** Source, vibration, travel, pitch, volume, faint, insulation

## Art

**Suggested Theme: Romans**

**Suggested Stimulus: Classic architecture/ sculpture/ Leonardo DaVinci/Michalangelo**

**Assessment questions: How does renaissance work use tone to create mood?**

**Vocabulary:** How can you create form using pencil? How can you show the light and dark on your drawing? What techniques might you use to create an effect? How has Leonardo/Michelangelo used tone or created form? How has Michelangelo used colour in his paintings? Can you annotate your finished piece? Is this what you intended? What did you find difficult?

**Drawing:** How has Leonardo/Michelangelo used tone or created form?

**Vocabulary:** cross-hatch, blend, shade, form, tone, composition, horizon, perspective, background, foreground

**Painting:** How has Michelangelo used colour in his paintings?

**Vocabulary:** Painting, colour wheel, primary colour, secondary colour, complimentary, shade, tint, hue