







# Lee Mount Academy Curriculum Long Term Plan

## Year 4



<b>Understanding the world</b>	<b>Geography</b>	<p>Label 7 continents, 5 oceans, the equator and the north and south pole</p> <p>Describe and understand key aspects of physical geography, including climate zones and biomes and vegetation belts detailing why they differ in one location to another</p> <p>Explain structure and formation of volcanoes and the cause of earthquakes</p> <p>Explain the effect of natural disasters on people's lives</p> <p>Explain the link between climate change &amp; extreme weather</p> <p>Explain ways that people have adapted to manage extreme weather</p> <p>Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e., tree distribution in the Amazon Rainforest in 1950 and modern day)</p> <p>Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world</p>		<p>Identify northern and southern hemisphere and understand the use of the lines of longitude and latitude</p> <p>Locate and identify at least 6 African countries (South Africa, Egypt, Tanzania, Tunisia, Ethiopia and Rwanda) and their capital cities</p> <p>Identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country</p> <p>Explain why one physical area is more suited to a purpose than another</p> <p>Offer own ideas to geographical questions</p> <p>Investigate features and themes of locations in-depth at one level (i.e. micro or macro)</p> <p>Make comparisons between places based on different types of sources (i.e. photos, drawings and maps)</p> <p>Draw conclusions about locations based on evidence/sources</p> <p>Name and locate key topographical features of the river Nile</p>		<p>Name and locate counties and cities of the United Kingdom</p> <p>Use maps and atlases to fully study the UK and find routes across the UK</p> <p>Describe and understand geographical similarities and differences through studying the human and physical geography of two places in the UK</p> <p>Make comparisons between places using different types of sources (i.e. photos, drawings and maps)</p> <p>Draw conclusions about locations based on evidence/sources</p> <p>Explain why land is used in different settlements</p> <p>Use 4 figure grid references to locate and describe features on a map</p> <p>Draw a sketch map of the local area including ordnance survey symbols</p> <p>Use the 8 points of the compass to describe locations in relation to others (the village hall is south east of the church)</p>	
	<b>History</b>		<p>The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies.</p> <p>How did early Rome grow to become the Roman Empire? How did Britons resist occupation? How did the Romans maintain control over Britain?</p>		<p>The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy. This unit will cover who the Maya people were, when and where in the world they lived and the reasons why they were so successful. It will look at how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming.</p> <p>How did the Maya rule? How does the Maya region compare to England? How do the shifting powers compare between the Maya region and England?</p>		<p>The sub lenses for this unit are civilisation, trade, settlement, empire and monarchy. It will cover the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE.</p> <p>How did early Greece begin and what was it like there? What was life like in the city-states of Greece? How did Alexander the Great expand Greek power and influence?</p>
	<b>RE</b>	<p>What faiths are shared in our country? (What faiths make up our community and how can we ensure that everyone belongs?)</p>			<p>How are important events remembered? (What do creation stories tell us about our world?)</p>	<p>How do the Five pillars guide Muslims?</p>	
	<b>MFL</b>	<p>Bienvenidos a Madrid</p>	<p>Una visita a una escuela española</p>	<p>¡Vamos a la granja!</p>	<p>¡Vamos al mercado!</p>		<p>¡A la cafetería!</p>

Expressive arts and design	Art	<p><b>Drawing</b> Amitra Sher Gil</p>  <p>Indian Hungarian - P. impressionism Figurative drawing In the Ladies enclosure</p>	<p><b>Painting</b> Edward Munch</p>  <p>Norwegian - Expressionism Colour use and emotions The Scream</p>	<p><b>Print Making</b> Andre Derain</p>  <p>French - Fauvism L'Etasque</p>	<p><b>Collage/ Textile</b> Salvador Dali</p>  <p>Spanish Surrealism Photo montage The Dream</p>	<p><b>Sculpture</b> Anthony Gormley</p>  <p>British – Contemporary art Card construction/scale</p>	
	DT	<p><b>Mechanisms</b> Alter product after checking, to make it better. Select most appropriate tools/techniques. Explain alterations to product after checking. Grow in confidence about trying new/different ideas. Use levers and linkages to create movement. Use pneumatics to create movement.</p>		<p><b>Food &amp; Nutrition</b> Explain how to be safe/hygienic. Think about presenting product in interesting/attractive ways. Understand ingredients can be fresh, pre-cooked or processed. Begin to understand about food being grown, reared or caught in the UK or wider world. Describe eat well plate and how a healthy diet = variety/balance of food and drinks. Explain importance of food and drink for active, healthy bodies. Prepare and cook some dishes safely and hygienically. Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>		<p><b>Structure</b> Measure carefully to avoid mistakes. Make a strong, secure structure. Ensure product is strong and fit for purpose.</p>	
	Music	In Harmony Opera North – External Provider					
STEM	Science	<p><b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>States of matter</b> 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.</p>	<p><b>Electricity</b> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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.</p>	<p><b>Sound</b> 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.</p>	<p><b>Animals, including humans</b> 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. Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	
Working Scientifically							



	<b>Computing</b>	Online Safety	Collaborative Learning	Further Coding with Scratch	Online Safety	Website Design	Computational Thinking
<b>Physical Development</b>	<b>PE</b>	<p><b>Netball</b> Know and understand the concept of attacking and defending. Ability to select good attacking and defending tactics. Develop roles within a team. Use a range of long and short passes effectively. Use a range of throwing and catching techniques. Select and apply skills effectively during activities and competitive games to attack successfully. Begin to develop and use tactics to keep possession, attack and score. Begin to apply skills learnt to support defence of own scoring areas</p>	<p><b>Dance</b> Understand the importance of warming-up/stretching the main body parts used in the dances they will perform. Describe and make suggestions to improve dance. Link actions to make dance sequences with a group. Recognise unison and canon and suggest improvements. Use previous learning to perform more complex dance sequences that communicate mood and character. Show imaginative response to stimuli through choice of movement – be able to refine and repeat within a dance. Use previous learning about expression, rhythm, motifs and sequences to create a dance themselves and with others that tells a story (up to 8 parts). Link their own actions to make an extended sequence of 8 actions.</p>	<p><b>Gymnastics</b> Plan, perform and repeat longer sequences that include changes of speed and level. Recognise quality of movement and suggest improvements for their own performance. Make improvements to their own performances. To further develop and perform a larger range of balances, body shapes and actions with control, accuracy and consistency. Plan, perform and repeat longer sequences (up to 8 actions) that include changes of speed, direction and level. Create and perform gymnastic sequences based on a theme or set criteria, individually or in pairs.</p>	<p><b>Indoor Volleyball</b> Vary length, height and speed of ball to beat opponent. Use tactics to defend own Court. Can keep up continuous game (rally). Keep games going using a range of different ways of throwing and striking. Direct the ball reasonably well towards their opponent's side of the court or target area.</p>	<p><b>Tag Rugby</b> Know and understand the concept of attacking and defending. Ability to select good attacking and defending tactics. Develop roles within a team. Use a range of long and short passes effectively. Use a range of throwing and catching techniques. Select and apply skills effectively during activities and competitive games to attack successfully. Begin to develop and use tactics to keep possession, attack and score. Begin to apply skills learnt to support defence of own scoring areas</p>	<p><b>Athletics</b> Can suggest ways to improve performance through observation and evaluation. Can act on advice to improve performance. Can perform role - observe, record, measure, review and give feedback to others to help them improve. Perform a range of jumps showing power, control and consistency at both take-off and landing. Perform a range of throws showing power, control and consistency at both the start of the movement to the release. For all explosive events (throws, jumps and sprints), establish common starting points of low movement to high and slow movement to fast. Develop running technique to minimise energy waste (relaxed hands, arms driving forward in line with the body and efficient knee lift. Use suggestions to improve performance</p>
<b>Personal Development</b>	<b>PSHE/ SCARF</b>	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Growing and Changing	Being my Best
	<b>Enrichment/ Trips and Experiences</b>	Earthquake disaster day in school	Murton Park Roman Workshop			Whitby residential/ day visit	Workshop Living History – Ancient Greeks