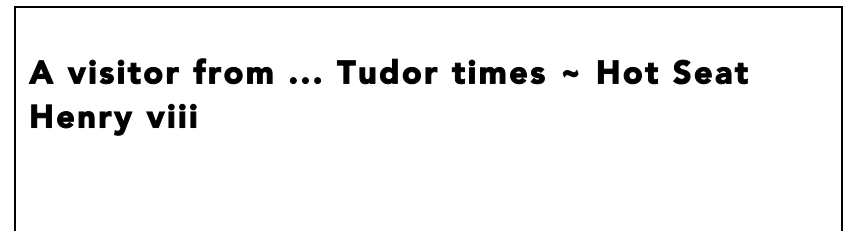
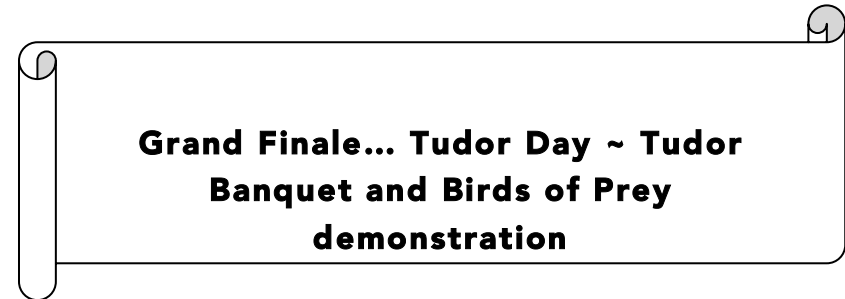




***At Churchwood Everyone Can***

<b>Year: 4</b>	<b>Term: 6</b>
<b>Topic Name: Off With Her Head!</b>	
<b>Subject / Topic Focus: History</b>	



## Everyone Can Curriculum Coverage

Subject	Topic	Coverage
<b>Science</b>	<b>Animals and humans</b>	<p><b><u>To work scientifically</u></b></p> <ul style="list-style-type: none"><li>• Ask relevant questions.</li><li>• Set up simple, practical enquiries and comparative and fair tests.</li><li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li><li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li><li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li><li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li><li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li></ul> <p><b><u>To understand animals and humans</u></b></p> <ul style="list-style-type: none"><li>• Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.</li><li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li><li>• Identify that humans and some animals have skeletons and muscles for support,</li></ul>

		<p>protection and movement.</p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions</li> </ul>
<p><b>History</b></p>	<p><b>Tudors</b></p>	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• change</li> <li>• chronology.</li> </ul> <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b></p>
<b>Geography</b>		<p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>Democracy</b>  <b>Mutual respect</b></p>
<b>Computing</b>	<b>Espresso</b>	<p><b>Coding Year 4b</b></p> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b></p>
<b>Design Technology</b>	<b>Moving toys</b>	<p><u>To master practical skills – Mechanics</u></p> <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul> <p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Make products by working efficiently (such as by carefully selecting materials).</b></li> <li>• <b>Refine work and techniques as work progresses, continually evaluating the product design.</b></li> </ul> <p><b><u>To take inspiration from design throughout history</u></b></p> <ul style="list-style-type: none"> <li>• <b>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</b></li> <li>• <b>Improve upon existing designs, giving reasons for choices.</b></li> <li>• <b>Disassemble products to understand how they work.</b></li> </ul> <p><b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b></p>
<b>Music</b>	<b>Charanga</b>	<p><b>Charanga</b>  <b>Mutual respect</b></p>
<b>P.E</b>	<b>PE Syllabus</b>	<p><b>Games/Athletics</b>  <b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b></p>
<b>R.E</b>	<b>ESCC Agreed Syllabus</b>	<p><b>What religions are represented in our neighbourhood?</b>  <b>Tolerance</b></p>
<b>PSHE</b>	<b>PSHEe Syllabus</b>	<p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b></p>

		<b>Tolerance</b>
<b>MFL</b>	<b>Mandarin Club French Club</b>	<b>Mutual respect</b>
<b>British Values</b>	<b>Democracy Rule of law Individual liberty Mutual respect Tolerance</b>	<b>Integrated with foundation subjects</b>

<b>Vocabulary, Punctuation and Grammar focus:</b>	<b>Verb inflections</b>
<b>Spelling Focus</b>	<b>Progression in spelling follows the Spelling Bank materials and the Support for Spelling to show weekly progression.</b>
<b>Linked Extended Writing:</b>	<b>Newspaper recount poetry</b>
<b>Cross curricular Maths opportunities:</b>	<b>Bar charts and tables</b>

<b>Early Morning Maths Focus:</b>	<b>Multiplication</b>
<b>Target Writing:</b>	<b>Progression will be determined after assessment. Context: Newspaper recount/ poetry</b>