



The Oaks Primary School

Curriculum Overview 2023-2024

Year 4

Term	Autumn 1 6/9 – 30/10 7 ½ weeks	Autumn 2 6/11 – 22/12 7 weeks	Spring 1 8/1-16/2 6 weeks Trout arrival - January	Spring 2 26/2-28/3 5 weeks Trout release- March	Summer 1 15/4-24/5 5 weeks	Summer 2 3/6-19/7 7 weeks
Project Title Curriculum Drivers	Mersey Beats (Geography/Science)	Pyramids and Pharaohs (History)	Let it Flow (Science/Geography)		Romans Rule! (History)	Food, Glorious Food (Science)
Science	Sound Know how sound is made associating some of them with vibrating. Know what happens to a sound as it travels from its source to our ears. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know how sound travels from a source to our ears. Know the correlation between pitch and the object producing a sound.	Electricity 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 the circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators,	States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Living Things and their Habitats 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 danger to living things.	Animals including Humans 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	



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		<p>and associate metals with being good conductors.</p> <p>Know the difference between a conductor and an insulator; giving examples of each.</p>			
<p>Geography</p> <p>Fieldwork</p>	<p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Liverpool)</p> <p><u>Physical Geography</u> Identify types of settlement in relation to a UK region of study (town, city, port) - Liverpool</p> <p><u>Locational Knowledge</u> Name and locate some counties, cities and geographical regions of the United Kingdom</p> <p><u>Mapwork</u> Use 4 compass points confidently and accurately and begin to use 8 compass points</p>		<p style="text-align: center;"><u>Rivers</u></p> <p>Fieldwork Enquiry: How does our local river change as it flows?</p> <p>Ask/initiate geographical questions and offer own ideas on how to seek answers</p> <p>Collect and record data from fieldwork enquiries</p> <p>Begin to use digital mapping to support fieldwork aims and findings</p> <p>Analyse evidence and draw conclusions with some aid</p> <p>Use books, maps/atlasses, aerial photos, digital mapping and the internet as sources of information</p> <p>Investigate places and themes at more than one scale</p> <p><u>Locational Knowledge</u> Identify the human and physical characteristics of the UK (including mountains, coasts rivers and land-use patterns)</p> <p><u>Place Knowledge</u></p>		

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	<p>Use letter/number co-ordinates to locate features on a map confidently</p> <p>Hand draw or use digital mapping tools to show a route, with the features in correct order</p> <p>Use/recognise standard OS map symbols with confidence</p> <p>Use a large scale/OS map to follow a short route</p> <p>Begin to use larger scale maps and digital maps to locate places (e.g. find a UK region, city or landmark on an OS map)</p>		<p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom – local river study.</p> <p><u>Physical Geography</u> Describe and understand key aspects of physical geography, including rivers and the water cycle</p> <p>Identify how natural resources are distributed and can lead to trade routes (linking to water/rivers)</p> <p>Know why some people choose to live near rivers</p>		
<p>History</p> <p>Concepts</p> <p>Society/Culture</p> <p>Government</p> <p>and Power</p> <p>Achievements</p>		<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p><u>Chronological Understanding</u> Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p>		<p>•</p>	<p>The Roman Empire and its impact on Britain including:</p> <ul style="list-style-type: none"> •Julius Caesar's attempted invasion in 55-54 BC •the Roman Empire by AD 42 and the power of its army •successful invasion by Claudius and conquest, including Hadrian's Wall •British resistance, e.g. Boudicca •"Romanisation" of Britain and the impact of technology, culture and



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		<p>Use and understand historical terms such as BC/AD</p> <p><u>Cause, Effect and Comparison</u> Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p><u>Interpretations of History</u> Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge to gain evidence</p> <p><u>Historical Enquiry</u> Use evidence to build up a picture of life and beliefs in Ancient Egypt</p> <p>Choose relevant material to present a picture of life and beliefs in Ancient Egypt.</p> <p>Ask a variety of questions</p>			<p>beliefs, including early Christianity</p> <p><u>Historical Enquiry</u> Use evidence to build up a picture of the Roman Empire's impact on Britain.</p> <p>Choose relevant material to present a picture of the Roman Empire's impact on Britain.</p> <p>Ask a variety of questions</p> <p>Use books and internet for research</p> <p><u>Chronological Understanding</u> Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Use and understand historical terms such as BC/AD</p> <p><u>Cause, Effect and Comparison</u> Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p>	
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		<p>Use books and internet for research</p> <p>Concepts: Society/Culture Government and Power Achievements</p>			<p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p><u>Interpretations of History</u> Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge to gain evidence</p> <p>Concepts: Society/Culture Government and Power Achievements</p>	
DT		<p><u>Electrical Systems</u> Use understanding of electrical systems (series circuits, switches, bulbs and motors)</p> <p><u>Design</u> Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces</p> <p>Use research to inform design and develop design criteria to develop products that are fit for purpose</p>		<p><u>Mechanisms - Levers and Linkages</u> Identify wider range of mechanical systems and how they work (levers and linkages)</p> <p><u>Design</u> Communicate, generate and develop ideas using a range of strategies eg</p>		<p><u>Cooking and Nutrition</u> Know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><u>Make</u> Select from and use a wider range of tools,</p>



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		<p>Take risks to become innovative and resourceful</p> <p><u>Make</u> Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p> <p><u>Evaluate</u> Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p> <p>Investigate a range of existing products in a range of relevant contexts eg culture, industry</p> <p>Understand how key events and individuals in D&T helped to shape the world</p> <p>Use computing to program, monitor and control products</p>		<p>prototypes, pattern pieces</p> <p>Use research to inform design and develop design criteria to develop products that are fit for purpose</p> <p>Take risks to become innovative and resourceful</p> <p><u>Make</u> Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p> <p><u>Evaluate</u> Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p> <p>Investigate a range of existing products in a</p>		<p>equipment, and ingredients.</p> <p><u>Evaluate</u> Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p>
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				<p>range of relevant contexts eg culture, industry</p> <p>Understand how key events and individuals in D&T helped to shape the world</p>		
Art	<p><u>Drawing</u> Develop techniques to create intricate patterns using different grades of pencil and other implements</p> <p>Draw for a sustained period of time at an appropriate level</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective</p>	<p><u>Drawing</u> Draw for a sustained period of time at an appropriate level</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works</p>	<p><u>Collage</u> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works</p> <p>Use a range of media and textiles to create collages</p> <p>Add collage to a painted, printed or drawn background</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and</p>		<p><u>3D Form/Sculpture</u> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works</p> <p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3-D object</p>	<p><u>Drawing</u> Draw for a sustained period of time at an appropriate level</p>



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			information and building a visual vocabulary			
Significant Individuals	Alexander Graham-Bell The Beatles John Lennon Evelyn Glennie	Thomas Edison Nikola Tesla Howard Carter Tutankhamun	Megan Coyle (Collage artist)		Artist: Clarice Cliff (Ceramics) Boudicca Claudius Julius Caesar	
Distance Writes	Recount of visit to Liverpool	Biography of Howard Carter	Letters to Neil – best place to release trout. Writing linked to fieldwork.	Explanation of the trout's life cycle. Instructions – How to look after the trout.	Newspaper report – Boudicca	Instructions/Recipes
Reading Texts	Class Novel: The Highland Falcon Thief – MG Leonard and Sam Sedgman What We'll Build – Oliver Jeffers Little People Big Dreams – John Lennon Listen – Evelyn Glennie	Novel: The Highland Falcon Thief MG Leonard and Sam Sedgman The Story of Tutankhamun – Patricia Cleveland Peck Egyptian Cinderella- Shirley Climo	The Last Bear– Hannah Gold Flood River – Marc Martin The Rhythm of the Rain – Grahame Baker Smith	The Last Bear – Hannah Gold Above and Below Newspaper articles relating to plastic pollution.	Krindlekrax – Philip Ridley Roman Diary: The journal of Iliona – Richard Platt Non- Fiction Library Books about The Romans	Class Novel: Varjak Paw – SF Said Dorling Kindersley Animal Encyclopaedia Kenning Poems
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me Relationships	Changing Me	Being Me in My World
RE Inc Christian Theme	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ?	Why do some people think that life is like a journey and what significant events mark this?
Forest Schools		History Link: Ancient Egyptians		Science Link: Rivers/Identifying Animals/Food Chains		Science Link: Food, Digestion



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Educational Visits/Visitors in school Community Links Wow Days	Liverpool Museum/Waterfront Spanish Wow Day Visit from Urban Outreach (class charity)	Bolton Museum	Eagley Brook	Eagley Brook	Local Church	Food Day in school linked to Euros 2024.
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