Year 4
Geography

Picture Our Planet

Concepts

NC - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

A.   To know some key facts about Brazil / Scotland / Fiji

B.   To know some of the physical features of Brazil / Scotland / Fiji

C.   To know some of the human features of Brazil / Scotland / Fiji

D.   To understand some of the traditions and customs of Brazil / Scotland / Fiji

E.   To understand how Brazil / Scotland / Fiji is tackling conservation issues

Skills

Ge33 Ask and respond to geographical questions and offer their own ideas

Ge34 Explore places with different climate zones and compare and describe how climate affects living things

Ge35 Identify where significant places are located in the wider world

Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments

Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales

Out and About

Concepts

A.   To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time (NC)

B.   To know and 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 (NC)

C.   To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world

D.   To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)

Skills

Ge33 Ask and respond to geographical questions and offer their own ideas

Ge34 Explore places with different climate zones and compare and describe how climate affects living things

Ge35 Identify where significant places are located in the wider world

Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments

Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales

Ge38 Use appropriate geographical vocabulary in communicating findings

Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data

Ge40 Describe, compare and offer reasons for their views

Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales

Ge42 Use secondary sources of information and ICT as part of investigations plans

Window On The World

Concepts

A.   To describe and understand key aspects of human geography, including types of settlement and land use (NC)

B.   To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)

C.   To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries

Skills

Ge33 Ask and respond to geographical questions and offer their own ideas

Ge34 Explore places with different climate zones and compare and describe how climate affects living things

Satellite View - Concepts and Skills - Year 4

Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments

Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales

Ge38 Use appropriate geographical vocabulary in communicating findings

Ge40 Describe, compare and offer reasons for their views

Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales

Ge42 Use secondary sources of information and ICT as part of investigations

Year 4
Science
Rocky The Findosaur

Concepts

A. To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (NC)
B. To know and describe in simple terms how fossils are formed when things that have lived are trapped within rock (NC)
C. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (UKS2 NC)
D. To know that soils are made from rocks and organic matter (NC)
E. To compare and group materials together, according to whether they are solids, liquids or gases (NC)
F. To know and observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (NC)
G. To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (NC)

Skills

Sc25 Set up and carry out simple practical enquiries, comparative and fair tests
Sc26 Put forward ideas about testing and make predictions
Sc27 Make close observations and comparisons
Sc28 Observe patterns and suggest explanations
Sc29 Collect data
Sc30 Recognise and explain why a test is fair or unfair
Sc31 Identify simple trends to answer questions
Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated
Sc33 Use scientific evidence to answer questions
Sc34 Use a range of equipment, including data loggers and thermometers
Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language
Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports
Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions

Picture Our Planet

Concepts

A. To identify how sounds are made, associating some of them with something vibrating (NC)
B. To know that vibrations from sounds travel through a medium to the ear (NC)
C. To recognise patterns between the volume of a sound and the strength of the vibrations that produce it (NC)
D. To identify patterns between the pitch of a sound and the feature of the object that produced it (NC)

Skills

Sc25 Set up and carry out simple practical enquiries, comparative and fair tests
Sc26 Put forward ideas about testing and make predictions
Sc27 Make close observations and comparisons
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Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports
Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions

Lightning Speed

Concepts

A. To identify common appliances that run on electricity (NC)

B. To know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (NC)

C. To 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 (NC)

D. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (NC)

E. To know and identify some common conductors and insulators, and associate metals with being good conductors (NC)

Skills

Sc25 Set up and carry out simple practical enquiries, comparative and fair tests Sc26 Put forward ideas about testing and make predictions

Sc27 Make close observations and comparisons

Sc28 Observe patterns and suggest explanations

Sc29 Collect data

Sc30 Recognise and explain why a test is fair or unfair

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Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports

Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions

A World Of Difference / Cry Freedom

Concepts

A. To know that light is reflected from surfaces (NC)

B. To find patterns in the way that shadows change (NC)

Skills

Sc25 Set up and carry out simple practical enquiries, comparative and fair tests

Sc26 Put forward ideas about testing and make predictions

Sc27 Make close observations and comparisons

Sc28 Observe patterns and suggest explanations

Sc29 Collect data

Sc30 Recognise and explain why a test is fair or unfair

Sc31 Identify simple trends to answer questions

Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated

Sc33 Use scientific evidence to answer questions

Sc34 Use a range of equipment, including data loggers and thermometers

Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language

Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports

Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions

Operation Pied Piper

Concepts

• To know how to carry out a fair test on materials that could be used for a gas mask

Skills

Sc15 Ask relevant questions

Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests

Sc17 Suggest what might happen in comparative and fair tests

Sc18 Make careful observations and comparisons

Sc19 Recognise what constitutes a fair test

Sc22 Discuss and describe findings

Sc23 Communicate findings using simple scientific language in written explanations, drawing, labelled diagrams, keys, bar charts or tables

Sc24 Use results to draw simple conclusions

Year 4
History

Cry Freedom

Concepts

NC - Pupils should be taught about a non-European society that provides contrasts with British history

NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

A. To know and understand what slavery is an recognise its different forms

B. To learn about the history of slavery around the world - Europe, Asia, Africa, America

C. To learn about key figures involved in the abolition of slavery

D. To learn about modern-day slavery

Skills

Hi23 Ask and answer a variety of perceptive historical question

Hi24 Investigate the characteristic features of, and changes within, periods of history that were of global significance

Hi25 Identify the impact of the movement and settlement of people in different periods of history

Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past

Hi28 Place events, people and changes into correct periods of time on a timeline

Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC

Hi31 Communicate knowledge and understanding in a variety of ways

Operation Pied Piper

Concepts

A. To know where and when WWII took place, who the main leaders were, and which countries were involved

B. To identify and locate on a map the countries involved in World War II

C. To learn about the evacuation process during World War II

D. To learn what the Blitz was and know about the shelters used to protect people from air raids

E. To know about the Home Front and understand the reasons for rationing

Skills

Hi24 Investigate the characteristic features of, and changes within, periods of history that were of global significance

Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past

Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved

Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC

Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted

Hi31 Communicate knowledge and understanding in a variety of ways

Viking Warrior

Concepts

NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

•   To know and be able to retell the life story of Ragnar Lothbrok

•   To know the chronology of invaders and settlers in Britain

•   To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact

•   To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions

•   To understand why the Vikings invaded Britain

•   To understand the way in which the past impacts on the present

Skills

Hi25 Identify the impact of the movement and settlement of people in different periods of history

Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past

Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved

Hi28 Place events, people and changes into correct periods of time on a timeline

Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC

Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted

Satellite View - Concepts and Skills - Year 4

Year 4
Art
A World of Difference

Drawing and Painting

Concepts

NC - To create sketch books to record their observations and use them to review and revisit ideas

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know that the mandala is a symbolic representation of the universe in Tibetan Buddhism
- To understand that the mandala is derived from the world 'circle'
- To learn that Mandalas are used as spiritual teaching tool that helps strengthen meditation and increase focus
- To understand some of the features from Islamic art

Skills

Ar49 *Drawing* Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media

Ar56 Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary

Ar59 *Drawing* Make informed choices in drawing including use of paper and media

Ar60 *Drawing* Collect images and information independently in a sketchbook

Ar69 Design and create images and artefacts for clearly defined purposes

Lightning Speed

Printing

Skills Development

- To know about a range of lines and marks that create different effects when printing

Concepts

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To learn a range of printing techniques that were used from both Ancient and Modern times e.g. 'wood block'

Skills

Ar51 *Printing* Research, create and refine a print using a variety of techniques

Ar52 *Printing* Explore resist printing including marbling and silkscreen

Ar64 *Printing* Select broadly the kinds of material to print with in order to achieve the desired effect

Law and Order / Operation Pied Piper

Drawing

Skills Development

- To know that line can be used effectively as a visual element in drawing

Concepts

NC - To create sketch books to record their observations and use them to review and revisit ideas

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know the rule of thirds is a set of guidelines used to composing artwork for 2D mediums, such as photography, drawing and painting
- To know that artists use the rule of thirds when creating landscapes, but that it can also be used for subject matter, still life, figures and portraits

Skills

Ar49 *Drawing* Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media

Ar54 Find out about artists, architects and designers

Ar55 *Drawing* Use research to inspire drawings from memory and imagination Ar56 *Drawing* Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary

Ar59 *Drawing* Make informed choices in drawing including use of paper and media

Ar60 *Drawing* Collect images and information independently in a sketchbook

Picture Our Planet

Textiles and Collage

Skills Development

• To know how to cut, layer and join materials
Concepts
NC - To know about great artists, architects and designers
• To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines

Skills
Ar54 Find out about artists, architects and designers
Ar57 *Textiles / Collage* Match the correct tool to the material
Ar65 *Textiles / Collage* Choose collage or textiles as a means of extending work already achieved
Ar69 Design and create images and artefacts for clearly defined purposes

Cry Freedom
Mixed Media
Concepts
NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
• To learn about the role of graffiti as an artform and a political tool in society (as well as a discouraged form of vandalism)
• To learn about Banksy and how he uses graffiti to speak out on issues such as greed, poverty and slave labour

Skills
Ar54 Find out about artists, architects and designers
Ar55 *Drawing* Use research to inspire drawings from memory and imagination
Ar69 Design and create images and artefacts for clearly defined purposes

Satellite View - Concepts and Skills - Year 4

Year 4
Design Technology

Lightning Speed

Concepts

NC - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

NC - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

NC - Investigate and analyse a range of existing products

NC - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

• Design and make a model of a new communications device for the Evil Genius

Skills

Dt28 Use research to inform their design

Dt30 Evaluate work, adapting and improving through the views of others to improve their work

Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes

Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Dt33 Join and combine materials and components accurately in temporary and permanent ways

Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy

Law and Order - Mechanisms - Levers and Linkages I

Concepts

NC - Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)

NC - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately

• Construct some of the examples of levers and linkages

• Design, make and evaluate a celebration card that includes a mechanical system. The picture must include levers and linkages

Skills

Dt23 Identify a purpose and establish criteria for a successful product

Dt26 Selecting appropriate tools and techniques, name and describe them

Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy

Picture Our Planet - Textiles

Concepts

NC - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

NC - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately

NC - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

NC - Investigate and analyse a range of existing products

• Design and make an animal soft toy, aimed at toddlers, in association with the Scottish Wildlife Trust

Skills

Dt21 Generate, develop and explain ideas for products to meet a range of needs

Dt23 Identify a purpose and establish criteria for a successful product

Dt24 Evaluate work, adapting and improving where appropriate

Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes

Dt26 Selecting appropriate tools and techniques, name and describe them

Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy

Picture Our Planet - Food Technology

Concepts

NC - understand and apply the principles of a healthy and varied diet

• To make the traditional Scottish sweet, Tablet

Skills

Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic
Operation Pied Piper
Concepts
• To design and make a garden shelter using an Anderson shelter as inspiration
Skills Dt28 Use research to inform their design Dt30 Evaluate work, adapting and improving through the views of others to improve their work Dt31 Communicate design ideas in di erent ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Dt33 Join and combine materials and components accurately in temporary and permanent ways Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine component and materials with increasing accuracy

Year 4
Music

A World of Difference

Skills Development

• To learn about the pentatonic scale and combine known rhythmic notation with letter names to create short pentatonic phrases

Concepts

NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

• To know the purpose of notation
• To know how to write basic musical notation
• To know some songs associated with Festivals of Light e.g. Hanukkah
• To know how to choose and play a variety of tuned and untuned instruments

Skills

Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion

Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music

Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory

Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear

Mu37 Perform with awareness of different parts that others are playing or singing

Lightning Speed

Skills Development

• To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow

Concepts

NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music

• To know that music can affect mood and emotions
• To know how to use tempo and pitch to create drama and evoke different moods
• To know the features of major and minor tonality
• To understand and explain their own personal likes and dislikes in music, related back to the elements of music

Skills

Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion

Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music

Mu33 Explore, recall and plan sounds using symbols and ICT

Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory

Mu37 Perform with awareness of different parts that others are playing or singing

Law and Order / Operation Pied Piper

Skills Development

• To use listening skills to keep the beat in a piece of music, showing awareness of and responding to change in tempo
• To make compositional decisions about the overall structure of improvisations
• To improvise by inventing short 'on-the-spot' rhythm patterns

Concepts

NC - Use and understand staff and other musical notations

• To know the basic notation values
• To know what crotchets, minims and semibreves are
• To know how to read simple duration notation
• To know the importance of listening to each other when performing in groups

Skills

Mu33 Explore, recall and plan sounds using symbols and ICT

Mu34 Combine several layers of sound, observing the combined effect

Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory

Mu37 Perform with awareness of different parts that others are playing or singing

Picture Our Planet

Skills Development

• To use listening skills to correctly identify how many sounds they can hear and to name the individual instrument voices
• To create and play a group piece which shows understanding of texture and notation

Concepts

NC - Develop an understanding of the history of music

- To know what the ancient instruments, the carnyx and the crwth, are
- To know the origins of Celtic music
- To know that the bodhran is a Celtic drum
- To understand what improvisation means
- To know what a rhythmic pattern is

Skills

Mu34 Combine several layers of sound, observing the combined effect

Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory

Cry Freedom

Skills Development

- To practice breathing techniques in order to improve vocal control
- To improve diction when singing
- To understand the importance of posture when signing

Concepts

NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

NC - Develop an understanding of the history of music.

Skills

Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion

Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music

Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory

Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear

Mu37 Perform with awareness of different parts that others are playing or singing

Year 4
Computing

Picture Our Planet – Multimedia (Photo Editing) and Information Technology (Email)
Concepts
NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
• Understand how to edit photos using advanced tools and filters
NC - To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
NC – Know how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
• To understand email and be able to draft and send them

Skills
Mm6 Explore alternative approaches to develop and refine work
Mm7 Use a variety of ICT tools to create, refine and present work in a variety of ways
Mm8 Use features of layout, presentation and organisation in print and on screen
Mm9 Use editing skills for visual effectsIT4 Save and use stored information to follow lines of enquiry
IT5 Identify the opportunities computer networks offer for communication and collaboration
IT6 Use key words to search for and select appropriate information from the internet and other digital sources
IT7 Understand computer networks including the Internet, recognizing how they can provide multiple services, such as the world-wide web

A World of Difference – Multimedia (Presentation)
Concepts
NC – Know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
NC – Know how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
• To know how to create a quiz using a presentation program

Skills
Mm6 Explore alternative approaches to develop and refine work
Mm7 Use a variety of ICT tools to create, refine and present work in a variety of ways
Mm8 Use features of layout, presentation and organisation in print and on screen
Mm9 Use editing skills for visual effects

Law and Order /Operation Pied Piper- Computer Science
Concepts
NC – Know how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
NC – Know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
• To know how to create a 3D world within Kodu
• To know how to Identify selection
• To understand and use selection with Kodu

Skills
CS4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
CS5 Solve problems by decomposing them into smaller parts
CS6 Use sequence, selection, and repetition in programs
CS7 Work with variables and various forms of input and output
CS8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Lightning Speed – Computer Networks
Concepts
NC - To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Satellite View - Concepts and Skills - Year 4

A. To understand that the computers in a school are connected together in a network

B. To understand why computers are networked

C. To understand the difference between the internet and the World Wide Web (WWW)

D. To understand that servers on the internet are located across the planet

- To understand how email is sent across the internet

Skills

DC5 Use ICT to exchange ideas and collaborate with others remotely

DC6 Use ICT safely and appreciate the need to keep electronic data secure

IT5 Identify the opportunities computer networks offer for communication and collaboration

IT6 Use key words to search for and select appropriate information from the internet and other digital sources

IT7 Understand computer networks including the Internet, recognizing how they can provide multiple services, such as the world-wide web

Satellite View - Concepts and Skills - Year 4

Year 4
PSHE - Discrete

Autumn 1

Core 1 Unit 6 Lesson 5: Internet Use - Online Usage

Concepts
- Know that for most people the internet is an integral part of life and has many benefits
- Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental wellbeing

Core 1 Unit 6 Lesson 6: Internet Use – Age Limits

Concepts
- To know why social media, some computer games and online gaming, for example, are age restricted
- To know where and how to report concerns and get support with issues online

Skills

PW33 Begin to make responsible choices and consider consequences

PW39 Behave safely and responsibly in different situations

HW21 Use ICT safely including keeping electronic data secure

Autumn 2

Core 3 Unit 3 Lesson 1: Gender Stereotypes – His and Hers

Concepts
- Know what a stereotype is, and how stereotypes can be unfair, negative and destructive
- Know and understand the terms 'discrimination' and 'stereotype'
- Challenge stereotypes relating to gender and work

Core 2 Unit 3 Lesson 2: Self Worth – I'm A Marvel

Concepts
- Understand what self-esteem is and why it is important
- Know how to communicate their opinions in a group setting

Core 1 Unit 5 Lesson 5: Feelings – Overreacting

Concepts
- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Skills

PW32 Talk about their views on issues that affect themselves and their class

PW34 Develop strategies for managing and controlling strong feelings and emotions

PW44 Empathise with another viewpoint

PW65 Recognise how new relationships may develop

HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying

HW11 Recognise how their behaviour and that of others may influence people both positively and negatively

HW20 Work independently and in groups, taking on different roles and collaborating towards common goals

Ci8 Show awareness of issues affecting communities and groups

Ci12 Recognise the importance of local organisations in providing for the needs of the local community

Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally

Spring 1

Core 1 Unit 3 Lesson 3: Working With Food – Master Chef

Concepts
- Know the principles of planning and preparing a range of healthy meals

Core 1 Unit 3 Lesson 4: Working With Food – Our Food Hall

Concepts
- Learn to prepare and cook a variety of dishes

Skills

PW25 Identify the range of jobs carried out by the people they know

PW27 Reflect on the range of skills needed in different jobs

PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle

PW41 Begin to make informed lifestyle choices

PW45 Form and maintain appropriate relationships with a range of different people

HW8 Recognise stereotyping and discrimination

Ci15 Work co-operatively, showing fairness and consideration to others
Ci24 Work collaboratively towards common goals
Ci25 Reach agreements, make decisions and manage discussions to achieve positive results

Spring 2
Concepts
Core 1 Unit 5 Lesson 6: Self-Respect – Let's R.O.C.K!
Concepts
• Learn about the importance of self-respect and how this links to their own happiness
Skills
PW6 Recognise what they are good at
PW7 Recognise, name and manage their feelings in a positive way

Summer 1
Core 2 Unit 1 Lesson 3: Responding To Others – Agony Aunt
Concepts
• Understand why it is important to listen to others
Core 2 Unit 1 Lesson 4: Expressing Opinions – It's Debatable
Concepts
• Know how to communicate their opinions in s group setting
• Understand why it is important to listen to others
Core 1 Unit 5 Lesson 3: Loss / Separation – Left Behind
Concepts
• Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
Skills
PW32 Talk about their views on issues that affect themselves and their class
PW34 Develop strategies for managing and controlling strong feelings and emotions
PW42 Identify strategies to respond to negative behaviour constructively and ask for help
PW44 Empathise with another viewpoint
HW13 Listen to and show consideration for other people's views
Ci15 Work co-operatively, showing fairness and consideration to others

Summer 2
Core 2 Unit 4 Lesson 1: Connections – Paper Chains
Concepts
• Understand that we are all connected by our similarities
Skills
PW44 Empathise with another viewpoint
HW4 Recognise and respect similarities and differences between people
Ci15 Work co-operatively, showing fairness and consideration to others

Year 4
PSHE / Computing
Lesson 1 – Online Relationships & Online Bullying (Autumn 1)
Overview
To understand downtime and how we should behave during it
This is the first lesson of the Year 4 Safe Zone where children take on the role of Lieutenant for the year. In this lesson, children look at their 'downtime'. They discuss activities they like to do in their spare time online, the difficulties they could face, and how they should conduct themselves.
Objectives
• I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).
• I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
• I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.

- I can recognise when someone is upset, hurt or angry online.
- I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
- I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Key Vocabulary

downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection

Lesson 2 – Health, Well-being and Lifestyle (Autumn 2)

Overview

To reflect on screen time and what you access online

In this lesson, children look at the distraction technology can be, from both a positive and negative view. Children will learn about the daily recommended screen time limits and discuss whether they think this is suitable. They will discuss different scenarios around technology as a distraction and decide whether their use is healthy by filling in a Personal Technology Audit.

Objectives

- I can explain how using technology can be a distraction from other things, in both a positive and negative way.
- I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

Key Vocabulary

distraction, focus, concentration, engrossed, limit, screen time, technology, audit

Lesson 3 – Online Reputation & Managing Online Information (Spring 1)

Overview

To question the validity of online sources of information

In this lesson, children will extend their knowledge of safe searching of the internet by being shown another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they can check the validity of the information for themselves. They will begin to understand the terms 'fake news' and 'misinformation' and the reasons people might post these.

Objectives

- I can describe how to find out information about others by searching online.
- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
- I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
- I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).
- I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
- I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Key Vocabulary

fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal

Lesson 4 – Self-Image and Identity (Spring 2)

Overview

To review online identity.

In this lesson, children will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens.

Objectives

- I can explain how my online identity can be different to my offline identity.
- I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

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Key Vocabulary
violation, protocol, identity, impersonation, pretend, public, social media, implications

Lesson 5 – Copyright and Ownership (Summer 1)
Overview
To create an online portfolio being aware of copyright and ownership.
In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.
Objectives
• When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
• I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
Key Vocabulary
portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings

Lesson 6 – Privacy and Security (Summer 2)
Overview
To create an online portfolio being aware of copyright and ownership.
In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so
Objectives
• I can describe strategies for keeping personal information private, depending on context.
• I can explain that internet use is never fully private and is monitored, e.g. adult supervision.
• I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.
• I know what the **digital age of consent** is and the impact this has on online services asking for consent.
Key Vocabulary
portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings