

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Geography

*To use the eight points of a compass, four and six-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.
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
*human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

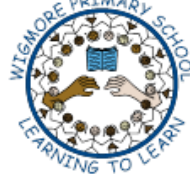
Art

Create sketch books to record their observations and use them to review and revisit ideas
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Learn about great artists, architects and designers in history.

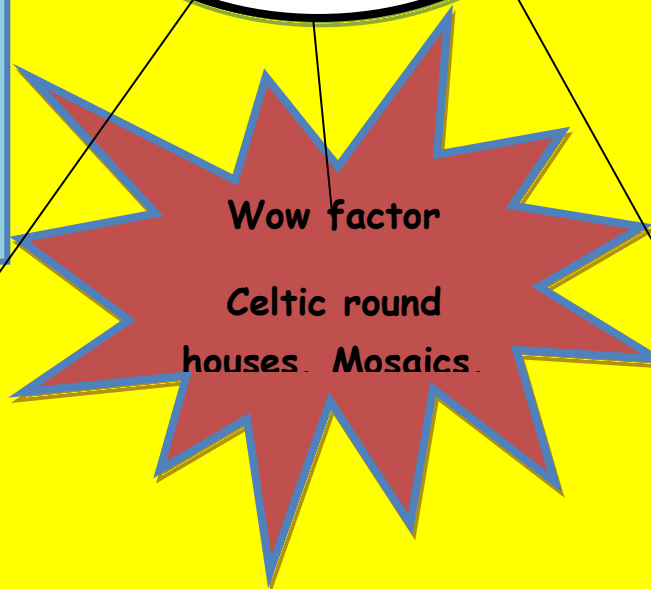
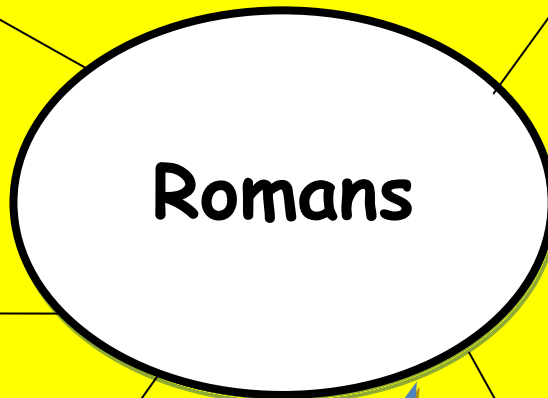
Computing

Understand computing networks.
Use internet safely and appropriately.

Wigmore Primary School Creative Curriculum



Medium Term Planning Year 4 Autumn Term



Maths / English / PSHE Cross Curricular Links

PHSE: I know what it feels like to be unwelcome.
PHSE: I know how most people feel when they lose something or someone they love.
PHSE: I can tell you how I would feel if a change that I didn't want to happen was imposed on me.

English: Draft and write by: in narratives, creating settings, characters and plot

Design Technology

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.

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

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. Understand how key events and individuals in design and technology have helped shape the world.

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

Music

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

Listen with attention to detail and recall sounds with increasing aural memory