

Year 4.

	<i>History</i> <b>Ancient Greece.</b>	<i>Geography</i> <b>Spain.</b>	<i>Geography</i> <b>What is happening to our world?</b>	<i>Geography</i> <b>What is happening to our world?</b>	<i>Science</i> <b>How are animals different to each other?</b>	<i>History</i> <b>The Roman empire.</b>
<b><i>History</i></b>	Ancient Greece  Pupils should be taught a study of Greek life and achievements and their influence on the western world					Achievements of the earliest civilizations, a study in depth of the Romanisation of Britain – the impact of technology, culture and beliefs, including early Christianity. British resistance and Boudicca/Celts.
<b><i>Geography</i></b>		Location knowledge – latitude, longitude, equator northern and southern hemisphere. Then locate Europe and France on maps. Place knowledge – understand differences between UK and Italy/Spain Human geography – climate, land use, natural resources, economic activity.	Physical geography - Describe and understand key aspects of climate zones, biomes and vegetation belts and the water cycle.	Physical geography - Describe and understand key aspects of climate zones, biomes and vegetation belts and the water cycle.		
<b><i>Science</i></b>		Electricity: Identify common appliances that run on electricity Construct a simple circuit naming cells, wires, bulbs, switches and buzzers	States of matter: compare and group materials as to whether solid, liquid or gas Observe that some materials change state when heated or cooled and measure the	States of matter: (Water Cycle): 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 - continue: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name living things	Sound: Identify how sounds are made associating some of them with vibrating Recognise that vibrations from sounds travel through a medium to the ear

		<p>Identify whether a lamp will light or not (is it a complete loop?)</p> <p>Recognise a switch opens and closes a circuit</p> <p>Recognise common conductors (metal being good) and insulators</p>	<p>temperature in which this happens</p>	<p>Living Things and their Habitats:</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals including Humans:</p> <p>Describe the simple functions of the digestive system in humans.</p> <p>Identify different types of teeth and their functions.</p> <p>Construct &amp; interpret food chains, identifying producers, predators and prey.</p>	<p>Find patterns between the pitch of sound and objects that produced it</p> <p>Find patterns between volume of sound and strength of vibrations that produced it</p> <p>Recognise that sounds gets fainter as distance increases.</p>
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