



Graiseley Primary School

**Foundation Subjects Curriculum Map Year 4**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Anglo-Saxons	Mayan Civilisation	Ancient Greeks		Natural Disasters	Our Local Area
History	A <u>British History Study</u> Britain's Settlement by Anglo Saxons and Scots	A <u>world history study</u> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.	A <u>European history study</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world including their influence on Britain.		How natural disasters in the past have changed the World today. Looking back at major earthquakes and volcanoes.	A <u>local history study</u> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Geography	<u>Place Knowledge</u> Understand geographical similarities and differences. <b>Compare Anglo-Saxon Britain to the modern day Britain.</b>	<u>Place Knowledge</u> Understand geographical similarities and differences. <b>Study a region within South America.</b> <u>Human &amp; Physical</u> Describe and understand key aspects of the physical and human geography of an area of South America. <u>Geographical Skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe	<u>Location Knowledge</u> Locate the world's countries; focus on <b>Europe and Greece.</b> <u>Human and Physical</u> Describe and understand key aspects of physical geography, including climate. <u>Geographical Skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<u>Place Knowledge</u> Understand geographical similarities and differences. <b>Compare Greece to the UK.</b>	<u>Human &amp; Physical Geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <u>Geographical Skills</u> Use maps, atlases, globes and digital/computer technologies to locate and describe features studied.	<u>Location Knowledge</u> Name and locate counties and cities of the United Kingdom, their geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <u>Geographical Skills</u> Use fieldwork to observe, measure and record the human and physical features in the local area. (eg. an area of the Black Country).

<b>Art</b>	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	To create sketch books to record their observations and use them to review and revisit ideas.	Ancient Greek pots- looking at their significance and producing their own artwork to be put onto a pot.	To produce their own Greek God/Goddess- What power would the God/Goddess have?	To research about great artists, architects and designers in history	To create sketch books to record their observations and use them to review and revisit ideas.
<b>DT</b>	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed- link to Science teeth and healthy eating.		Plate making and building their own Greek masks.		Creating a volcano - Science	
<b>RE</b>	Why do Christians make special journeys?	Why is Jesus important for Christians?	Christianity in our neighbourhood	Why is Easter important?	Hinduism, Islam and Sikhism in our neighbourhood.	Growing up in a Muslim family.
<b>PSHE</b>	New beginnings	Say no to bullying	Going for goals	Getting on and falling out	Relationships	Changes
<b>PE</b>	Gym	Dance	Net/Wall Games	Dance	Invasion Games	Athletics
<b>MFL</b>	French	French	French	French	French	French
<b>BLP</b>	Perseverance	Questioning	Collaborating	Perseverance	Collaborating	Revising

<b>Music</b>	Develop an understanding of the history of music-related to Ancient Greeks.	Develop an understanding of the history of music-related to Ancient Greeks.	Develop an understanding of the history of music- related to how music has developed within the local area and in Great Britain.	Study the sounds that some of the natural disasters make e.g. volcanoes, tsunamis and earthquake. Children are then to come up with their own natural disaster sounds using instruments.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Develop an understanding of the history of music-related to Mayans and Aztecs.
<b>Music</b>	<b>MAJORITY OF MUSIC WILL BE TAUGHT BY MUSIC SCHOOL SERVICES UNDER THE WIDER OPPORTUNITIES PROGRAMME WHERE THE WHOLE CLASS WILL LEARN HOW TO PLAY BRASS, WIND AND STRING INSTRUMENTS</b>					
<b>Science</b>	Animals including humans	All living things- Sex and relationships Education	Electricity		State of matter	Sound
<b>Visits</b>		Sea Life Centre	Church	Think Tank		Mosque