

# Cross curricular topics

## Year 4

### Autumn Term

<b>Science</b>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
<b>Geography / History</b>	<p><b>History- Roman Empire "What happened when the Romans came? (RS)</b></p> <ul style="list-style-type: none"> <li>In this unit, the children will:</li> <li>gain a coherent knowledge and understanding of</li> <li>Britain's past and that of the wider world by knowing</li> <li>about the Roman Empire and its impact on Britain</li> <li>understand historical concepts and terms such as</li> <li>civilisation, empire, change etc</li> <li>ask perceptive questions, think critically, weigh</li> <li>evidence, sift arguments and develop perspective.</li> </ul>	<p><b>Geography - "Where on Earth are we?"</b></p> <p>In this unit, the children will:</p> <p>-Improve their locational knowledge through identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>-Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied</p> <p>-Use the eight points of the compass to build their knowledge of the wider world.</p>
<b>DT/ ART</b>	<p><b>DT - Healthy cooking - Pizza</b></p> <ul style="list-style-type: none"> <li>Design, make, evaluate and Technical knowledge</li> </ul>	<p><b>Art - Artist Study (Salvador Dali)</b></p>
<b>WOW! Inc visits</b>		

# Spring

<p><b>Science</b></p>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
<p><b>Geography / History</b></p>	<p><b>History - Greek Legacy "Why Should we thank the Ancient Greeks?" (RS)</b></p> <ul style="list-style-type: none"> <li>• In this unit, the children will:</li> <li>• learn about a non-European society - the Mayan</li> <li>• civilisation c. 900ad - that provides contrasts with</li> <li>• British history</li> <li>• gain a coherent knowledge and understanding of</li> <li>• Britain's past and that of the wider world</li> <li>• know and understand significant aspects of the</li> <li>• history of the wider world, including characteristic features of past non-European societies.</li> </ul>	<p><b>Geography - "Can you come on a great American road trip?"</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>-Enhance their locational and place knowledge</li> <li>-Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>-Understand geographical similarities and differences through the study of a region in North and South America</li> <li>-Use maps, atlases, globes and digital/computer mapping</li> <li>-Learn to use the eight points of a compass.</li> </ul>
<p><b>DT/ ART</b></p>	<p><b>Art - Mosaics</b></p>	<p><b>DT - Musical Instruments</b></p>
<p><b>WOW! Inc visits</b></p>		

# Summer

<b>Science</b>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<b>Geography / History</b>	<p><b>History - Anglo Saxons and Scots (Boudicca) "What impact did the Anglo Saxons Have?" (RS)</b></p> <p>In this unit the children will:</p> <ul style="list-style-type: none"> <li>understand the history of Britain as a coherent and chronological narrative, from the earliest times to the present day</li> <li>learn how Britain has influenced and been influenced by the wider world</li> <li>understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrast and frame historically valid questions</li> <li>create their own structured accounts, including written narratives and analyses.</li> </ul>	<p><b>Geography - "Is climate cool?"</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>-Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them</li> <li>-Describe and give examples of the variety of biomes and vegetation belts</li> <li>-Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.</li> </ul>
<b>DT/ ART</b>	<b>Art- Textiles and printing</b>	<p><b>DT- storybooks linkages and levers (weather)</b></p> <ul style="list-style-type: none"> <li>Design, make, evaluate and Technical knowledge</li> </ul>
<b>WOW! Inc visits</b>		