

Curriculum Coverage & Mapping – Year 4

	A1	A2	S1	S2	Su1	Su2
Enquiry Question	How did the Anglo Saxons farm and how is different from today?	How can we prepare for a Tudor banquet?	Where does our energy come from and how much do we use?	What are the cycles of our solar system?	How did the Ancient Egyptians live in harmony with Nature?	What do different indigenous cultures teach us?
Science NC links	<p>Animals, including humans describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p>	<p>Sound identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Electricity identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether</p>	<p>Earth and Space (NC Links from year 5) describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p>	<p>States of Matter identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Working Scientifically</p>	<p>Living things and their habitats 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 a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that</p>

		<p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Forces (NC Links from year 5)</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>		<p>this can sometimes pose dangers to living things</p> <p>Animals, including humans</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>
History NC links	Britain's settlement by Anglo-Saxons and Scots		<i>Significant inventors and pioneers of renewable energy (taught within English lessons)</i>	<i>History of space travel</i>	The achievements of an early civilisation: Ancient Egypt	

<p>Geography NC links</p>		<p>Indigenous culture – Stories around fire Aboriginal - Australia China Africa</p>	<p>Human and physical geography Physical Geography including: climate zones, biomes and vegetation belts and mountains</p> <p>Human Geography including: the distribution of natural resources including energy</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>Geographic Skills and Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>
<p>Principle of Harmony</p>	<p>INTERDEPENDENCE</p>	<p>DIVERSITY</p>	<p>HEALTH</p>	<p>CYCLE</p>	<p>ONENESS</p>	<p>ADAPTATION</p>

<p>Afl Principle questions</p>	<p>How did Anglo Saxon communities work in harmony with each other?</p> <p>How were foods produced compared to today?</p> <p>What are the advantages and disadvantages of different farming systems in the UK today?</p>	<p>What do we mean by a culture?</p> <p>What have we learned from the stories of different cultures?</p> <p>How does their culture differ from ours?</p>	<p>How do our different sources of energy affect our health?</p> <p>Why should we measure our energy use?</p> <p>What are the advantages and disadvantages of different energy sources?</p>	<p>Why does our Solar System work in Cycles?</p> <p>What cycles do we experience throughout our lives?</p> <p>What are the benefits of solar energy?</p>	<p>How did the Ancient Egyptians feel connected to the River Nile?</p> <p>How did Ancient Egyptians show their spiritual connection to their world?</p> <p>What can learn from the Ancient Egyptians about using locally sourced food and materials?</p>	<p>How do different animals adapt to their environment?</p> <p>Why do species in Nature need to adapt?</p> <p>How might we need to adapt in the future?</p>
<p>Sustainability Theme</p>	<p>Food and Farming</p>	<p>Learning from the past to create a better future</p>	<p>Climate Change and Energy Use</p>	<p>Cycles and Waste</p>	<p>Health and wellbeing</p>	<p>Biodiversity</p>
<p>SDGs/Good life goals</p>	<p>13 – Climate action 15 – Life on Land</p>	<p>15 – Life on Land</p>	<p>7 – Affordable and clean energy</p>	<p>13 – Climate Action</p>	<p>12 – Responsible consumption and production/Live better</p>	<p>13 – Climate Action</p>