



Year Group Topic Curriculum Map 2023-2024 **Year Four**

Autumn Term 1

TOPIC	Africa		Driver subject(s)	Geography
Values (s)	Independence Self-Belief Bravery			
Learning Links	Past – Who is a Nelson Mandela? Present – What is Africa like now? Future – What does their future look like?		Global Themes	EDI Citizenship Environment
Opening Wow /Immersive classroom	African cultural - Jewellery making and Immersive Classroom		End of topic showcase	Double page spread about topic, act out the storytelling unit and share huts made in DT Come and See. Flashback Fridays.
Trips/Visitors	NMPAT – African Drumming			
What do the children want to learn?	<u>African culture & Geographical Make Up</u> How is it different in different parts of the continent? IS the landscape different? Do the people live in different ways within the continent? What is city life like? What is village life like? Are all homes & buildings the same? What is the climate like? What animals are native and what is special about them?			
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing)	Science	RE/PSHE/RSE
Text: Lila and The Secret of the Rain Plot: Wishing Tale Writing Focus: Characterisation	Knowledge & Understanding: I know that there are 54 countries in Africa and I will be able to name at least 3 of them. I know how to research to discover features of African villages, towns and cities and appreciate the differences by: - Knowing about different types of houses in Africa -knowing the difference between urban and rural Africa I know about the settlements of a country in Africa and can compare it to my region	<u>COMPUTING</u> <ul style="list-style-type: none"> Online Safety Effective Searching Knowledge: <ul style="list-style-type: none"> have a good understanding of the online safety rules we learn at school. (4.2 & across curriculum) demonstrate how to use different online technologies safely. (4.2 & across curriculum) demonstrate how to use a few different online services safely. (4.2 & across curriculum) 	<u>States of Matter:</u> Knowledge: <ul style="list-style-type: none"> Identify materials as solids, liquids or gases Describe the properties of solids, liquids and gases Know that solids consisting of very small pieces (e.g. sand) behave like liquids in some ways Know that there are gases all around us but they are invisible State the properties of gases Know how to use a thermometer 	<u>PSHCE & RSE –</u> Personal Safety – Knowledge How do I recognise my own feelings and communicate them to others? Which school/classroom rules are about helping people to feel safe? What qualities do trusted adults and trusted friends have? Who is on my network of support and how can I ask them for help? What could I do if I feel worried about a friendship or family relationship? What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?

Maths, PSHCE, Spanish and PE will run in conjunction with the National curriculum expectations

	<p>I can compare the human and physical features of a region in Africa to my region.</p> <p>I Know some of the human and physical features of Africa</p> <p>Skills: Use maps, atlases, globes and digital/computer mapping to locate all 7 continents with confidence.</p> <p>Working in supported groups to use digital technologies. To research the features of Africa.</p> <p>Working in supported groups to describe the differences between the African villages, towns and cities.</p> <p>History Skills:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to describe key features the period when Nelson Mandela was alive. Investigate different accounts of significant events in Nelson Mandela's life and explain some of the reasons why the accounts may be different. Construct informed responses about the significance of Nelson Mandela becoming the first black president of South Africa, through careful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> know I have a right to privacy both on and offline. (4.2 & across curriculum) recognise that my wellbeing can be affected by how I use technology. (4.2 & curriculum) <p>Skills:</p> <ul style="list-style-type: none"> review solutions that others have created, using a checklist of criteria. (4.1, 4.2) create and improve my solutions to a problem based on feedback. (4.1, 4.2) report with ease any concerns with content and contact online and know immediate strategies to keep safe. (4.2 & across curriculum) <p>EXPLORING TECHNOLOGY</p> <ul style="list-style-type: none"> How is technology different in Africa? <p>DT – 3D Model of African hut</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can describe and prove how my design meets a set criteria. I can explain why it's important to test ideas out using prototypes. I can learn to use a range of tools and equipment safely, appropriately and accurately. I can explain how to create a product that is aesthetically pleasing. I can consider my design criteria as I make progress and am willing to alter my plans, sometimes considering the views of others if this helps to improve the product. 	<ul style="list-style-type: none"> Know that the same material can exist as both solid and liquid Name the changes of state Describe the water cycle in terms of changes of state <p>Skills:</p> <ul style="list-style-type: none"> Begin to assign properties to different states of matter Set up simple comparative and fair tests to establish the factors that affect evaporation Record findings using simple scientific language, bar charts and/or tables Use results to draw simple conclusions 	<p>How can I decide if a secret is safe or unsafe? How can I keep safe online?</p> <p>Skills: I can explain the difference between wants and needs. I can describe some of the rights in the UN Convention on the Rights of the Child. I can explain how it feels to be treated with respect. I can name people of authority in school and the wider community. I can communicate respectfully with others. I can take part in making decisions for the class, sharing my opinions. I can take part in voting.</p> <p>RE (Discovery RE) – Buddhism (The Life of Buddha)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know about the life of Buddha. Understand how Buddha tried to be and stay happy. <p>Skills:</p> <ul style="list-style-type: none"> Empathise with others who may or may not be happy. Reflect on own happiness and compare with Buddha's teaching. <p>Reflect on how religious stories and teachings may influence Buddhists way of living.</p>
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	<ul style="list-style-type: none">• Gather more detail from sources such as maps of Africa to build up a clearer picture of the past.• Regularly devise own questions to find answers about Nelson Mandela and society at the time.• Begin to undertake their own research about Nelson Mandela.• Present, communicate and organise ideas about the past using posters (mind map)	<ul style="list-style-type: none">• I understand how mechanical and electrical systems have an input and output process.• I can explain how mechanical systems such as levers and linkages create movement. <p>Skills:</p> <ul style="list-style-type: none">• I can develop and follow simple design criteria.• I can use annotated sketches and cross-sectional drawings to develop and communicate my ideas.• When designing, I can explore different initial ideas before coming up with a final design.• I can select from a range of materials and components according to their aesthetic qualities.• I can use a wider range of materials and components, including construction materials and kits, textiles, mechanical and electrical components and food ingredients.• With growing independence, I can measure and mark out to the nearest cm and mm.• I can cut, shape and score materials with a growing degree of accuracy.• I can assemble, join and combine material and components with a growing degree of accuracy.• I can evaluate my product against the original design criteria.• I can evaluate key events, including technological developments, and designs of individuals that have helped shape the world.		
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		<ul style="list-style-type: none">• I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more sturdy products.• I can make and represent simple electrical circuits, such as a series and parallel, and components to create functional products.• I can use mechanical systems in my products. <p>EXPLORING MUSIC – African Drumming with NMPAT</p>		
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