

## Theme Overview – Living Things and Habitats/ Mountains/ Europe

Year	4	Term	Summer 2
Theme	Mountains	Big Question	Are all mountains the same?
<p>Focus of unit and scope of unit:            Throughout this unit the children will identify mountain ranges around the world and compare Snowdon and Mont Blanc. They will learn about how mountains are formed and the similarities and differences in climate and how this impacts human activity. The children will learn about the impact of human activity on the mountain environments.            Children will make careful observations of plants and animals to create keys and understand the energy transfer.            They will learn about perspective, form and texture in drawings to create a drawing of Thorpe Cloud.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>Children learn about the impact of human activity on plants and animals and know steps they can take to help this.            They work together to make careful observations.</p>	<p>The children will use a variety of artistic techniques influenced by AC Cain to create texture drawings of Thorpe Cloud and Dovedale, experimenting with different techniques.            They will come up with their own questions to classify animals.</p>	<p>Children will learn to use and create keys. They will analyse maps to identify key similarities and differences of two mountain ranges.            They will use data to draw conclusions about mountains and the activity on mountains.</p>	<p>Children experience awe and wonder in mountains. They understand how humans influence the world and the part we play in looking after our environment.            The children will learn to respect nature and understand how the world influences our activities.</p>
Big Start		Big Finish	
Dovedale		Art Gallery with parents	Dovedale

# Geography

Year 4	Term			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>In Year 3 the children studied local geography and rivers, including the hydrological water cycle. They started to use some symbols on the OS maps to identify certain features and studied the 8 points of a compass.</p> <p>The children looked at human and physical features of the local environment and the importance of environment on plants and animals.</p>		<p>The children will move onto comparing a tourist attraction in the UK to one in Europe and identify the impact that tourism has had on the local environments with regard to transport links and human activity.</p> <p>The children will stud rainforests and identify the equator and the tropic of Cancer and Capricorn. They will further develop their knowledge on the impact of the distribution of resources and farming on the environment.</p>	
Knowledge and Skills	Locational Knowledge	Place Knowledge		Human and Physical Knowledge
	<ul style="list-style-type: none"> <li>Know, name and locate at least six counties in the UK: Derbyshire, Greater London, Yorkshire, Nottinghamshire, Leicestershire, Lincolnshire</li> <li>Know, name and locate the main rivers in the UK: Thames, Derwent, Trent, Severn, Dee, Wye, Bann</li> <li>Know, name and locate the main mountains in the UK: Snowden, Scafell Pike, Ben Nevis, Mourne Mountains</li> <li>Know, name and locate at least 6 capital cities, landmarks and countries in Europe: France/Paris/Eiffel Tower, Russia/Moscow/St Basil's, Italy/Rome/Colosseum, Denmark/ Copenhagen, Iceland/Reykjavik/Blue Lagoon, Greece/Athen/Acropolis</li> <li>Know about, name and locate many of the world's most famous mountainous regions: Alps, Himalayas, Rocky Mountains, Andes, Sierra Nevada, Atlas</li> </ul>	<p><u>Mountains - focus on Snowdonia and Alps</u></p> <p>Know the similarities and difference between mountain ranges in the UK and the Alps. Including human and physical features.</p>		<p><b>Place knowledge /Human and physical geography</b></p> <p><u>Mountains - focus on Snowdonia and Alps</u></p> <ul style="list-style-type: none"> <li>Know how the movement of plates of the earth's crust form fold mountains..</li> <li>Know about climate zones, biomes and vegetation belts in mountainous regions.</li> <li>Know how the climate affects the types of human activity found in the Alps.</li> <li>Understand how natural resources are distributed throughout the world.</li> </ul>
	Mapwork		Fieldwork	
	<p><b>Geographical skills and fieldwork</b></p> <p>14. Know how to use sketch maps and symbols for a key to record geographical features and places.</p> <p>15. Know how to use four figure grid references and keys to locate features and places on a map.</p> <p>16. To use maps, atlases, globes and digital technology to describe and compare the key geographical features of the areas studied.</p> <p>17. Know how to use Ordnance Survey map symbols and contour lines for: contour lines, train track, river, trig point, building, tourist information, parking.</p>		<p>18. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>19. Construct tables independently and simple bar graphs with support to present data.</p>	
Vocabulary	<p>Base</p> <p>Summit</p> <p>Slope</p>	<p>Valley</p> <p>Tectonic plates</p> <p>County</p>	<p>Four figure grid references</p> <p>Mountain range</p> <p>Capital cities</p>	

# Science

Year 4	Term: Living things and Habitats		
Sequence of Learning	Previous Learning		Next Steps in Learning
	Children build on their knowledge of plants and animals and begin to understand that living things can be classified. They have previously used careful observations to name parts of a flower and the skeleton and muscles.		The children will move onto looking further into living things and their habitats and understand the pollination and fertilisation of flowers more fully. The children will study seed dispersal and adaptations that plants and animals make to adapt to their environment.
Knowledge and Skills	Planning an Investigation	Carrying Out an Investigation	Presenting Evidence and Drawing Conclusions
	<ul style="list-style-type: none"> <li>I ask relevant questions and use different types of scientific enquiries to answer them.</li> </ul>	<ul style="list-style-type: none"> <li>I make systematic and careful observations and take accurate measurements using standard units.</li> <li>I use information sources provided to find things out.</li> </ul>	<ul style="list-style-type: none"> <li>I present my data in a variety of ways using e.g. Venn diagrams, bar charts, simple scatter graphs and keys.</li> </ul>
	Substantive Knowledge		Famous Scientists
	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Group living things in different ways.</li> <li>Use classification keys to group, identify and name living things.</li> <li>Create classification keys to group, identify and name living things (for others to use).</li> <li>Know how changes to an environment could endanger living things.</li> <li>Use food chains to identify producers, predators and prey.</li> <li>Construct food chains to identify producers, predators and prey.</li> </ul>		Recap on Carl Linneus - classification from Y3.
Vocabulary	Classify: to group things so that that they can be identified Key: a series of questions that helps identify or group/classify things Organism: a living thing, animal or plant	Habitat: a place where something lives.  Food chain  Producer consumer	Mammal: an animal that gives birth to live young s Predators prey

## Art and Design

Year 4	Summer Term: Texture Drawing		
Sequence of Learning	Previous Learning		Next Steps in Learning
	Children have previously studied using lines to create different effects in graffiti art. They have looked at texture in painting water colours and texture in art using mixed media.		Children will move into to extending their knowledge of dimension in drawing. They will start to make more detailed drawings combing the range of techniques covered across KS2.
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	Understanding different techniques Developing and evaluating techniques  <ul style="list-style-type: none"> <li>• <i>Know how to build up designs evaluating and combining different ideas.</i></li> <li>• <i>Experiment with different ideas and choose the most effective.</i></li> </ul>	Knowing and applying techniques  <ul style="list-style-type: none"> <li>• <i>Know how to use marks and lines to show texture in my art.</i></li> <li>• <i>Know how to use perspective and dimension in my drawing.</i></li> </ul>	Knowing and applying elements e.g. colour, form, line, pattern  Use a range of techniques to express complex textures – Texture Drawings  <b>Analyse and describe how artists use and apply form in their drawings..</b>
	Work of Artists - Appreciation		Work of Artists - Art History
	<b>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</b>  <ul style="list-style-type: none"> <li>• <i>Experiment with the styles used by other artists.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Texture Drawings AC Cain</li> </ul>
Vocabulary	Texture Form Perspective Depth		