

## Y4 GEOGRAPHY: What is an OS Map and why do we use them?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Autumn 1: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> <li>• I can name and locate regions of the UK.</li> <li>• I can name and locate counties of the North-East region.</li> <li>• I can use geographical vocabulary to discuss the human and physical geography of an area.</li> <li>• I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) and compare them.</li> </ul> <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying.</li> <li>• I can use simple OS maps to build my knowledge of the UK and the wider world.</li> <li>• I can use symbols and a key on an OS map.</li> <li>• I am beginning to use and follow 4- figure grid references.</li> <li>• I can draw a map of a short route experienced, with key human and physical features located accurately in relation to one another.</li> <li>• I understand the 8 points of compass.</li> <li>• I can use an 8-pointed compass with some support.</li> </ul> <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> <li>• I am beginning to collect data using a range of given techniques e.g. in person, questionnaires, data from maps or the internet.</li> <li>• I can draw a detailed sketch of an area I'm observing focusing on key features in my view.</li> <li>• I can annotate my sketch with labels, a title, location and date.</li> <li>• I can present geographical data using bar graphs and tables.</li> <li>• I can annotate a photograph.</li> </ul>	<ol style="list-style-type: none"> <li>1) Using a Map to locate regions</li> <li>2) What is an OS map?</li> <li>3) What are grid references?</li> <li>4) How can a compass help us describe position?</li> <li>5) How is land used in Northumberland?</li> <li>6) Fieldwork: trip to Kielder</li> <li>7) Assessment: What is an OS map and why do we use them?</li> </ol>	
	<b>Substantive Knowledge:</b>		
	<ul style="list-style-type: none"> <li>• I know what maps can be used for.</li> <li>• I know what a 4-figure reference is for.</li> <li>• I know that a compass tells us about direction, and that 8 points on a compass gives us more information than 4-points.</li> <li>• I know how some of the land near Kielder is used.</li> </ul>		
	<b>Vocabulary:</b>		
	8-pointed compass north, north-east, east, south-east, south, south-west, west, north-west points		settlement map scales leisure travel transport

## Y4 GEOGRAPHY: How did Kielder Water change the local area?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):										
Autumn 2: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> <li>I can describe and explain the key aspects of land use.</li> <li>I can identify key topographical features.</li> <li>I can identify the key aspects of the water cycle.</li> <li>I can explain how the areas I've studied have changed over time.</li> <li>I can use geographical vocabulary to discuss the geography of an area.</li> <li>I can identify, locate and talk about the characteristics of a range of the world's most significant human and physical features.</li> <li>I can explain how people try to sustain environments.</li> <li>I can identify geographical similarities and differences through the study of human and physical geography in a region and a European country.</li> <li>I can locate the world's countries using maps to focus on Europe and the key physical and human characteristics of an area being studied.</li> </ul> <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying</li> </ul>	<ol style="list-style-type: none"> <li>1) What is the water cycle?</li> <li>2) What are natural resources? What is a reservoir?</li> <li>3) Why does Kielder Water exist and how was it made?</li> <li>4) How has the area changed over time?</li> <li>5) What differences can we see on modern and old OS maps of the Kielder area?</li> <li>6) Assessment on enquiry question: How did Kielder Water change the local area?</li> </ol>										
	<b>Substantive Knowledge:</b>											
	<ul style="list-style-type: none"> <li>I can name 4 natural resources.</li> <li>I know where Kielder is on a map.</li> <li>I know that Kielder is a reservoir.</li> <li>I know that reservoirs are created by humans so that people can have access to enough water.</li> </ul>											
	<b>Vocabulary:</b>											
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">land use</td> <td style="width: 33%;">urban</td> <td style="width: 33%;">natural resources</td> </tr> <tr> <td>condensation</td> <td>rural</td> <td>reservoir</td> </tr> <tr> <td>evaporation</td> <td>settlement</td> <td>economic activity</td> </tr> <tr> <td>precipitation</td> <td></td> <td></td> </tr> </table>		land use	urban	natural resources	condensation	rural	reservoir	evaporation	settlement	economic activity	precipitation
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## Y4 HISTORY: How have the achievements of the early Islamic people influenced Britain?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Spring 1: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> <li>• I can chronologically order key years/dates on timeline.</li> <li>• I am beginning to use more complex historical vocabulary (19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, century, decade, AD, BC, etc.)</li> </ul> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> <li>• I am continuing to develop my ability to devise historical questions about the past including change, cause, similarity, difference and significance.</li> <li>• I can use my research skills to find out facts about the time period I am studying.</li> <li>• I am continuing to develop my ability to give informed responses that involve selecting and organising relevant historical information.</li> </ul> <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> <li>• I can give my own opinion and give reasons to support my thinking.</li> </ul> <p><u>Communication, Organising &amp; Presenting:</u></p> <ul style="list-style-type: none"> <li>• I am beginning to use abstract terms. E.g empire, invasion and civilisation.</li> <li>• I can discuss and choose the most appropriate way to present my historical findings/information from a given range, including clear written narratives.</li> </ul> <p><u>Comparing Past &amp; Present</u></p> <ul style="list-style-type: none"> <li>• I am developing an understanding of the social, cultural and religious concepts of past societies.</li> <li>• I can explain how events/ achievements from the Early Islamic Civilisation have influenced Britain.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Where is Baghdad and what do we know about it?</b></li> <li>2. <b>What was everyday life like in Baghdad?</b></li> <li>3. <b>How do we know about life in Baghdad?</b></li> <li>4. <b>Golden Age and Dark Age: How did life compare with Anglo-Saxon Britain?</b></li> <li>5. <b>Assessment: How have the achievements of the Early Islamic people influenced Britain?</b></li> </ol>	
	<b>Substantive Knowledge:</b>		
	<ul style="list-style-type: none"> <li>• I know that ancient Baghdad was a round city</li> <li>• I know that Baghdad was, and still is, an Islamic city</li> <li>• I know that the House of Wisdom was a place of learning</li> <li>• I know that many trade routes passed through Baghdad</li> </ul>		
	<b>Vocabulary:</b>		
	Baghdad Silk Road trade algebra House of Wisdom		mosque Caliph culture Golden Age

## Y4 GEOGRAPHY: How do rainforests contribute to our planet?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):																					
Spring 2: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> <li>• I can identify geographical similarities and differences in a region of the UK and a region within South America.</li> <li>• I can identify, locate and talk about a range of the world's most significant human and physical features.</li> <li>• I can locate environmental regions on a world map.</li> <li>• I can identify key topographical features of the areas I'm studying (hills, rivers, etc)</li> <li>• I can explain how the areas I've studied have changed over time.</li> <li>• I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.</li> <li>• I can use geographical vocabulary to discuss the human and physical geography of an area.</li> <li>• I can describe key aspects of climate zones.</li> <li>• I can describe key aspects of biomes and vegetation belts.</li> <li>• I can explain how people try to sustain environments.</li> </ul> <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> <li>• I understand the 8 points of compass.</li> <li>• I can use an 8-pointed compass with some support.</li> </ul> <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> <li>• I can draw a detailed sketch of an area I'm observing focusing on key features in the view.</li> <li>• I can annotate my sketch with labels, a title, location and date.</li> <li>• I am beginning to collect data using a range of given techniques.</li> <li>• I can present geographical data using bar graphs and tables.</li> </ul>	<ol style="list-style-type: none"> <li>1) What is a rainforest?</li> <li>2) Where in the world and why are they there?</li> <li>3) What are the layers in a tropical rainforest and what lives there?</li> <li>4) Why are the rainforests under threat?</li> <li>5) Assessment: How do rainforests contribute to our planet?</li> </ol>																					
	<b>Substantive Knowledge:</b>																						
	<ul style="list-style-type: none"> <li>• I know that the Amazon rainforest is the world's largest tropical rainforest</li> <li>• I know that it is located in Brazil</li> <li>• I can label Brazil on a map</li> <li>• I know that rainforests are warm, wet habitats</li> <li>• I know that deforestation is the action of clearing a wide area of trees</li> <li>• I know that rainforests absorb (take in) carbon dioxide and give out oxygen</li> </ul>																						
	<b>Vocabulary:</b>																						
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## Y4 HISTORY: How did Roman culture change Britain?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Summer 1: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> <li>I can sequence significant events, people or artefacts on a timeline.</li> <li>I am beginning to use more complex historical vocabulary (19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, century, decade, AD, BC, etc.)</li> </ul> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> <li>I am continuing to develop my ability to devise historical questions about the past including change, cause, similarity, difference and significance.</li> <li>I am continuing to develop my ability to give informed responses that involve selecting and organising relevant historical information</li> <li>I am beginning to identify the difference between Primary and Secondary sources of information</li> <li>I can use more than one source of evidence in order to gain a more accurate understanding of how the past is constructed.</li> <li>I can use my research skills to find out facts about the time period I am studying.</li> </ul> <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> <li>I can identify sources, explain how they represent the past and how they can contradict each other.</li> <li>I can give my own opinion and give reasons to support my thinking.</li> <li>I can give an accurate recount of historical events and suggest why certain events happened as they did in history</li> <li>I can explain the causes of an historical event and what the consequences were</li> </ul> <p><u>Communication, Organising &amp; Presenting:</u></p> <ul style="list-style-type: none"> <li>I can discuss and choose the most appropriate way to present my historical findings/information from a given range, including clear written narratives</li> <li>I can discuss and select the most appropriate historical terms/vocabulary to use in my explanations/work</li> <li>I am beginning to use abstract terms. E.g. empire, invasion and civilisation</li> </ul> <p><u>Comparing Past &amp; Present</u></p> <ul style="list-style-type: none"> <li>I am developing an understanding of the social, cultural and religious concepts of past societies</li> <li>I can explain how events from the Roman Empire have helped shape/impact our lives/Britain today. (local, regional, national and international history)</li> <li>I can identify similarities and differences of past events and compare it to present day.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Who were the Romans?</b></li> <li>2. <b>When and why did the Romans invade Britain?</b></li> <li>3. <b>How did settlements change in Roman Britain?</b></li> <li>4. <b>How did language, writing and numbers change after Romans were in Britain?</b></li> <li>5. <b>What was entertainment like in Roman Britain?</b></li> <li>6. <b>Assessment: How did Roman culture change Britain?</b></li> </ol>
	<b>Substantive Knowledge:</b>	
	<ul style="list-style-type: none"> <li>I know that the Romans invaded Britain in AD 43 and took land from the Celts</li> <li>I know that the Romans left Britain in AD 410</li> <li>I know that the Romans built 10,000 miles of road across Britain</li> <li>I know that London was called Londinium</li> <li>I know that Romans spoke Latin</li> </ul>	
	<b>Vocabulary:</b>	
	invasion conquer empire Hadrian's wall Londinium aqueduct Latin	bath house amphitheatre temple villa mosaic gladiator

# Y4 HISTORY: How did the Roman invasion impact the North East?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Summer 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> <li>I can sequence significant events, people or artefacts on a timeline.</li> <li>I am continuing to develop my understanding of the concept of change over time, representing this, along with dates and evidence, on a timeline</li> <li>I am beginning to use more complex historical vocabulary (19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, century, decade, AD, BC, etc.)</li> </ul> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> <li>I am continuing to develop my ability to devise historical questions about the past including change, cause, similarity, difference and significance.</li> <li>I am continuing to develop my ability to give informed responses that involve selecting and organising relevant historical information</li> <li>I am beginning to identify the difference between Primary and Secondary sources of information.</li> <li>I can use more than one source of evidence in order to gain a more accurate understanding of how the past is constructed.</li> <li>I can use my research skills to find out facts about the time period I am studying</li> </ul> <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> <li>I can identify sources, explain how they represent the past and how they can contradict each other.</li> <li>I can give my own opinion and give reasons to support my thinking.</li> <li>I can give an accurate recount of historical events and suggest why certain events happened as they did in history</li> <li>I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</li> <li>I am beginning to identify connections, contrasts and trends over time.</li> <li>I can explain the causes of an historical event and what the consequences were</li> </ul> <p><u>Communication, Organising &amp; Presenting:</u></p> <ul style="list-style-type: none"> <li>I can discuss and choose the most appropriate way to present my historical findings/information from a given range, including clear written narratives</li> <li>I can discuss and select the most appropriate historical terms/vocabulary to use in my explanations/work.</li> <li>I am beginning to use abstract terms. E.g. empire, invasion and civilisation</li> </ul> <p><u>Comparing Past &amp; Present</u></p> <ul style="list-style-type: none"> <li>I can explain how events from the Roman Empire have helped shape/impact our lives/Britain today. (local, regional, national and international history)</li> <li>I can identify similarities and differences of past events and compare it to present day.</li> <li>I can connect my new learning of historical people or events to others that I have learnt about before.</li> </ul>	<ol style="list-style-type: none"> <li>Where can we find evidence that Romans were in the North East?</li> <li>Trip- visit Housesteads.</li> <li>How was life at Housesteads different to life before the Romans? ?</li> <li>What was Newcastle like in Roman times?</li> <li>Where else is there evidence of Roman civilisation in the NE?</li> <li>Unit Assessment: How did the Roman invasion impact the North-East?</li> </ol>
	<b>Substantive Knowledge:</b>	
	<ul style="list-style-type: none"> <li>I know that Hadrian's wall is 73 miles long.</li> <li>I know that Hadrian's wall goes from Bowness to Wallsend</li> <li>I know that Newcastle was called Pons Aelius</li> <li>I know that Housesteads was a Roman fort</li> <li>I know that the Vindolanda writing tablets are Roman handwritten documents</li> </ul>	
	<b>Vocabulary:</b>	
invasion conquer empire Hadrian's wall Londinium aqueduct Latin	bath house amphitheatre temple villa mosaic gladiator	gladiator fort legion Housesteads Emperor Hadrian chariot