

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"> • I can name and locate regions of the UK. • I can name and locate counties of the North-East region. • I can use geographical vocabulary to discuss the human and physical geography of an area. • I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) and compare them. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. • I can use simple OS maps to build my knowledge of the UK and the wider world. • I can use symbols and a key on an OS map. • I am beginning to use and follow 4- figure grid references. • I can draw a map of a short route experienced, with key human and physical features located accurately in relation to one another. • I understand the 8 points of compass. • I can use an 8-pointed compass with some support. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> • I am beginning to collect data using a range of given techniques e.g. in person, questionnaires, data from maps or the internet. • I can draw a detailed sketch of an area I'm observing focusing on key features in my view. • I can annotate my sketch with labels, a title, location and date. • I can present geographical data using bar graphs and tables. • I can annotate a photograph. 	<ol style="list-style-type: none"> 1) Using a Map to locate regions 2) What is an OS map? 3) What are grid references? 4) How can a compass help us describe position? 5) How is land used in Northumberland? 6) Fieldwork: trip to Kielder 7) Assessment: What is an OS map and why do we use them?
	Substantive Knowledge:	
	<ul style="list-style-type: none"> • I know what maps can be used for. • I know what a 4-figure reference is for. • I know that a compass tells us about direction, and that 8 points on a compass gives us more information than 4-points. • I know how some of the land near Kielder is used. 	
	Vocabulary:	
	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"> I can describe and explain the key aspects of land use. I can identify key topographical features. I can identify the key aspects of the water cycle. I can explain how the areas I've studied have changed over time. I can use geographical vocabulary to discuss the geography of an area. I can identify, locate and talk about the characteristics of a range of the world's most significant human and physical features. I can explain how people try to sustain environments. I can identify geographical similarities and differences through the study of human and physical geography in a region and a European country. 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. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying 	<ol style="list-style-type: none"> 1) What is the water cycle? 2) What are natural resources? What is a reservoir? 3) Why does Kielder Water exist and how was it made? 4) How has the area changed over time? 5) What differences can we see on modern and old OS maps of the Kielder area? 6) Assessment on enquiry question: How did Kielder Water change the local area? 										
	Substantive Knowledge:											
	<ul style="list-style-type: none"> I can name 4 natural resources. I know where Kielder is on a map. I know that Kielder is a reservoir. I know that reservoirs are created by humans so that people can have access to enough water. 											
	Vocabulary:											
	<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"> • I can chronologically order key years/dates on timeline. • I am beginning to use more complex historical vocabulary (19th, 20th, 21st, century, decade, AD, BC, etc.) <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I am continuing to develop my ability to devise historical questions about the past including change, cause, similarity, difference and significance. • I can use my research skills to find out facts about the time period I am studying. • I am continuing to develop my ability to give informed responses that involve selecting and organising relevant historical information. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> • I can give my own opinion and give reasons to support my thinking. <p><u>Communication, Organising & Presenting:</u></p> <ul style="list-style-type: none"> • I am beginning to use abstract terms. E.g empire, invasion and civilisation. • I can discuss and choose the most appropriate way to present my historical findings/information from a given range, including clear written narratives. <p><u>Comparing Past & Present</u></p> <ul style="list-style-type: none"> • I am developing an understanding of the social, cultural and religious concepts of past societies. • I can explain how events/ achievements from the Early Islamic Civilisation have influenced Britain. 	<ol style="list-style-type: none"> 1. Where is Baghdad and what do we know about it? 2. What was everyday life like in Baghdad? 3. How do we know about life in Baghdad? 4. Golden Age and Dark Age: How did life compare with Anglo-Saxon Britain? 5. Assessment: How have the achievements of the Early Islamic people influenced Britain? 	
	Substantive Knowledge:		
	<ul style="list-style-type: none"> • I know that ancient Baghdad was a round city • I know that Baghdad was, and still is, an Islamic city • I know that the House of Wisdom was a place of learning • I know that many trade routes passed through Baghdad 		
	Vocabulary:		
	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"> I can identify geographical similarities and differences in a region of the UK and a region within South America. I can identify, locate and talk about a range of the world's most significant human and physical features. I can locate environmental regions on a world map. I can identify key topographical features of the areas I'm studying (hills, rivers, etc) I can explain how the areas I've studied have changed over time. I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. I can use geographical vocabulary to discuss the human and physical geography of an area. I can describe key aspects of climate zones. I can describe key aspects of biomes and vegetation belts. I can explain how people try to sustain environments. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I understand the 8 points of compass. I can use an 8-pointed compass with some support. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> I can draw a detailed sketch of an area I'm observing focusing on key features in the view. I can annotate my sketch with labels, a title, location and date. I am beginning to collect data using a range of given techniques. I can present geographical data using bar graphs and tables. 	<ol style="list-style-type: none"> 1) What is a rainforest? 2) Where in the world and why are they there? 3) What are the layers in a tropical rainforest and what lives there? 4) Why are the rainforests under threat? 5) Assessment: How do rainforests contribute to our planet?
	<p align="center">Substantive Knowledge:</p>	
	<ul style="list-style-type: none"> I know that the Amazon rainforest is the world's largest tropical rainforest I know that it is located in Brazil I can label Brazil on a map I know that rainforests are warm, wet habitats I know that deforestation is the action of clearing a wide area of trees I know that rainforests absorb (take in) carbon dioxide and give out oxygen 	
	<p align="center">Vocabulary:</p>	
biodiversity botanist camouflage canopy climate colony crown	deforestation drip tips emergent layer equatorial evergreen extinct habitat	humid indigenous monsoon temperate tropical understorey vegetation

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"> • I can sequence significant events, people or artefacts on a timeline. • I am beginning to use more complex historical vocabulary (19th, 20th, 21st, century, decade, AD, BC, etc.) <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I am continuing to develop my ability to devise historical questions about the past including change, cause, similarity, difference and significance. • I am continuing to develop my ability to give informed responses that involve selecting and organising relevant historical information • I am beginning to identify the difference between Primary and Secondary sources of information • I can use more than one source of evidence in order to gain a more accurate understanding of how the past is constructed. • I can use my research skills to find out facts about the time period I am studying. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> • I can identify sources, explain how they represent the past and how they can contradict each other. • I can give my own opinion and give reasons to support my thinking. • I can give an accurate recount of historical events and suggest why certain events happened as they did in history • I can explain the causes of an historical event and what the consequences were <p><u>Communication, Organising & Presenting:</u></p> <ul style="list-style-type: none"> • I can discuss and choose the most appropriate way to present my historical findings/information from a given range, including clear written narratives • I can discuss and select the most appropriate historical terms/vocabulary to use in my explanations/work • I am beginning to use abstract terms. E.g. empire, invasion and civilisation <p><u>Comparing Past & Present</u></p> <ul style="list-style-type: none"> • I am developing an understanding of the social, cultural and religious concepts of past societies • I can explain how events from the Roman Empire have helped shape/impact our lives/Britain today. (local, regional, national and international history) • I can identify similarities and differences of past events and compare it to present day. 	<ol style="list-style-type: none"> 1. Who were the Romans? 2. When and why did the Romans invade Britain? 3. How did settlements change in Roman Britain? 4. How did language, writing and numbers change after Romans were in Britain? 5. What was entertainment like in Roman Britain? 6. Assessment: How did Roman culture change Britain?
	Substantive Knowledge:	
	<ul style="list-style-type: none"> • I know that the Romans invaded Britain in AD 43 and took land from the Celts • I know that the Romans left Britain in AD 410 • I know that the Romans built 10,000 miles of road across Britain • I know that London was called Londinium • I know that Romans spoke Latin 	
	Vocabulary:	
	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"> • I can sequence significant events, people or artefacts on a timeline. • I am continuing to develop my understanding of the concept of change over time, representing this, along with dates and evidence, on a timeline • I am beginning to use more complex historical vocabulary (19th, 20th, 21st, century, decade, AD, BC, etc.) <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I am continuing to develop my ability to devise historical questions about the past including change, cause, similarity, difference and significance. • I am continuing to develop my ability to give informed responses that involve selecting and organising relevant historical information • I am beginning to identify the difference between Primary and Secondary sources of information. • I can use more than one source of evidence in order to gain a more accurate understanding of how the past is constructed. • I can use my research skills to find out facts about the time period I am studying <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> • I can identify sources, explain how they represent the past and how they can contradict each other. • I can give my own opinion and give reasons to support my thinking. • I can give an accurate recount of historical events and suggest why certain events happened as they did in history • I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ • I am beginning to identify connections, contrasts and trends over time. • I can explain the causes of an historical event and what the consequences were <p><u>Communication, Organising & Presenting:</u></p> <ul style="list-style-type: none"> • I can discuss and choose the most appropriate way to present my historical findings/information from a given range, including clear written narratives • I can discuss and select the most appropriate historical terms/vocabulary to use in my explanations/work. • I am beginning to use abstract terms. E.g. empire, invasion and civilisation <p><u>Comparing Past & Present</u></p> <ul style="list-style-type: none"> • I can explain how events from the Roman Empire have helped shape/impact our lives/Britain today. (local, regional, national and international history) • I can identify similarities and differences of past events and compare it to present day. • I can connect my new learning of historical people or events to others that I have learnt about before. 	<ol style="list-style-type: none"> 1) Where can we find evidence that Romans were in the North East? 2) Trip- visit Housesteads. 3) How was life at Housesteads different to life before the Romans? 4) What was Newcastle like in Roman times? 5) Where else is there evidence of Roman civilisation in the NE? 6) Unit Assessment: How did the Roman invasion impact the North-East?
	Substantive Knowledge:	
	<ul style="list-style-type: none"> • I know that Hadrian's wall is 73 miles long. • I know that Hadrian's wall goes from Bowness to Wallsend • I know that Newcastle was called Pons Aelius • I know that Housesteads was a Roman fort • I know that the Vindolanda writing tablets are Roman handwritten documents 	
	Vocabulary:	
	invasion conquer empire Hadrian's wall Londinium aqueduct Latin	bath house amphitheatre temple villa mosaic gladiator