

Passport to Europe Spring term Year 4

Geography

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia).
- Identify the position of latitude, longitude, Equator, Northern Hemisphere.

Place Knowledge

- A region in a European country.

Human and Physical Geography

- Describe and understand key aspects of:
 - **physical** geography, including: climate zones, vegetation belts, rivers, mountains.
 - **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Mapping

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Use the index and contents page of atlases.
- Link features on maps to photos and aerial views.
- Use a scale bar to calculate some distances.

Enquiry and Investigation

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.
- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.

Communication

- Identify and describe geographical features and patterns.
- Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.

	<ul style="list-style-type: none"> ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. <p>Use of ICT / Technology</p> <ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ View a range of satellite images. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports and websites.
History	N/A
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements (<i>such as biro, charcoal and chalk</i>) to create lines and marks. ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Begin to show an awareness of objects having a third dimension. ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Create textures with a wide range of drawing implements (<i>such as oil and chalk pastel</i>). <p>Painting</p> <ul style="list-style-type: none"> ▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

	<ul style="list-style-type: none"> ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in journal.
DT	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Research needs of user. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Investigate key events and individuals in design and technology. <p>Focused Tasks: Textiles</p> <ul style="list-style-type: none"> ▪ Develop vocabulary for tools, materials and their properties. ▪ Understand seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings (inventors?) and recreate some. ▪ Sew on buttons and make loops. ▪ Use appropriate decoration techniques. <p>Design</p> <ul style="list-style-type: none"> ▪ Develop more than one design or adaptation of an initial design. ▪ Decide which design idea to develop. ▪ Plan a sequence of actions to make a product. ▪ Record the plan by drawing using annotated sketches. ▪ Use prototypes to develop and share ideas. ▪ Think ahead about the order of their work and decide upon tools and materials. ▪ Propose realistic suggestions as to how they can achieve their design ideas. ▪ Consider aesthetic qualities of materials chosen. <p>Make</p> <ul style="list-style-type: none"> ▪ Prepare pattern pieces as templates for their design. ▪ Use tools with accuracy.

	<ul style="list-style-type: none"> ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. <p>Evaluation (of their Finished Product)</p> <ul style="list-style-type: none"> ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user.
<p>Music</p>	<p>Performing</p> <ul style="list-style-type: none"> ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. <p>Listening</p> <ul style="list-style-type: none"> ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p>Creating</p> <ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. <p>Musical Elements</p> <p>Pitch</p> <ul style="list-style-type: none"> ▪ Determine upwards and downwards direction in listening, performing and moving. ▪ Recognise and imitate melody patterns in echoes.

	<ul style="list-style-type: none"> ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement by step, by leaps or by repeats. ▪ Perform simple melody patterns. <p>Duration</p> <ul style="list-style-type: none"> ▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. ▪ Use instruments to keep a steady beat. <p>Hold a beat against another part</p> <p>Dynamics</p> <ul style="list-style-type: none"> ▪ Recognise differences in dynamic levels. <p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Timbre</p> <ul style="list-style-type: none"> ▪ Describe and aurally identify the tone colours of instruments. ▪ Compare instrumental tone colour. <p>Texture</p> <ul style="list-style-type: none"> ▪ Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. ▪ Recognise changes in texture. ▪ Identify the melodic line in a texture. ▪ Recognise rhythm on rhythm in music. ▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). <p>Structure</p> <ul style="list-style-type: none"> ▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song.
<p>Global Links</p>	<p>Brexit and the European Union Possibly Goal 11 – sustainable cities and developments</p>