



# Saint Nathaniel's Academy Curriculum Map

KEY
Maths Links

## Autumn

Year 4	Geography <u>All around the world</u>	Intent	Trips/Experiences	Outdoor learning –use chalk on playground to show time zones around the world
			Knowledge Organiser	See Year 4 Class Page.
			Vocabulary	Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, co-ordinates, The Tropics, climate, Greenwich Mean Time, time zone
		Implementation	<ul style="list-style-type: none"> <li>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres</li> <li>To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</li> <li>To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</li> <li>To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.</li> <li>To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</li> <li>To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line.</li> <li>To identify the position and significance of time zones (including day and night) by comparing times in different countries.</li> </ul>	
	Impact	Children research about climate around the world and compare to the UK, children create a timetable of their daily routine and compare their activities to children in other time zones.		
	History <u>Anglo Saxons and Scots</u>	Intent	Trips/Experiences	Visit to Potteries Museum, Anglo-Saxon Theme Day at school.
			Knowledge Organiser	See Year 4 Class Page
			Vocabulary	Axe, sword, helmet, shield, brooch, runes, Alfred the Great, Sutton Hoo, Staffordshire Hoard
		Implementation	In the context of Anglo Saxons: <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study.</li> <li>Construct informed responses that involve thoughtful selection and organisation of historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</li> </ul>	
	Impact	Children make artefacts that were commonly used in the Anglo-Saxon period (with links to the Staffordshire Hoard)		
	Art <u>Insects</u>	Intent	Trips/Experiences	Bug hunt
			Knowledge Organiser	See Year 4 Class Page
Vocabulary			Line, pattern, texture, mosaic, sculpture, antennae, head, thorax, abdomen	
Implementation		<ul style="list-style-type: none"> <li>To improve mastery of art and design techniques, including drawing in the context of pencil drawings; insect mosaic patterns; drawing in the context of oil pastel and coloured pencil; collage in the context of insect shadow and sculpture in the context of modelling insects.</li> <li>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</li> <li>To learn about great artists, architects and designers in history in the context of Jennifer Angus and Louise Bourgeois.</li> </ul>		
Impact	Children will have produced a range of insect art using a variety of techniques and media.			
D & T <u>Edible Garden</u>	Intent	Trips/Experiences	Allotment, Bob's garden , Visit to Asda	
		Knowledge Organiser	See Year 4 Class Page	
		Vocabulary	Seed, plant, grow, allotment, greenhouse, seasonal, ingredients, balanced meal, cook, temperature	
	Implementation	<ul style="list-style-type: none"> <li>Understand seasonality and know where and how a variety of ingredients are grown.</li> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality and know where and how a variety of ingredients are grown in the context of where and how strawberries are grown.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately in the context of kitchen tools.</li> </ul>		
Impact	, Children will grow tomatoes and then prepare a salsa dip which they will share together.			



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