

# Autumn 1 sequence of learning – Key Stage 2, Year 4



## Geography: The Rhine and the Mediterranean

### PRIOR KNOWLEDGE

Prior knowledge - This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). Prior skills—using photographs

### INTENT

Disciplinary focus: diversity How are different parts of the Rhine and the Mediterranean used by people?

### VOCABULARY

### SEQUENCE OF LEARNING

1. The River Rhine
2. Cologne: city on the Rhine
3. Rotterdam: the mouth of the Rhine
4. The changing Rhine
5. The Mediterranean Sea
6. The Suez Canal

### OUTCOME/COMPOSITE

How are different parts of the Rhine and the Mediterranean used by people? Create a poster explaining how rivers, people and land affect each other.

## History: The Roman Republic

### PRIOR KNOWLEDGE

Prior knowledge... Pupils will have learnt about other ancient civilisations, including Egypt, Greece and Persia the Roman Republic

### INTENT

Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?

### VOCABULARY

### SEQUENCE OF LEARNING

1. Romulus, the first King of Rome
2. The Roman Republic
3. Rome versus Carthage
4. Hannibal's attack on Rome
5. Scipio saves Rome
6. Culture in the Roman Republic

### OUTCOME/COMPOSITE

How much power the senate had in the Roman Republic? Pupils create posters with some of the key knowledge that they have remembered from the unit.

## Religious Education: Christianity 1 The Family of Jesus

### PRIOR LEARNING

Prior knowledge... This half term of RE will draw on the children's understanding of Judaism from year 3 and Christianity from KS1

### INTENT

The family of Jesus Disciplinary focus: history and theology Key Question: Why is the idea of 'Messiah' so important to Christians?

### VOCABULARY

### SEQUENCE OF LEARNING

1. Judea in the first century BC
2. The coming of the Messiah
3. Mary and Joseph
4. The Annunciation
5. Mary visits her cousin Elizabeth
6. Why are these stories important for Christians?

### OUTCOME/COMPOSITE

Explain the idea of why the 'Messiah' is so important to Christians? Create a podcast explaining the story of the Messiah.

## Spanish (MFL)

### PRIOR KNOWLEDGE

Students would have a good foundation of the Spanish language, including key personal vocabulary

### INTENT

Learn words to greet people, pronounce words accurately,

Recognise words when heard and written, Understand the question “¿Cómo estás?” (How are you?) Answer the question appropriately “Estoy muy bien/bien/regular/fatal.” (I am very well/well/so so/not well.)

Understand the question: “¿Cómo te llamas?” (What’s your name?) Answer the question appropriately “Me llamo ...” (My name is...)

### VOCABULARY

saludos (greetings), nombre (name), buenos días (hello/good morning) señora (miss/mrs/madam) Estoy muy bien. (I am great.) hola (hi) por favor (please) Estoy bien. (I am good.) buenas tardes (good afternoon) gracias (thank you) Estoy regular. (I am okay.)

buenas noches (good evening/night) sí (yes) Estoy fatal. (I am not good.) hasta luego (see you later) no (No) Me llamo... (My name is...) señor (mister/master/sir)

## Design and Technology: Structures-constructing a pavillion

### PRIOR KNOWLEDGE

I associate a structure with a building. I can measure, cut and attach materials with some accuracy. Materials can be fixed to each other in different ways and can be temporary or permanent.

Decoration improves a products finish.

### INTENT

Structure: Pavilions (starting in 2025) To design and make a stable pavilion.

### VOCABULARY

3D shapes, Design criteria, Innovative, Natural, Reinforce, Structure

## PSHE: Being me in my world

### PRIOR KNOWLEDGE

• Recognise their worth • Can identify positive things about themselves and their achievements.

### INTENT

Pupils will talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict.

### VOCABULARY

Included, Excluded, Welcome, Valued, Team, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Decisions, Voting, Authority. • Know that the school has a shared set of values • Know why rules are needed and how these relate to consequences.

### SEQUENCE OF LEARNING

1. Spanish and Spanish Culture
2. Greetings others
3. Ask someones name and say my name
4. Ask and say how I am feeling

### SEQUENCE OF LEARNING

- 1: Features of a ziggurat  
To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.
- 2: Designing a ziggurat  
To design a ziggurat
- 3: Nets and structures  
To construct a ziggurat using a net
- 4: Building a ziggurat  
To construct and evaluate my final product

### SEQUENCE OF LEARNING

1. To discuss strategies to develop a class team.
2. To discuss becoming a school citizen
3. To discuss rights, responsibilities and democracy
4. To discuss rewards and consequences
5. To discuss and develop our class 'Learning Charter'

### OUTCOME/COMPOSITE

To hold a short conversation with another person in the room and be able to roughly translate what they say back.

### OUTCOME/COMPOSITE

To have designed and made a stable pavilion which is aesthetically accurate.

### OUTCOME/COMPOSITE

Pupils know their attitudes and actions make a difference to the class team

### Physical Education (PE): Hands-Feet-Equipment

#### PRIOR KNOWLEDGE

Pupils will be able to do all the 'fundamental movement skills' for the warm-up part of the lesson. Pupils will be able to participate in an A-B-C skills circuit with control.

#### INTENT

In HANDS – FEET - EQUIPMENT, pupils will continue to develop fundamental skills. Pupils will acquire and develop skills to pass and dribble with both their hands and feet. Pupils will explore how to travel over, under, and across apparatus in a safe way.

#### VOCABULARY

Warm-Up. Agility. Power. Apparatus. Pulse. SAQ (Speed, Agility, Quickness). Safety. Heart Rate. Pulse

### SEQUENCE OF LEARNING

### Computing: Computing systems and networks

#### PRIOR KNOWLEDGE

Computing Systems and Network - Learners develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.

#### INTENT

Pupils will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They learn that the World Wide Web is part of the internet and are given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create

#### VOCABULARY

World wide web, internet, content, honest, accurate, reliable, false information

### SEQUENCE OF LEARNING

- 1.To recap the structure and expectations of a PE Lesson. Recap and refine skills from the A-B-C unit in Year 3.
2. To be able to dribble a ball with control using their hands.
3. To be able to do a chest, pass, overhead pass with a developing technique.
4. Be able to dribble a ball with control using their feet.
5. To be able to control the direction and power of a pass using their feet.
6. To be able to move creatively over, under, and through apparatus in a controlled and safe way.

#### **OUTCOME/COMPOSITE**

Pupils will be able to participate in an A-BC circuit with control and increased fluency. Pupils will be able to pass and dribble using their hands and feet under increasing levels of pressure.

- 1.To describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.
- 2.To describe how networks physically connect to other networks
- 3.To recognise how networked devices make up the internet
- 4.To outline how websites can be shared via the World Wide Web (WWW)
- 5.To describe how content can be added and accessed on the World Wide Web (WWW)
- 6.To recognise how the content of the WWW is created by people
- 7.To evaluate the consequences of unreliable content

#### **OUTCOME/COMPOSITE**

Pupils will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information..