

Year 4 key vocabulary and knowledge.

Geography: vocabulary and knowledge;

Year four	Land of fire and ice Question: How does the Earth shake, rattle and roll?"	Earthquakes and Volcanoes. Enquiry	Fun at the fair Europe: A Study of the Alpine Region. Enquiry Question: Where should we go on holiday?	Rivers and the Water Cycle. Enquiry Question: How does water go round and round?
All		<ul style="list-style-type: none"> Earthquake Active Lava Magma vent volcano Gas liquid solid 	<ul style="list-style-type: none"> Physical maps Mountain range Climate Peak Avalanche Crust 	<ul style="list-style-type: none"> River Bank Bed Canal Current Mouth Source Stream
Most		<ul style="list-style-type: none"> Fault lines Tectonic plates Climate Continent Core Crust Melt Form Layers Erupt/eruption Pacific ring of fire Magma chamber 	<ul style="list-style-type: none"> Alps Tourism Skiing advantage disadvantage equator prevention European Tectonic plates Region Fault line 	<ul style="list-style-type: none"> Oxbow Delta Estuary Meander Upstream Downstream
Some		<ul style="list-style-type: none"> Location Mantle Dormant Molten Pressure 	<ul style="list-style-type: none"> Hemisphere tropics Political maps Alpine region 	<ul style="list-style-type: none"> Floodplain Silt Basin
Key knowledge	<p>All children can: • describe some features of earthquakes and volcanoes • know that people live in earthquake zones and close to active volcanoes • appreciate that earthquakes and volcanoes are often associated • name some volcanoes and major earthquakes.</p> <p>Most children can: • describe the effects of earthquakes and volcanic eruptions • give some reasons why people choose to live in earthquake zones and close to active volcanoes • know where the most active earthquake and volcanic areas are • name examples of volcanic eruptions and major earthquake disasters.</p> <p>Some children can: • explain how earthquakes occur and volcanoes erupt • describe some advantages and disadvantages of living in earthquake zones and close to active volcanoes • explain about the Pacific 'Ring of Fire' and link it with plate tectonics • describe some major volcanic eruptions and major earthquake disasters.</p>	<p>All children can: • use physical and political maps to locate places and regions • learn that the Alps were formed over a long period of time, millions of years ago • understand that the Alpine region is unique • select geographical information for a specific purpose • know and share information about a European region that may be useful to tourists.</p> <p>Most children can: • understand that fold mountains occur when two tectonic plates meet • explain the climate patterns of the Alpine region • explain that there are advantages and disadvantages to tourism in the Alps • explain how avalanches are caused • explain some of the ways avalanches can be prevented.</p> <p>Some children can: • understand the importance of sustainable development in the Alps • explain how the Alps have changed over time.</p>	<p>All children can: • name and locate some of the UK's most significant rivers and mountains • describe a river and a mountain environment in the UK, using appropriate geographical vocabulary • describe the water cycle in sequence, using appropriate geographical vocabulary • name (some of) the processes associated with rivers and mountains • name some of the world's great rivers and mountains.</p> <p>Most children can: • name and locate the UK's most significant river and mountain environments • describe and name the key landscape features of river and mountain environments • explain the water cycle in appropriate geographical language • describe (some of) the processes associated with rivers and mountains. • answer the unit's question: How does water go round and round?</p> <p>Some children can: • name and locate the UK's and the world's most significant river and mountain environments • describe river and mountain environments in the UK and the world and explain how (some of) the landscape features associated with them are formed • explain (some of) the processes associated with rivers and mountains. • explain the water cycle in some detail, using appropriate geographical vocabulary</p>	

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History: vocabulary and knowledge;

Year Four	Toot... and come in Egyptians	Romans rule Roman Britain. Enquiry Question: Is it fair to say the Romans changed Britain for the better?"	What's that sound? Changes in an aspect of social history eg leisure and entertainment in the 20th century
All	<p>Ancient Civilisation Fertile Shaduf Irrigation Achievement Hieroglyph archaeologists mummification pyramid</p>	<p>Empire Invasion/invade primary evidence garrisons</p>	<p>Rules Crime Punishment Poaching Democracy attitudes values</p>
Most	<p>Cartouche Antiquities Scribes Society Seals Sarcophagus Excavation Inscription Papyrus Role Achievement Hierarchy Priest Farmer Agriculture Scribe Pharaoh Lever Ramp Canopic jar</p>	<p>Amphitheatre Barbarian Villa Standard Baths Coin Colosseum Mosaic Bust Caesar Empire soldiers Boudicca Emperor society Trade</p>	<p>Society Values Poaching Truncheon Cartoon Witchcraft Riot Pillory severe crime lesser transportation flogging crime liberty attitudes execution transportation prison vagabond highwayman separate smuggling police</p>
Some	<p>Engineering Technology Stonemason Construction Sphinx creation</p>	<p>Hypocaust Centurion Legionary Auxiliary Conquer</p>	<p>Respect hostile suffrage suffragettes terrorist extremism, discrimination prejudice parliament change oakum continuity</p>
Key knowledge	<p>All children can; identify several themes, societies, events and significant people covered in local, national and global history. • identify three of the main achievements of the Ancient Egyptians.</p> <p>Most children can; identify details from local, national and global history, to demonstrate some overall awareness of themes, societies, events and people. • identify three or more of the main achievements of the Ancient Egyptians. • provides</p>	<p>All children can; select what is the most significant in a historical account. • can select one development made in Roman Britain which is still of significance today. • can provide a valid reason why it is significant, but their explanation lacks depth.</p> <p>Most children can: explain why some aspects of historical accounts, themes or periods are significant. •can select one development made in Roman Britain</p>	<p>All children can: describe some relevant causes for, and effects on, some of the key events and developments covered. • explain why the action of the suffragettes helped and/or hindered women to gain the vote.</p> <p>Most children can: comment on the importance of causes and effects for some of the key events and developments within topics. • explain why the action of the suffragettes</p>

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	<p>some valid detailed reasons for their selections. • makes some reference to specific evidence, dates, etc.</p> <p>Some children can: describe the main context of particular themes, societies, people and events, including some explanation. • identify a number of the main achievements of the Ancient Egyptians. • provide valid detailed reasons for their selections. • makes reference to specific evidence, dates, etc. • assess the achievements of the Ancient Egyptians compared with those of other societies.</p>	<p>which is still of significance today. • can provide a detailed and valid explanation, with more than one reason why it is significant. • make a comparison between the development they have selected and others that occurred at the time.</p> <p>Some children can: describe the main context of particular themes, societies, people and events including some explanation. • select one development made in Roman Britain which is still of significance today. • provide a detailed, clear and valid explanation with a number of reasons why it is significant. • make a comparison between the development they have selected and others that occurred at the time.</p>	<p>helped and hindered women to gain the vote. consider other reasons why women gained the vote. • make some reference to specific examples to support points made.</p> <p>Some children can: explain with confidence the significance of particular causes and effects for many of the key events and developments. • explain clearly why the action of the suffragettes helped and hindered women to gain the vote. • considers other reasons why women gained the vote. • demonstrates an understanding that some causes may be more significant than others. • reference to specific examples to support points made.</p>
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Under continual review

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Science: vocabulary and knowledge

Year four	Living Things and their Habitats (discreet teaching Toot and Come in) Autumn 1	States of Matter (Land of fire and Ice) Autumn 2	Teeth and digestion in Humans (discreet teaching – Romans Rule) Spring 1	Electricity (Fun at the Fair) Spring 2	Sound (What's That Sound) Summer 2
ALL	Plants (add names of locally-found and/or school-relevant plants, trees, vegetables) plant groups (and names eg trees grasses flowering garden wild) deciduous evergreen amphibian bird classify fish reptile vertebrate invertebrate	precipitation evaporation condensation Celsius/centigrade Solid Liquid Gas Melt freeze	digestive system saliva teeth digestion stomach anus teeth molars mouth health	battery appliances symbol wire bulb switch buzzer circuit	pollution echo tone sound wave noise vibrate/vibration pitch volume decibels
Most	classification key mould fungus organism population deforestation pollution positive/negative human impact evergreen flowering plant mammal reptile organism population deforestation pollution region	oxygen change of state gaseous water vapour water cycle degree waste sewage boil boiling point condense freezing point materials melting temperature thermometer	excrete breakdown dentin plaque fluoride tooth decay gums nerves enamel canines incisors cavities decay nutrient oesophagus small/large intestine gastric juices endoskeleton exoskeleton pre-molars	Forces conductor motor connection crocodile clip components cell	light, sound source wave noise vibrate/vibration pitch volume dynamic echo tuning fork tone Below from Y2 and Y3 music progression; drum guitar instrument families percussion timpani string brass woodwind soprano alto tenor bass
Some	biome vegetation dominant environmental barometer	solidify gaseous transpiration	reabsorption endoskeleton exoskeleton	complete/close/open circuit positive/negative electrical device	Noise pollution Muffle Mute soundproof
Key knowledge ALL children should at least know Please refer to the progression of skills and	<ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	<ul style="list-style-type: none"> To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on 	<ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it

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knowledge map for more detail.	<ul style="list-style-type: none">• To recognise that environments can change and that this can sometimes pose dangers to living things	<ul style="list-style-type: none">• To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		whether or not the lamp is part of a complete loop with a battery <ul style="list-style-type: none">• To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit• To recognise some common conductors and insulators, and associate metals with being good conductors	<ul style="list-style-type: none">• To find patterns between the volume of a sound and the strength of the vibrations that produced it• To recognise that sounds get fainter as the distance from the sound source increases
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Art: vocabulary and knowledge

Year 4	What's that sound? Movement – Pop Art Artist – Roy Lichtenstein (American)	Land of Fire and Ice Photographer – Mary Kiczenski (American)		Romans Rule
All	Tertiary Culture Pop art	Observation Primary Secondary tertiary Photography Line Colour Tone Shade Silhouettes	Depth Mood Stippling Scrumbling Hatching Cross-hatching Blending Smudging Oil pastels	Image Edit Portrait Sketch Sketching Pinching Coiling
Most	Image Edit Portrait Sketch	Photography Observation Tertiary Sketching Techniques Silhouettes Mixing		Mosaic Shape
Some	Techniques Culture	Acrylic Sgraffito		Slab-building Wheel mold
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	Skills – Colour mixing, starting to explore and make tertiary colours on a colour wheel. Onomatopoeias in the style of pop art. Explore different shapes and fonts using the selected material.	Skills – Exploring oil pastels/water colours with a range of techniques. Studying and sketching silhouettes. Colour mixing, starting to explore and make tertiary colours on a colour wheel. Using pastels and chalk, pupils to create an image of the northern lights, taking shape, proportion and light into account as they create and develop their work.		Skills – Recap colours from first project. Use of sketching skills to portray a Romanesque style bust. Using clay, scaffold and develop a self-portrayal bust, making adjustments for proportion and shape as well as individual features.

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Design Technology: vocabulary and knowledge

Year Four			
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
Key Vocabulary			
ALL	Design Make Evaluate Test Develop Audience	Design Make Evaluate technique shape Hand made Stitch textiles	Design Make Evaluate Prepare Safety Weigh, grams Chop, mix, stir, bake Ingredients Diet
Most	Develop cross sectional diagrams Market research Analyse Consumer Manipulate Hand-made Assemble Functionality	prototype consumer mould apply components shape construct	Prepare Hygiene Seasonal Diet Grown
Some	Exploded diagrams cross sectional diagrams Constraints Functionality	technique suitability	Contamination Bacteria
<p>Key knowledge ALL children should at least know</p> <p>Please refer to the progression of skills and knowledge map for more detail.</p>	<p>DESIGN</p> <ul style="list-style-type: none"> Use research and develop a criteria to inform the design of an innovative, functional and appealing product. Identify who the product is for and ensure it is fit for purpose Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, Create prototypes, pattern pieces and/or computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> Use a wide range of tools to cut, shape and join materials accurately Select materials based on their aesthetic and functional qualities <ul style="list-style-type: none"> Measure materials with great accuracy <p>TECHNICAL</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use electrical systems in their products (series circuits, switches and motors) 	<p>DESIGN</p> <ul style="list-style-type: none"> Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <ul style="list-style-type: none"> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread) <ul style="list-style-type: none"> Select textiles and materials that are most suited to the product Use a range of finishing techniques to ensure the product is aesthetically pleasing Use a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch) 	<p>DESIGN</p> <ul style="list-style-type: none"> Develop own design criteria highlighting the purpose and audience for the product <ul style="list-style-type: none"> Generate, discuss and share ideas as a whole class Produce a design to communicate ideas <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <ul style="list-style-type: none"> understand seasonality and know which products are available when Understand how some of the ingredients are grown Explain what is meant by safe food storage