

	History	Geography	Science	Computing	PSHE Health and wellbeing	PE
Programme of Study	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Health Education: Know that for most people the internet is an integral part of life and has many benefits.</p>	<p>Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>Relationships Education: Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Know the conventions of courtesy and manners.</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p>

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Year 4 Learning Intention (skills)	<p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p>Use more complex historical terms to explain and present historical information.</p> <p>Explain in detail the multiple causes and effects of a significant historical event.</p> <p>Present a thoughtful selection of relevant information in a historical report or in-depth study.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>	<p>Investigate a geographical hypothesis using a range of fieldwork techniques.</p>	<p>Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).</p>	<p>Use digital technology in different ways in the classroom, home and community to achieve a set goal.</p> <p>Apply computing skills to use new computing software.</p>	<p>Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view.</p>	<p>Throw, catch, strike and field with control and accuracy.</p> <p>Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.</p>

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Year 4 Knowledge	<p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Historical terms include abstract nouns, such as invasion and monarchy.</p> <p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p>	<p>Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis</p>	<p>Data can be recorded and displayed in different ways, including tables, charts, graphs, keys and labelled diagrams</p>	<p>Digital technology can be used in different ways and settings to achieve a specific goal, such as using data collection in the community and home to answer a classroom based question.</p> <p>New computing software commonly has features that should be familiar to users, such as icons or termin</p>	<p>People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and conste way.</p>	<p>Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket.</p> <p>Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics.</p>