

**One big question:** What is life like for a child in Europe?

**One big fieldwork study:** Examine plants and the use of green space in UK compared to other European countries

**VIP: (Very Important Person):** Marie-Louise Coleiro Preca

**As historians we will...**

...study Ancient Greek life and achievements, and their influence on the western world  
...use a variety of sources as evidence about the past  
...with support, begin to explore the concept of primary and secondary sources  
...identify and explain reasons for results of historical events (WWII)

**As designers we will...**

...produce an electrical circuit, using a number of electrical components within a product  
...use finishing techniques, showing an awareness of audience

**Using computing skills, we will...**

...create and use simple databases  
...begin to show understanding of URLs  
...present information combining a range of text and media

**As musicians, we will...**

...explore the musicians and music of WWII  
...play a piece of music in swing style  
...explore melody shape in popular WWII songs  
...use instruments to create a WWII soundscape

**As artists we will...**

...draw from observation including movement or action  
...design and print a pattern with two or more motifs  
...create a mixed media piece using a story, poem or other stimulus  
...use early textile and sewing skills

**Y4 'Know about Now' curriculum overview –**



*Aim: To inspire a curiosity and fascination about the world and the lives of children today through the exploration of diverse places. Through this learning, pupils will demonstrate a geographical and cultural awareness and in turn acquire a rich cultural capital and an appreciation of the similarities and differences of people's lives across the world.*

**As philosophers we will...**

...explore what is meant by 'identity' (Article 7)  
...learn about children and families seeking refuge (Article 22)

**In our Rights Respecting School work, we will learn about...**  
...Article 38 – the right to be protected from war and conflict

**As geographers we will...**

...name and locate European countries and their capital cities and major seas  
...locate North Africa and the migration routes into Europe  
...label the same places on a map and aerial photograph  
...compare the similarities and differences of the physical geography of Venice to Liverpool  
...identify how mountains are formed  
...compare the similarities and differences of the human geography of Eastern Europe to Western Europe  
...explain why people travel from one country to another for tourism and asylum  
...compare and contrast European regions  
...use eight points on a compass with increasing confidence

**As writers we will...**

...read and write a tourist guide for a variety of European countries  
...write historical fiction including historical dialogue  
...write a news report about an event in a European country

**As mathematicians we will...**

...explore examples of symmetry in European flags  
...work with accurate units of measurement to make a model to scale  
...use co-ordinates knowledge and grid references to locate countries on a map  
...read and compare data using charts and tables