

Year 4 Curriculum Map 2021/22 (Subject to changes as needs arise)

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Cultural Capital</u>
<u>English</u>	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	
<u>Maths</u>	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	Ely trip – mathematics at the Cathedral
<u>Science</u>	LIGHT AND OPTICS <u>Knowledge:</u> Through experimentation and observation, children to be introduced to	ASTRONOMY <u>Knowledge:</u> The 'Big Bang' as one theory The universe: an extent almost beyond imagining Galaxies: Milky Way and Andromeda	→ North Star, Big Dipper Exploration of space, Observation through telescopes Rockets and satellites: from unmanned flights Apollo 11, first landing on the moon: 'One small step for a	Human Body <u>Knowledge:</u> THE HUMAN BODY: SYSTEMS, VISION AND HEARING VISION: HOW THE EYE WORKS	Animal classification <u>Knowledge:</u> INTRODUCTION TO CLASSIFICATION OF ANIMALS Scientists classify animals according to the characteristics	Ecology <u>Knowledge:</u> ECOLOGY Habitats, interdependence of organisms and their environment	Wicken Fen Planetarium

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	<p>some of the basic physical phenomena of light, with associated vocabulary. The speed of light: light travels at an amazingly high speed. Light travels in straight lines (as can be demonstrated by forming shadows). Transparent and opaque objects Reflection Mirrors: plane, concave, convex Use of mirrors in telescopes and some microscopes The spectrum: use a prism to demonstrate that white light is made up of a spectrum of colours. Lenses can be used for magnifying and bending light (as in magnifying glass,</p>	<p>Our solar system Sun: source of energy (heat and light) The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto [Note that, in 2006, Pluto was classified as a dwarf planet] Planetary motion: orbit and rotation How day and night on Earth are caused by the Earth's rotation Sunrise in the east and sunset in the west How the seasons are caused by the Earth's orbit around the sun, tilt of the Earth's axis Gravity, gravitational pull Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on Earth Gravitational pull of 'black holes' prevents light from escaping Asteroids, meteors ('shooting stars'), comets, Halley's Comet How an eclipse happens Stars and constellations</p>	<p>man, one giant leap for mankind' Space shuttle</p>	<p>Parts of the eye: cornea, iris and pupil, lens, retina Optic nerve Farsighted and near-sighted</p> <p>HEARING: HOW THE EAR WORKS</p> <p>Sound as vibration Outer ear, ear canal Eardrum Three tiny bones (hammer, anvil and stirrup) pass vibrations to the cochlea Auditory nerve</p>	<p>they share, for example: Cold-blooded or warm-blooded Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbone or internal skeletons) Different classes of vertebrates Children should become familiar with examples of animals in each class and some basic characteristics of each class, such as: Fish: aquatic animals, breath through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body Amphibians: live part of their life cycle in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin</p>	<p>The concept of a 'balance of nature' (constantly changing, not a static condition) The food chain: producers, consumers, decomposers Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.) and by man-made changes Fossils and how they can tell us about the environment long ago Man-made threats to the environment Air pollution: emissions, smog Water pollution: industrial waste, run-off from farming Measures we can take to protect the environment (for example, conservation, recycling)</p>	
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	<p>microscope, camera, telescope, binoculars).</p> <p>SOUND</p> <p>Through experimentation and observation, children to be introduced to some of the basic physical phenomena of sound, with associated vocabulary.</p> <p>Sound is caused by an object vibrating rapidly.</p> <p>Sounds travel through solids, liquids and gases. Sound waves are much slower than light waves.</p> <p>Speed of sound: Concorde</p> <p>Qualities of sound</p> <p>Pitch: high or low, faster vibrations = higher pitch,</p>	<p>Orienteering (finding your way) by using North Star, Big Dipper</p> <p>Exploration of space, Observation through telescopes</p> <p>Rockets and satellites: from unmanned flights</p> <p>Apollo 11, first landing on the moon: 'One small step for a man, one giant leap for mankind'</p> <p>Space shuttle</p>			<p>Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin</p> <p>Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching)</p> <p>Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic</p>		
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	<p>slower vibrations = lower pitch Intensity: loudness and quietness Human voice Larynx (voice box) Vibrating vocal chords: longer, thicker vocal chords create lower, deeper voices Sound and how the human ear works Protecting your hearing</p>						
Geography	<p>Spatial Sense *local area study</p> <p><u>Knowledge:</u></p> <p>Draw maps of the local area using symbols and a key. For example, pupils draw a map of their route to school. Use the points of the compass: north, south, east, west.</p>	<p>UK Geography *London and Norfolk study</p> <p><u>Knowledge:</u></p> <p>Pupils will study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland, Wales and Northern Ireland) and places of interest.</p>	<p>Eastern Europe *map work and culture (relevant to cohort)</p> <p><u>Knowledge:</u></p> <p>ALBANIA, AZERBAIJAN, BULGARIA, CZECH REPUBLIC, CROATIA, ESTONIA, GEORGIA, HUNGARY, KOSOVO, LATVIA, LITHUANIA, POLAND, ROMANIA, UKRAINE</p>	<p>Eastern Europe Physical Geography</p> <p><u>Knowledge:</u></p> <p>→</p>	<p>Mediterranean Climate</p> <p><u>Knowledge:</u></p> <p>GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS)</p> <p>The climate of Europe: A Mediterranean climate.</p>	<p>Mediterranean Country study</p> <p><u>Knowledge:</u></p> <p>→</p>	<p>Downham Trip European festival Bulgarian national day</p> <p><u>Knowledge:</u></p>

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	<p>Review scale and discuss how they will show this on their maps.</p> <p>Identify changes to a locality over time, sequence of change, and spread or growth. For example, study aerial photographs of a local place taken in different years.</p> <p>Use an atlas and online resources to find geographical information.</p> <p>On a globe, identify the tropics of Cancer and Capricorn and understand their significance.</p>	<p>LONDON AND THE SOUTH EAST</p> <p>Greater London, Surrey, East Sussex, West Sussex, Kent, Berkshire, Buckinghamshire, Hertfordshire, Oxfordshire, Isle of Wight</p> <p>Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul's Cathedral.</p> <p>Buckingham Palace, Thames Barrier, Dover, Channel Tunnel, Battle of Hastings, Brighton, Southampton and Portsmouth</p> <p>NORTHERN IRELAND</p> <p>Part of the UK, separate from the Republic of Ireland (Ring of Gullion), peat bogs, Giant's Causeway, Glens, Belfast, Londonderry, Gaelic, ship building, farmland, dairy</p>	<p>Russia: borders China in the East and Finland in the West, Ural mountains, Ural river, Moscow, St Petersburg</p> <p>The Baltic Countries: Latvia, Lithuania, Estonia and Poland</p> <p>The Balkan Countries: Croatia, Albania, Bosnia-Herzegovina, Bulgaria and Kosovo</p> <p>Landscape: lowlands and river valleys (Danube, Dniester), Balkan Mountains</p>		<p>Landscape</p> <p>Alpine mountain system (Sierra Nevada, Pyrenees, Alps, Balkans)</p> <p>Coastline, islands and beaches</p> <p>Turkey</p> <p>Gateway to the Middle East, Istanbul, Bosphorus.</p> <p>Settlements</p> <p>Lisbon, Madrid, Rome, Milan, Venice, Athens.</p>		
History	Monarchs of the House of Stuart	Union of the Crown. Gunpowder plot.	Civil war execution of Charles I Restoration politics		Plague, Fire of London		Trip to Ely (history focus)

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	<p><u>Knowledge:</u></p> <p>MONARCHS OF THE HOUSE OF STUART</p> <p>King of Scots as James VI from 1567 King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603</p>	<p><u>Knowledge:</u></p> <p>King of Scots as James VI from 1567 King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603 Belief in the Divine Right of Kings Gunpowder Plot, 1605 Parliament unwilling to grant the King money; dissolved by the King</p>	<p><u>Knowledge:</u></p> <p>LEAD-UP TO THE CIVIL WAR</p> <p>Charles confronts parliament, 1641 Charles forcibly enters parliament to arrest five members Parliament refuses; Charles left powerless Charles flees London; Parliament in control of London</p> <p>THE CIVIL WAR</p> <p>In general, cities and the Royal Navy supported Parliament; rural communities supported the King Roundheads (Parliamentarians) and Cavaliers (Royalists) Edgehill, 1642; Charles withdraws to Oxford Battle of Marston Moor, 1644, victory for Parliamentarians New Model Army; first permanent national standing army in Britain Oliver Cromwell The Rump Parliament</p> <p>THE TRIAL AND EXECUTION OF CHARLES I</p> <p>Beheaded on the 30th January, 1649 Charles II proclaimed King in Scotland</p>	<p><u>Knowledge:</u></p> <p>Outbreak of plague in London during very hot summer Nearly 100,000 die before cold weather in October kills it off</p> <p>THE GREAT FIRE OF LONDON</p> <p>Fire breaks out in Pudding Lane on 2 September 1666 By the time it is extinguished five days later, more than three quarters of the City has been destroyed Christopher Wren and d Robert Hooke in charge of rebuilding. Wren designs many new churches and St Paul's Cathedral</p>	
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			<p>Battle of Worcester; Charles escaped to France</p> <p>THE COMMONWEALTH, 1649-1660</p> <p>An Act declaring England to be a Commonwealth was passed Oliver Cromwell's Protectorate, 1653; Rump Parliament dissolved Cromwell becomes Lord Protector in December 1653 Son Richard becomes Lord Protector in 1658</p> <p><u>Knowledge:</u></p> <p>Overthrow of Richard Cromwell Parliament invites Charles II to return from France Charles crowned King in London.</p>				
<p>Visual arts DT</p>	<p>Portraits Light and shade DT pneumatics</p> <p>→</p> <p><u>Knowledge:</u></p> <p>The generally recognised elements of art include line, shape, form,</p>	<p>Portraits Light and shade continued</p>	<p>Needlework/ cross stitch/ Weaving</p> <p>→</p> <p><u>Knowledge:</u></p> <p>Understand the basic principles of sewing techniques. Children can experiment with making their</p>		<p>Monuments (link to London and the Stuarts)</p> <p>DT Bread making linked to GFOL</p> <p><u>Knowledge:</u></p> <p>[Cross-curricular links with Year 4 World History]</p>	<p>Space (2D and 3D)</p> <p><u>Knowledge:</u></p> <p>Understand the following terms: two-dimensional (height, width), and three-dimensional (height, width, depth). [Note: perspective will be considered in Year 6.]</p>	<p>West Norfolk Artists Assoc. London - monuments</p>

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	<p>space, light, texture, and colour. In Year 4, build on what the children have learned in earlier years as you introduce concepts of light, space and design.</p> <p>LIGHT</p> <p>Observe how artists use light and shadow (to focus our attention, create mood, etc.) in: Caravaggio, Supper at Emmaus, 1601 (National Gallery, London) [Explain that Caravaggio pioneered a very dramatic lighting contrasting dark shade with bright light, known as 'chiaroscuro', combining the Italian words for light and dark.]</p>		<p>own cross-stitch design and appreciate the time and effort involved in needlework. Understand the basic principles of weaving</p> <p>Recognise embroidery and tapestry and discuss examples:</p> <p>Kate Farrer, Icarus, 2012 (Artist's Collection, now on display at the Royal School of Needlework at Hampton Court) [Cross-curricular connections with Icarus by Matisse and with Year 3 and Year 4 Language and Literature: Ancient Greek and Roman Mythology]</p> <p>Christ's Charge to Peter tapestry commissioned by King Charles I and made in Mortlake (Forde Abbey, Boughton House, Belvoir Castle and</p>		<p>Become familiar with the public monuments of English history for instance: St. Paul's Cathedral, London Bridge</p>	<p>Observe the relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.</p> <p>Observe how artists can make what they depict look three-dimensional, despite working in two dimensions, by creating an illusion of depth. Also examine the foreground, middle ground, and background in paintings, including: Pieter Bruegel the Younger, The Peasant Wedding, 1620 (National Gallery of Ireland, Dublin) Jean-François Millet, The Gleaners, 1857 (Musée d'Orsay, Paris)</p>	
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	<p>Rembrandt van Rijn, Belshazzar's Feast, 1636 (National Gallery, London)</p> <p>Johannes Vermeer, The Milkmaid, c. 1658 (Rijksmuseum, Amsterdam)</p> <p>Joseph Mallord William Turner, The Fighting Temeraire, 1859 (National Gallery, London)</p>		<p>Chatsworth House) and original cartoons by Raphael (Victoria and Albert Museum, London)</p> <p>Norman Hartnell, Queen Elizabeth II's Coronation Robes (Royal Collection)</p> <p>Royal School of Needlework, Queen Elizabeth II's Robes of Estate (Royal Collection)</p> <p>Royal School of Needlework, Kate Middleton's Wedding Dress (Royal Collection)</p>				
Music	<p>Abba</p> <p><u>Knowledge/Skills:</u> ABBA's music. Facts/info: ABBA was a Swedish pop group formed in 1972. Listen to 4 other ABBA songs/pieces: ● Mamma Mia ● Dancing Queen ●</p>	Glockenspiels	<p>Blackbird</p> <p><u>Knowledge/Skills:</u> Themes: The Beatles, equality and civil rights. Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands</p>	Glockenspiels	<p>Stop!</p> <p><u>Knowledge/Skills:</u> Theme: Grime and other styles of music. Facts/info: Stop! is a song/rap written in a Grime style for you to compose your own lyrics. Listen to 5 pieces of music in different</p>	Glockenspiels	

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	<p>The Winner Takes It All ● Waterloo ● Super Trouper ● Thank You For The Music</p> <p>Vocabulary: Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>		<p>ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr. In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.</p>		<p>styles: ● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ● Radetzky March by Strauss (Classical) ● Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence) ● Libertango by Astor Piazzolla (Tango) ● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</p> <p>Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose,</p>		
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					improvise, hook, riff, melody, solo		
MFL	<p>Unit 1/2 recap – how are you, name, numbers, colours and classroom instructions</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 4 Les Animaux Lesson 1 Animals and pets Lesson 2 Numbers to 20</p> <p>Unit 3/4 test</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 5 La Famille Lesson 1 Members of your family Lesson 2 The alphabet Lesson 3 Household items Lesson 4 prepositions</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 6 Bon anniversaire! Lesson 1 Snacks Lesson 2 Opinions about food Lesson 3 Numbers to 30 Lesson 4 Months of the year Lesson 5 Dates and birthdays</p> <p>Unit 5/6 test</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 7 Encore! Lesson 1/2 revision of people descriptions Lesson 3 Nationalities Lesson 4 Giving characteristics</p>	<p>→</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>French Café</p> <p>Language day</p>
Computing	<p>The Internet</p> <p><u>Knowledge:</u></p>		<p>Programming: Repetition</p> <p><u>Knowledge:</u></p>		<p>Audio editing</p> <p><u>Knowledge:</u></p>		

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	<p>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 will learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>		<p>This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p>		<p>Pupils will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Pupils will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, pupils will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, they will evaluate their work and give feedback to their peers.</p>		
PE	Cardio Drumming	Dance	Gymnastics	Racket skills	Athletics	OAA	

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	<p><u>Knowledge:</u> Read and follow symbols for movements in a sequence. Build stamina and fitness. Move to music with co-ordination.</p> <p>Ball skills</p> <p><u>Knowledge:</u> Strike, pass and stop with control and clear sense of direction Follow the formal rules of the game and demonstrate they can play fairly Keep possession of a ball with a hockey stick. Show awareness and accuracy in passing</p>	<p><u>Knowledge:</u> Vary speed and levels within a dance sequence Link movements into dance sequences Use movement patterns to create dance phrases on their own. Begin to perform longer dances clearly and fluently. Show a good sense of rhythm and style when performing</p>	<p><u>Knowledge:</u> Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling Show changes of direction, speed and level during a gymnastic sequence Create successful and stable balances and shapes Decide on strategies, skills and equipment needed to complete a challenge based on previous experience</p>	<p><u>Knowledge:</u> Follow the formal rules of the game and demonstrate they can play fairly Develop the skills of forehand or backhand when playing racket games, showing control when hitting</p>	<p><u>Knowledge:</u> Sprint over a short distance Pace running over longer distances Develop technique to be able to throw further Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p>	<p><u>Knowledge:</u> Use basic maps and diagrams to orientate themselves and to move from one place to another Adjusts plans and actions depending on changing situations</p>	
<u>RE</u>	<p><u>Judaism</u></p> <p><u>Knowledge:</u> How special is the</p>	<p><u>Christianity</u></p> <p><u>Knowledge:</u> Significance of the Nativity</p>	<p>Judaism</p> <p><u>Knowledge:</u> How important is it</p>	<p>Christianity</p> <p><u>Knowledge:</u></p>	<p>Judaism</p> <p><u>Knowledge:</u> What is the best way</p>	<p>Christianity</p> <p><u>Knowledge:</u> Do people need to go</p>	<p>Harvest Carol Concert Easter</p>

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	relationship Jews have with God? – sacred texts, does participating in worship help people to feel closer to God or their faith community.	story. DO sacred texts have to be true to help people understand their religion? Can the arts help to communicate religious beliefs?	for Jewish people to do what God asks them to do? DO religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?	Is forgiveness always possible? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	for a Jew to show commitment to God? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life.	to church to show they are Christians? Does participating in worship help people to feel closer to God or their faith community.	Spring 1 – visitors for Judaism
<u>RSHE</u>	Asking for help Skill Builders <u>Knowledge:</u> By the end of this unit pupils: Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.	My Feelings Skill Builders <u>Knowledge:</u> Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	My Body Skill Builders <u>Knowledge:</u> By the end of this unit pupils: Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	My relationships Skill Builders <u>Knowledge:</u> By the end of this unit pupils: Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	My Beliefs Skill Builders <u>Knowledge:</u> By the end of this unit pupils: Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	My rights and responsibilities Skill Builders <u>Knowledge:</u> By the end of this unit pupils: Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	
<u>Local history and geography</u>	Map work linked to Norfolk	Local animal classifications Wicken Fen?	Oliver Cromwell's house in Ely	St Winnold's horse fair in			Downham History Tour –

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				Downham Market			gallows location etc.
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