

GST Curriculum Gateways

'Gosforth Gateways'

Curriculum Gateways Rationale:

Within the Gosforth Schools Trust (GST), transition from Year 4 to Year 5 marks a critical juncture in a child's educational journey.

To ensure an effective **progression** and smooth **transition** between first and middle school, it is crucial to have established **clear curriculum end-points** that delineate the knowledge, skills, and competencies pupils should attain by the end of Year 4.

Our **Curriculum Gateways** document has been established and agreed through effective **collaboration** between the GST's 9 first schools and 2 middle schools. Leaders at all levels, including middle leaders and subject specialists, have contributed to the design and implementation of this document.

Foundation Subjects have been broken down into specific strands of **disciplinary knowledge**. This means that subject-specific skills, which build sequentially alongside substantive knowledge acquisition, can be defined and worked towards progressively. In practice, this means that all GST schools retain ownership of the content of their subject curriculums ('what' they are teaching) whilst working towards the same disciplinary goals. For example, pupils in one school could be learning about Ancient Egypt while another studies Ancient Greece but children in both settings could be exploring the reliability of physical historical evidence.

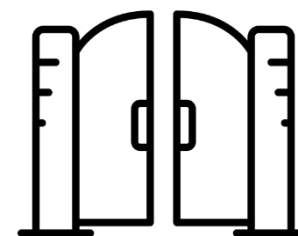
The impact of this agreed curriculum relationship is that children are able to 'hit the ground running' following their transition into Middle School.

First School teachers know the ambitious end-points which they need their pupils to secure and deepen by the end of Year 4.

Middle School teachers can confidently re-visit and build on the competencies of pupils beginning their journey into Upper Key Stage 2, with less variation between feeder schools.

GST has established curriculum Gateways for the following foundation subjects:

- Geography
- Art and Design
- Music
- Design Technology
- Computing
- Physical Education
- History
- Religious Education
- Modern Foreign Languages





Year 4 Geography Gateways



Location Knowledge

Where is it?

- Name and locate some countries and capital cities in Europe, North America and South America
- Name and locate some major cities of the UK
- Understand the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Poles
- Identify human and physical characteristics of the North East including hills, mountains, coasts and rivers

Place Knowledge

What is it like there?

- Describe and compare physical and human similarities and differences between contrasting geographical locations
- Explain how humans can be impacted by or have an impact on their location
- Ask geographical questions about a place

Physical and Human

Human

- Identify and describe human features, including on maps (e.g. cities, bridges, etc.)
- Describe different types of settlement and land use
- Show an awareness of some patterns in human geography, such as population change

Physical

- Identify and describe physical features, including on maps (e.g. rivers, volcanoes, etc.)
- Describe the distribution of some natural resources, such as coal
- Show an awareness of some natural processes, such as the water cycle

Geography Skills and Fieldwork

Why is it like this here?

- Use maps, atlases, globes and digital mapping to locate countries and describe features studied
- Use four-figure grid references to locate features on OS maps
- Use four points of a compass
- Create and read maps using symbols and keys
- Plan and collect simple fieldwork data from our locality and use this to draw conclusions
- Use the fieldwork methods; sketch maps, plans, graphs, digital technology



Year 4 Art and Design Gateways

Disciplinary <i>What is Art?</i>		- Recognise and talk about the formal elements of art: line, colour, shape, form, texture and tone and how they are used in the work of others - Using art specific language, give a personal response to a piece of art when answering questions such as; <i>What do you see? What do you feel? How do you think it is made?</i> - Evaluate their own work regularly
Theoretical <i>History of Art, meanings, interpretations, processes</i>		- Know artists from a range of time periods spanning through; ancient and prehistoric (10,000BC-5th Century AD), traditional (6th Century– 1870), modern art (1870-1970) and contemporary art (1970 to present day) ensuring a range of diversity including gender, ethnicity and LGBTQ+ etc. - Consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes
Practical <i>Methods, techniques, media</i>	Drawing	- Use a pencil to create line, tone and texture - Hold a pencil with varying pressures to create different marks - Use a range of drawing media to draw e.g. charcoal, crayon, pens, oil pastel, etc. - Draw from or inspired by source images and observation. - Show proportion in their work.
	Painting	- Mix paints to make tints and shades - Apply paint using different techniques eg. stippling, dabbing, washing, etc. - Know how to mix primary colours to create secondary colours - Know how to use a paintbrush with control and know how to apply various paints e.g. watercolour and liquid paint - Use materials to collage and create colour and texture
	Sculpture	- Know that sculpture can be made from a variety of materials e.g. clay, card, fabric, wire etc. - Manipulate materials and understand how to join e.g. scratch and slip, glue, tape
	Craft and design	- Learn traditional techniques e.g. printing, fabric art, papermaking, weaving, etc. - Use a range of appropriate tools safely with control and accuracy e.g. rollers, scissors, batik, carving tools, etc.





Year 4 Music Gateways

Technical <i>Accurately producing sound</i>	Production of Sound	• Sing a melody in tune • Play a simple melody correctly using a small range of notes on a melodic instrument • Begin to harmonise and explore singing in rounds and partner songs • Keep a pulse on a percussion instrument in a song or play a simple ostinato pattern • Play rhythmic instruments – keeping time with some simple polyrhythm • Understand terms such as tempo, pulse, dynamics, rhythm, melody, harmony
	Notation	• Understand the link between sound and symbol • Being able to recognise crotchets, quavers, minims and their corresponding rests • Read/follow graphic scores and begin to follow staff notation
Constructive <i>Understanding and application</i>	Listening	• Listen and move in time to songs • Recognise elements of the music that establish the mood and character (e.g. the rhythm) • Identify types of instruments when listening to music
	Composition	• Improvise and compose; creating atmospheric music for a scene with a given set of instruments • Structure musical ideas into a composition. • Create graphic scores.
	Performance	• Play instrumental part in whole class performance. • Engage in musical performances (assemblies, nativity plays) • Sing in tune enthusiastically with expression and good diction
Expressive <i>Considering musical quality</i>	Appraisal	• Identify and talk about the effect of particular instrument sounds (timbre) • Appraise effect of elements of the music that establish the mood and character (e.g. the rhythm). • Talk about musical characteristics of styles, using musical vocab. • Compare extracts of music and talk about their similarities/differences.
	Culture and History of Music	• Listen to and talk about music from a range of cultures, genres and traditions • Experience music from different times in history and notice how this has changed • Identify and name some musicians from different genres





Year 4 Design Technology Gateways

Design		• Gather information about the needs and wants of a particular groups or individuals • Develop their own design criteria and use these to inform their ideas • Describe the purpose of specific features of their design • Use annotated sketches and exploded diagrams to develop and communicate their ideas • Make design decisions that take account of the availability of resources	
Make		• Select materials and equipment that are suitable for the task and explain their decisions • Follow procedures for safety and hygiene • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials with some accuracy • Apply a range of finishing techniques, including those from Art and Design	
Evaluate	Existing Products	• Investigate and analyse how well products achieve their purposes and why certain materials have been chosen • Using simple examples, investigate and analyse how well the product has been made or designed • Know some designers that are linked to the products that they are investigating	
	Own Products	• Evaluate a finished product against the design criteria • Identify strengths and areas for development in their ideas and products, either independently or supported by their peers and teacher.	
Technical Knowledge	Textiles	• Select an appropriate stitch (e.g. running, cross) for a specific purpose • Know different fastenings are used for different purposes	
	Mechanisms	• Know how mechanical systems (e.g. levers, pneumatic systems) create movement	
	Structures	• Make a strong, stiff freestanding shell structure	
	Electrical	• Use a simple electrical circuit and components to create a functional product	
	Cooking	• Name different sources of food (e.g. caught, farmed, etc.) • Know that a healthy diet is made up of a variety and balance of different food and drinks, as depicted in the Eatwell Plate • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	



Year 4 History Gateways

Chronological Knowledge		• Place periods of history on a timeline in order • To explain how the past can be divided into different periods of time • To order events within a certain time period
2nd Order Concepts	Connection, Cause and Consequence	• To examine causes and results of great events and the influence these have had on life today • To understand the impact of a significant individual's actions on national and international life • To understand how different events and eras overlap and influence each other
	Historical Evidence	• Knowledge of sources and how they inform • Understand how our knowledge of the past is constructed from a range of sources • Evidence of reliability of sources • Begin to understand the provenance of a source • Begin to consider different perspectives represented in different sources from historical events
	Continuity and Change	• Identify the similarities and differences between different periods of history • Describe and give reasons for changes over time within different historical periods • To compare and contrast historical life and trends within a range of time periods
	Historical Significance	• Knowledge of significant individuals, civilisations and events and how these have influenced the present • To have knowledge and understanding of history within the local area through a study of a significant event or individual • To have knowledge and understanding of an aspect of theme in British history that extends pupils chronological knowledge beyond 1066
Substantive Conceptual Understanding		This may include: • Gain historically rounded understanding of abstract terms, such as: culture, empire, conflict, society, monarchy • To apply and use key vocabulary in the context of the historical events studied and in a variety of eras 



Year 4 Physical Education Gateway

Disciplinary Knowledge	• Use a range of equipment safely • Have a knowledge of safe and unsafe practices • Apply accurate and efficient throwing and catching skills	
Games	• Understand the concepts of attack and defence • Work collaboratively as part of a team • Demonstrate appropriate skills and tactics for game situations • Perform striking and hitting techniques to specific to game	• Perform passes that are specific to games • Participate in small-sided games • Use a range of techniques to travel with a ball 
Dance	• Perform a dance using a range of movements • Perform and evaluate own and others work • Create an individual dance that reflects a chosen dance style	
Gymnastics	• Construct sequences using balances and linking movements • Perform and evaluate own and other's sequences • Create a sequence with a clear beginning, middle and end	
Athletics	• Choose and perform an appropriate throwing action for distance • Aim accurately at a target • Use effective jump technique consistently • Understand and demonstrate how to jump for distance and height	• Identify, name and participate in a range of track and field events (e.g. <i>Sprints, Hurdles, Long Jump, Javelin Throw, Discus</i>)
Adventurous Outdoor Activities	• Understand and demonstrate how to work as a team – communication, respect, resilience etc. • Read a map, plan a route and mark it on a map.	
Swimming	• Water Safety • Experience of a range of strokes • Enter water safely • Head under the water	



Year 4 Religious Education Gateways

Substantive Knowledge

Belonging and identity
Festivals and celebrations
Religious founders, leaders and communities
Worship, beliefs and practices
Religious scriptures and interpretations
Places of worship
Links with local communities

At least 3-4 different religions studied by the end of Year 4

- Identify and discuss different beliefs within their community
- Develop their understanding of the ways in which individuals in communities express their identities and sense of belonging.
- Experience a range of festivals and celebrations that take place locally and globally
- To know some leaders and prophets across different religions
- Identify similarities and differences between religions and communities and the way they live their lives
- Know that within one religion there can be lots of different beliefs and ways of expressing your beliefs
- Know that religions all have their own scriptures
- Enrichment and experiences to reflect our local diverse community
- Research local communities

Disciplinary Knowledge

Ask questions
Draw conclusions
Make predictions
Establish links or connections between themes in religion

- Follow an enquiry based question and/or make comparisons across many themes, such as belonging
- Pose interesting questions which encompass their wonder and awe about the world around them
- Make links between aspects of their own life and experiences with others
- Consider and reflect on important role models and influences in their lives
- Hold discussions and debates, considering religious and non-religious viewpoints
- Reason and make judgments
- Spiritual, Moral, Social and Cultural awareness and understanding





Year 4 Computing Gateways

Online Safety

How do I stay safe online?

- Know that you should tell a trusted adult if you feel unsafe or worried online
- Recognise what information should not be shared online
- Know that not all information shared online is true
- Understand the behaviours that are appropriate in order to stay safe and be respectful online
- Know what social media is and that age restrictions apply
- Understand the importance of limiting the amount of time spent using technology (screen time)



Computer Systems and Networks

What are the parts of a computer and how do computers work together?

- Recognise basic inputs and outputs
- Use a mouse to click, drag, fill and select
- Make text a different style, size and colour using Microsoft Word
- Demonstrate using the 'copy' and 'paste' functions.
- Understand what a network is and how a school network might be organised
- Know what emails are and how to send one

Programming

How do computers follow instructions?

- Explain what an algorithm is
- Create algorithms for a specific purpose
- Code a simple computer program or game
- Understand what decomposition is
- Incorporate variables to make code more efficient

Creating Media

What can I create using technology?

- Take photographs by holding the camera still and considering angles and light
- Edit photographs and videos using film-editing software
- Add transitions and texts to videos
- Develop online searching skills to help find relevant information on the internet

Data Handling

What is data and how do I collect and use it?

- Collect and input data into a spreadsheet on Microsoft Excel
- Interpret data from a spreadsheet
- Identify the correct data to answer certain questions



Year 4 Modern Foreign Language Gateways

Cultural Knowledge

What do I know about Spain and other Spanish speaking countries?

- Name some cities in Spain
- Name other countries where Spanish is spoken as an official language aside from Spain
- Have experienced some aspect of Spanish literature e.g. song, poetry or stories
- Have an awareness of aspects of Spanish culture e.g. festivals, food or music

Phonics

What does it sound like?

- Know the Spanish alphabet (the names of the letters)
- Know and produce the letter sounds specific to Spanish (phonemes ll, ñ, silent h)
- Show an understanding of these key phonemes in vocabulary e.g. correct pronunciation of llamo, español, hay

Vocabulary

What can I say?

- Know key simple vocabulary – greetings (*hello, my name is, goodbye*) numbers to 20, days of the week, months and colours
- Have a range of vocabulary which compliments the grammar taught to produce short phrases e.g. classroom objects/pets/family – I have a..., food/colours – I like/I don't like..., numbers and months – age and birthday



Grammar

How do I say it?

- Know a selection of key verbs (*me llamo, tengo, me gusta, soy, es, hay*)
- Create simple structures with key verbs
- An awareness of how Spanish grammar/structure differs from English e.g. word order
- An awareness of gender and its impact
- To be able to ask a simple question



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