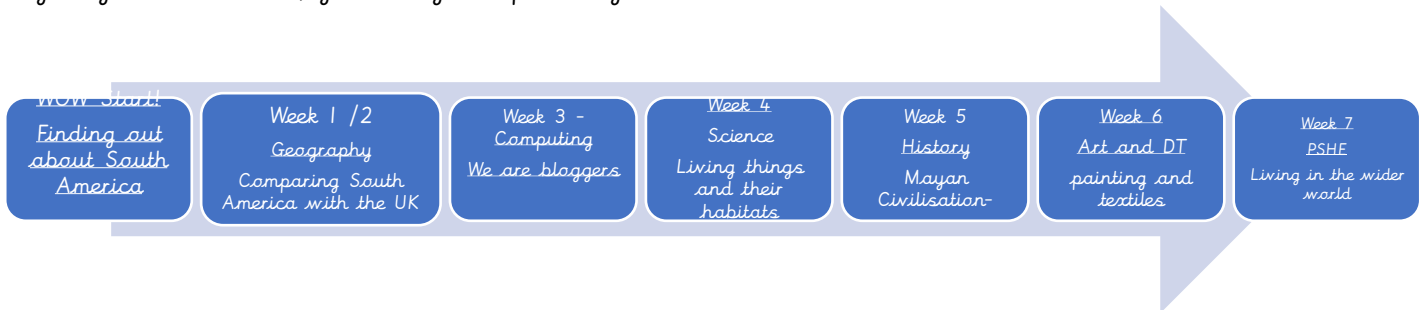


Year 4 Geography/History based Sensational South America (7 weeks)

Children learn about South America both now and historically. They study location; human and physical features and explore what life is like in a region of South America and where it can be found in the world and compare with the UK. This builds on their learning in the previous Volcanoes topic. They create travel guides for visiting South America using computing skills. Then children learn about living things and their habitats. They then look at Mayan civilisation in detail, drawing on their research skills learnt in previous units. They will also compare Mayan cities with Pompeii from the previous topic. Finally children create art in the style of Frida Kahlo, focusing on painting.



Geography skills for this unit

Geographical skills and enquiry

- Ask and respond to questions and offer their own ideas.
- Use non-fiction books, stories, atlases, pictures/photos, satellite images & aerial photographs and the internet as sources of information.
- Investigate places and themes at more than one scale. Collect and record evidence with some support. Analyse evidence and draw conclusions e.g. make comparisons between locations using pictures, photos & maps
- Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
- Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.
- Use the 8 points of a compass to build their knowledge of the UK and the wider world..

Locational knowledge

- Begin to understand the similarities and differences of areas of the UK.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.

Human and Physical Geography

- Describe and understand key aspects of: *Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes & earthquakes. *Human geography including: types of settlements in modern Britain e.g. villages, towns, cities.

Fieldwork skills

- Questionnaires
- Field sketching
- Measurement

Knowledge for this unit

- Know where South America is and locate countries on a map.

Previous Knowledge

- Identify longest rivers in the world, largest deserts, and highest mountains. Compare with UK.
- Locate the main countries of Europe inc Russia Identify some key capital cities of

	<p>Europe.</p> <ul style="list-style-type: none"> • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • Compare the geographical, human and physical differences of a region in the UK with Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Latitude • Longitude • Equator • Northern hemisphere • Southern hemisphere • Tropic of Cancer • Tropic of Capricorn • Arctic Circle • Antarctic Circle • Prime/Greenwich Meridian
--	---

Computing skills for this unit

Creativity

- become familiar with blogs as a medium and a genre of writing create a sequence of blog posts on a theme
- incorporate additional media
- comment on the posts of others
- develop a critical, reflective view of a range of media, including text.
- what can be appropriately shared online
- describe what constitutes as acceptable behaviour when commenting on others' posts
- become more discerning when evaluating content online develop safe search habits
- know what information they can share and how to participate positively in an online community
- know what parental permission is
- they should not publish other people's pictures or tag them on the internet without permission
- that content put online is extremely difficult to remove
- that comments made online that are hurtful or offensive are the same as bullying.
- can choose the type of program for a given task
- can find information using a variety of ICT sources
- can identify file types from their icon or file extensions e.g. *.doc *.jpg *.gif *.bmp

Knowledge for this unit

- understand what social media is
- recall the advantages and disadvantages
- use the internet safely

Previous Knowledge

We are who we are (Year 3)

Key vocabulary

Hypertext mark-up language
 Internet
 Web server
 Blog
 Informality

Science skills for this unit

- Ask relevant questions.
- Record findings using simple scientific language, drawings, labelled diagrams
- Report on findings from enquiries, including written explanations
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their

findings.

Science Big Questions:

Can I sort the animals using a classification key I have created myself?

(Identifying and classifying)

Where do the most ____ (choose animal) live? Why?

(Pattern seeking)

Knowledge for this unit

Living Things and Their Habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Previous Knowledge

Living Things and their Habitats

New learning

Key vocabulary

- Vertebrate
- Invertebrate
- Mammals
- amphibians

History skills for this unit

Investigate and interpret the past

- I can use evidence to build up a picture of a past event
- I can choose relevant material to present a picture of one aspect of life in time past
- I can begin to evaluate the usefulness of different sources
- I can ask a variety of how and why questions
- I can retrieve information from secondary sources e.g. text books, internet etc

Have an overview of world history

- I can describe the social, ethnic, cultural or religious diversity of a past society
- I can compare some of the times studied with those of other areas of the world e .g. what was happening in Britain during the time of the Mayans

Understand chronology

- I can place the events from the period being studied on a time line
- I am beginning to date specific events from the period studied and use relevant terms associated with the period

Able to communicate historically

- I can use appropriate historical vocabulary to communicate my ideas including: dates, time period, era, change, chronology
- I can recall, select and organise historical information
- I can use literacy and numeracy and ICT to a good standard in order to communicate information about the past

Knowledge for this unit

- Mayan civilisation started in around 1000 BC in Mexico but was also in other countries in Central and South America.
- The Mayans built huge cities and shared common beliefs and traditions.

Previous Knowledge

- I can describe characteristics features of the past e.g. ideas, beliefs, attitudes and experience of men, women and children
- I can describe changes that have happened in the locality of the school throughout history e.g. links to Anglo Saxons and Vikings
- I can give a broad overview of life in

Britain e.g recap and chronologically order periods of history or famous events already studied

Key vocabulary

- Mayan
- Civilisation
- Time period
- Chronology
- Era

Art skills

Drawing

*Make accurate drawings (people - focus on whole person; proportion and placement)

*Experiment and make informed choices with various grades of pencils to show line, tone, intricate patterns and texture.

*Use sketchbooks

to collect and record visual information from different sources as well as planning and collecting source material for future works.

* Draw for a sustained period of time at an appropriate level.

Paint

Colour mix considering light and dark tones (without the use of black).

*Independently select the appropriate tools for the task (e.g. type of paint, size of brush, scale of paper etc).

*Choose colours and painting styles to reflect and create mood.

*Work in the style of a selected artist - NOT copying.

* Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.
own

Knowledge for this unit

Frieda Kahlo was a Mexican painter inspired by the environment around her

Previous Knowledge

Drawing

*Make colour wheels (primary, secondary, tertiary and complementary colours).

*Work with different size brushes to create different effects. *Apply colour using different techniques e.g. washes, stippling, blending, layering, scratching, texturing, splashing etc).

*Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.

Paint

*Develop intricate patterns and marks with a variety of media.

*Draw negative and positive shapes.

*Show an awareness of objects having a third dimension and perspective.

*Make initial

*sketches as a preparation for painting.

*Use digital technology to produce drawings (see David Hackney iPad project)

*Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.

* Draw for a sustained period of time at an appropriate level

PSHE skills

Living in the Wider World

- How people have a shared responsibility to help protect the world around them
- How everyday choices can affect the environment
- How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- How to show care and concern for others (people and animals)
- How to carry out personal responsibilities in a caring and compassionate way

Knowledge for this unit

- How to sensibly look after money.
- Understand fair trade and food miles
- Environmental responsibility

Previous Knowledge

how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups

- *what is meant by a diverse community; how different groups make up the wider/local community around the school*
 - *how the community helps everyone to feel included and values the different contributions that people make*
 - *how to be respectful towards people who may live differently to them*