

OUR PLACE IN THE WORLD: Appreciating God's Creations

Focus Overview



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do



YEAR 4:

Our Place in the World: Appreciating God's Creations Year 4 – Spain



Throughout this focus, children will discover and learn about our local history, and Spanish history. We will explore Spanish culture, lifestyle and traditional events.

In **Geography**, children will explore Spain, identifying its location on a map and human geographical features, comparing it with the UK.

In **Art** children will research Picasso and will look his work and the different styles of painting he did during his life. They will paint using different tones in the style of Picasso and understand the term Cubism to draw in a similar style.

In **Computing**, children will recognise images may have been digitally altered and will describe different methods of making people buy things online. They will also understand that some people online are bots and the dangers these pose. Children will also explain why lots of people sharing the same opinion does not make those opinions true and can lead to potential bullying.

Finally, in **English** children will explore a variety of structured poetry understanding there are different rules per poem. They will create their own structured poetry based on Spain and the culture they learn about within Spain. They will also explore different setting descriptions in the Lion, the Witch and the Wardrobe and create their own setting description based on a fantasy story.

Theme Impact

Children will have a deeper awareness of Spain, exploring its culture and geographical location. They will understand how their geographical features differ to ours and will compare different climates.

Catholic Social Teaching

Rights and responsibilities

It is essential that children have chance to learn about the significance, differences and links between rights and responsibilities. Rights are things and/or conditions that we all should have access to, that are protected by our laws. Responsibilities are duties or things that we should do in order to protect others and the environment. Through Collective Worship, children will explore human and children's rights and things that can put a stop to this around the world. This will be enhanced through work on the virtues **Intentional and Prophetic**; having faith in yourself to uphold the responsibilities that you are given and having faith in others to respect your human rights and the rights of others; being hopeful that God will guide people in power, to support and help anyone who has had their rights compromised and send strength to those who face challenges to never give up.

Curriculum Drivers

Geography

Nation Curriculum Objectives

- 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, and a region in North or South America
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Knowledge and Skills Progression

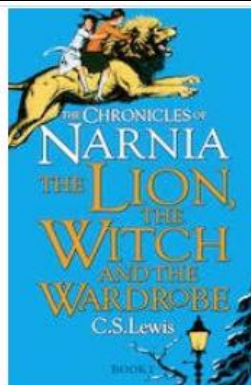
- GSF2: Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and countries studied in depth.
- GSF4: Develop map skills to include key countries around the world and countries in Europe.
- LK1: Locate the world's main countries, noting some of their key physical and human characteristics, countries, and be aware of some major cities
- PK1: 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, and a study from the wider world.
- HPG2: Human geography, including: types of settlement, population, employment and land use.

Prior Learning:

- GSF2: Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and countries studied in depth.
- PK1: 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, and a study from the wider world.
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Art	
National Curriculum Objectives	
<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists in history. 	
Knowledge and Skills Progression	
<ul style="list-style-type: none"> E1 create sketch books to record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work. D1 draw for a sustained period of time D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D5 create texture and pattern in drawing with a range of implements. Painting P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint. P3 use language of and mix primary and secondary colours and use tints and shades. <p>Prior learning</p> <ul style="list-style-type: none"> E1 create sketch books to record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work. D1 draw for a sustained period of time D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D5 create texture and pattern in drawing with a range of implements. Painting P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint. P3 use language of and mix primary and secondary colours and use tints and shades. 	

Application	
<p>Children have been learning about the current changes to Spain and how it is changing over time. Following COVID, places within Spain have followed a significant loss in money. Children are going to produce a tourism guide about all of the things to do in Spain to help build tourism back up in Spain.</p>	
Wider Curriculum Opportunities	
Writing	Reading
<p><u>Fantasy Story</u> Children will explore the key elements to a fantasy story. They will focus on key settings within the lion, the witch and the wardrobe and will create their own setting description. Children will then develop the plot of the Lion, the witch and the wardrobe and create their own fantasy story about exploring a new world.</p> <p><u>Structured poetry</u> Children will explore a variety of structured poetry understanding there are different rules per poem. They will create their own structured poetry based on Spain and the culture they learn about within Spain.</p>	<p>The Lion, the witch and the wardrobe – Reading Challenge</p> <p>Reading explorers – Haywood Library</p>



Computing – application of previously taught skills

Fantasy story

Information technology

Animation and video creation

Video creation

Photography and Digital art

Digital literacy

Online bullying

Managing information online

Copyright and owner right

Enrichment

Parents in from school to talk about Spain and Spanish culture.

Stand-alone objectives to be covered this term

PE

Music

Changes in pitch, tempo and dynamics

MFL

No unit

Cooking in the Curriculum

Summer Pudding

R.E. – Judaism

National Curriculum Objectives

See RE planning