



## Impact

### By the end of this unit children will know...

Children will build upon their Year 3 prior learning of the different natural disasters that occur in our world. They will come to understand more deeply that different geographic features of areas within Europe present different risks of certain natural disasters. That natural disasters can be unavoidable phenomenon that impact on day-to-day life of the area. They will gain a deeper knowledge of Europe as they develop geographical skills in their European study.

As we zoom into our European location of study, children will question how the human and physical features impact upon life in Naples, Italy and how natural disasters can affect/influence the future of the location. As we delve deeper into our big question "Where should Global Assistance begin?" Children will consider how we are called to respond to these disasters and where the responsibility lies. As our European neighbours, is it for us to help?

## Intent

... it is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" (Pope Francis).

Through the delivery of this unit of work children will develop a clear understanding of the importance of why we need to support communities in need.

## Building the Kingdom

### Big Question:

Where should Global Assistance begin?

Further questions to explore:

Can we prevent natural disasters?

Do our responsibilities diminish the further we are from these events?

How should we prioritise our support?

## Catholic Social Teaching

**Solidarity and the Common Good:** We are all called as Children of God to care for and look after one another. How are we called to offer aid to others in times of natural disaster?

**Option for the poor and vulnerable:** Communities most at risk after natural disasters are those who do not have the resources to rebuild.

# Where Should Global Assistance Begin? Year 4: Knowledge and Skills

## Core Subjects:

### English

#### Story with a historical setting

Children will be writing a short story told in the first person based on the book Escape from Pompeii - demonstrating both their Literacy skills and their historical knowledge.

Children will be able to:

- Use their senses to describe.
- Use correctly punctuated direct speech
- Use personification, similes, powerful verbs, expanded noun phrases to describe
- Use a variety of fronted adverbials

#### Newspaper reports.

Children will be writing a newspaper report based on a natural disaster.

Children will be able to:

- Write an introduction including who, where, what and when.
- Use fact and opinion
- Use direct speech for sources
- Create punchy and eye catching headlines.

### Science

#### **Animals including humans**

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

## Foundation Subjects

### History and Geography

#### Geography

- Use a range of maps and atlases to locate countries and describe the human and physical features of Naples.
- Use compass directions and give directions to build knowledge of Birmingham and Naples.
- Accurately use 6 figure grid references on an OS map.
- Draw maps, sketches and plans with accurate symbols, keys and scales.
- Ask geographical questions about places and environments.

#### History

- Describe how natural disasters in the past affect/influence life today.

### Art and Design and Design Technology

#### Art

- Drawing – Introduce the concept of scale and proportion
- Colour – Use colour to reflect mood

### Music

- Brass lessons – Listen, review and evaluate pieces of music where instruments are used to create mood, suspense and tension.
- Create simple pieces of music focussing on dynamics and tempo to reflect mood.

### Computing

Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals.

# Where Should Global Assistance Begin? Year 4: Knowledge and Skills

## Core Subjects:

### Maths

- Find the area of rectilinear shapes by counting squares.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths

### RE

- Know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent.
- Know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives.
- Know that the Sacrament of Reconciliation is a celebration of this gift. The children will know that Christians are called to follow Christ by the way they live their lives. To understand that the Beatitudes of Jesus provide a guide for this.
- Have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus.

## Foundation Subjects

### PE

#### Tennis

- Learn and apply the basic skills and techniques for forearms and backhands.
- Play competitive games and apply the basic principles.

#### Athletics

- Develop strength, flexibility, technique, control and balance in a wide range of athletic events.

### Peacemakers

#### Inner Peace

During Peacemakers children will be discussing:

- What is assertiveness?
- International Women's Day
- What you might feel when and why.
- Personal space
- Body language
- ASC awareness