



Impact

By the end of this unit children will...

Children will develop an understanding of a region in the United Kingdom and identify physical and human characteristics of this area. Children will be able to use these skills to also find the physical and human characteristics of Spain. They will be able to identify similarities and differences between these two regions being able to use geographical language to explain and support their argument. Children will explore what the term neighbour means to them and how this can be related to their current study of the country Spain. They will use geographical enquiry to apply their skills to broaden their understanding. They will draw upon their geographical knowledge of maps, atlases, OS maps and compass directions to demonstrate their understanding with a new country.

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 an understanding of the similarities that we have with our neighbours in Europe in particular Spain. We will also look at the differences but that our similarities unite us.

Building the Kingdom

Big Question: Who is my neighbour?

Further questions to explore:

What similarities do we share?

What differences do we have?

Why is it important to establish good relationships with other countries?

Can we learn from other countries?

Catholic Social Teaching

Solidarity and the Common Good

That we are one human family, global citizens called to be peacemakers.

That we should work in collaboration with others to achieve a common goal.

Who is my Neighbour? Y4: Knowledge and Skills

Core Subjects

English

A dilemma Story - Lost or Stolen?

This unit explores the themes of relationship, suspicion and trust. Children will be encouraged to develop an awareness of audience and purpose when they then plan and write a new chapter with a different dilemma and setting.

Children will be able to:

- Link the theme of dilemmas in the story with their own experiences and other stories.
- Explore characters as the story develops.
- Understand how suspense is created in a story.
- Use what they know about the characters to show how they react to their new dilemma and what the consequences are.
- Describe a new setting using the senses, similes and ambitious vocabulary.
- Include correctly identified paragraphs and direct speech.

Persuasive Writing – A letter

Children will develop their understanding of persuasive techniques used before they embark on writing a letter encouraging everyone to recycle and save energy. They will be encouraged to think that what they do really does affect others.

Children will be able to:

- Use persuasive techniques to encourage others to change their habits – rhetorical questions, imperative verbs, expanded noun phrases and relative clauses.

Science

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators and associate metals with being good conductors.

Foundation Subjects

History and Geography

- Locate The Lake District and Spain using a variety of maps and atlases.
- Identify the physical geographical features of The Lake District. Find similar regions in Spain and then make comparisons – focussing rivers, terrains and seas.
- Identify the human geographical features of both the United Kingdom and Spain - identify different land uses, data trends in population and natural resources.
- Make comparisons of the physical and human characteristics between the countries of Spain and the United Kingdom and analyse their similarities and differences.

Art and Design and Design Technology

- To use sketching techniques to plan a 3D model of a mountain from either a mountain range in Spain or Great Britain.
- Use papier mache to create a simple 3D object of their design.
- To create different effects and textures using paint to finish their design.
- To evaluate their design and give points for improvement.

Music

- Appreciate and understand a range of music drawn from different composers from Spain (Isaac Albeniz and Manuel de Falla) and the United Kingdom (Duran Duran UB40, Musical Youth).
- Brass lessons - Play musically with increasing confidence and control a range of pieces with increasing accuracy, fluency, control and expression.

Computing

To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content, including collecting, analysing, evaluating and presenting data.

Who is my Neighbour? Y4 Knowledge and Skills

Core Subjects

Maths

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.
- Describe movements between positions as translations of a given unit to the left/ right and up/ down.

RE

Sharing in the Life of Christ

- To know that the Catholic Church is spread throughout the world.
- Understand that the Eucharist celebrates the unity of God's people throughout the world.
- Explain some beliefs of the Universal Church and religious customs from different parts of the world.

Special Roles and Responsibilities

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- Understand that the Eucharist celebrates the unity of God's people throughout the world.
- Explain some beliefs of the Universal Church and religious customs from different parts of the world.

Foundation Subjects

P.E.

OAA Problem Solving- Children will take part in outdoor and adventurous activities. These activities will challenge them to think laterally and improve their resilience and resourcefulness. They will work on these areas both as an individual and as a member of a team to achieve a collaborative result.

Athletics – Children will participate in a range of different athletic disciplines such as various types of running, jumping and throwing. We will be focusing on developing their fitness including flexibility, strength, technique as well as control and balance.

Peacemakers

During Peacemakers children will be discussing:

- What does change mean to you?
- How do you feel about change?
- Discussion around strategies to help you with change when you are feeling anxious.
- Snowball activity for a keepsake at the end of the year
- Recap of the previous units (Peaceful relationships, peaceful behaviours and actions, Inner peace, Peaceful choices, peaceful communities).