



## Impact

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

Children will be aware of the locations of many of the world's mountains and volcanoes and the countries which are susceptible to earthquakes. They will understand how mountains and volcanoes are formed and therefore make links to natural disasters and the aftermath of such events. Through this unit children will have the opportunity to develop and expand their geographical skills in locating countries of the world and exploring the population and culture. Alongside this, children will begin to gain understanding at how the poorest and most vulnerable people are effected during crisis. Through their learning children will begin to develop ideas about how they can make a positive impact on the lives of the poor and vulnerable within their own community and work together to organize a fund raising or almsgiving event.

"When a poor person dies of hunger, it has not happened because God did not take care of him or her. It has happened because neither you nor I wanted to give that person what he or she needed." — Mother Teresa, Roman Catholic nun

## Intent

Through the exploration of natural disasters children will begin to understand how people respond to the most poor and vulnerable people in society. They will develop an understanding of how countries around the world differ in their social economic status and how as a community we can support those who are most vulnerable.

"Catholic social teaching believes that human beings, created in the image and likeness of God (Genesis 1:26-27), have by their very existence an inherent value, worth, and distinction".  
Daniel Groody "Globalization, Spirituality and Justice"

## Building the Kingdom

Does God's creation cause harm?

Further questions to explore:

What is the difference between a mountain and a volcano?

Why do people choose to live near volcanoes?

How does the world respond to natural disasters?

## Catholic Social Teaching

### Preferential option for the poor and vulnerable

The option for the poor reminds us of God's preferential love for the poor and most vulnerable people. God's love is universal and it is through our actions that we can show love to others, especially those who need it the most.

The spirit of the Lord is on me, for he has anointed me to bring the good news to the afflicted. He has sent me... to let the oppressed go free. Luke 4:18

# Does God's creation cause harm? Y3: Knowledge and Skills

## Core Subjects

### English

#### Fiction

Children will build upon their prior learning of story and story endings to produce an action adventure story. They will refer to the story "When the Giant Stirred" by Celia Godkin to explore the use of adjectives and sentence lengths to build suspense.

- Organize paragraphs around a theme
- Create settings, character and plot
- Edit their work to improve grammar and punctuation

#### Non-Fiction

Children will suspend their disbelief and report from the front line of a natural disaster. They will be required to research the factual information reporting dates, times and eye witness accounts.

- Use organizational devices such as heading and sub-headings
- Extend range of sentences using conjunctions
- Make use of present perfect form of verbs

### Science

#### Plants continued

- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal.

## Foundation Subjects

### History and Geography

#### Geography

Human and physical geography:

- Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes

Geographical skills and fieldwork

- Use maps, atlases, globes and digital mapping to locate countries and describe the features studied

### Art and Design and Design Technology

#### DT

**Cooking and nutrition:** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

**Design:** Use research and develop design criteria to inform the design of functional and appealing products aimed at particular groups or individuals.

**Make:** Select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components according to their functional properties and aesthetic qualities.

**Evaluate:** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

### Music

Play and perform in solo and ensemble contexts, using voice and musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.

- Duration- understand 2,3 and 4 metre and how rhythms fit in a steady beat
- Dynamics- getting louder and quieter
- Tempo-getting faster and slower

### Computing

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 that accomplish given goals.

# Does God's creation cause harm? Y3: Knowledge and Skills

## Core Subjects

### Maths

#### Geometry: Properties of Shape

- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them

#### Measurement: Mass and Capacity

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

### RE

#### Pentecost

In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates. Children will:

- Know the Story of Pentecost and recognise the change the Holy Spirit brought to the lives of the Apostles.
- Understand that in the celebration of the Sacraments the Church celebrates the presence of the Holy Spirit.

#### Prayer

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

- know that Jesus valued his relationship with God his Father in prayer.
- Understand that people can pray in different ways and will be able to talk about different styles of prayer and some symbols used to help people to pray.

## Foundation Subjects

### P.E.

#### Athletics

- Use running, jumping, throwing and catching in isolation and combination
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

#### Tennis

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

### Peacemakers

#### Peaceful Communities

- World environment day
- Parish week
- Money Week
- Sports day
- Knife crime awareness