

A WONDERFUL WORLD: Appreciating God's Creations

Year 4: Coasts

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



A Wonderful World: Appreciating God's Creations Year 4 - Coasts



Through this topic focus, children will come to appreciate the natural beauty of the coastlines of Britain and abroad, developing an understanding of the natural processes that have formed them and the ways we have interacted with and impacted them historically.

Through the study of coasts' physical **geography**, children will be able explain what a coast is, the locations of particular coastal areas in Britain and the world. They will recognise common features and contrast them based on their different climatic and physical features. Studying human **geography**, they will understand how humans interact with coastal areas and how we all impact on coastal environments.

In **Science** children will study the wildlife of coastal areas, grouping and classifying and understanding how they interact as part of various food chains. They will also recognise how changes to the coastal environment and pollution can impact on these natural systems and affect wildlife.

Through **Art**, children will produce a 3D sculpture of a chair designed for a character from a TV or book, or themed towards a time of year (Halloween, Christmas etc).

Theme Impact

Children will have a deeper understanding of the importance of the coasts to us and our world and how people in the past and present utilised them and impacted upon them. They will understand why it is crucial to protect them for future generations and think creatively about how we can do this from afar.

Catholic Social Teaching

Creation is a gift from God and provides us with these things, the basics for our lives, yet it can so easily and so often be taken for granted.

- Gaining an appreciation of what God has created
- Taking responsibility to create a sustainable world
- Explore human actions on coasts: how have coasts been treated or neglected?
- Experiencing closeness with God through the beauty and wonder of our world
- Do children live out the teachings of scripture?

Curriculum Drivers

Geography

Nation Curriculum Objectives

- Identify key geographical features an area of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Name and locate known countries: USA, Ireland, France, Spain, Russia
- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Name and locate the world's continents and main oceans. Identify the UK on a world map.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Knowledge and Skills Progression

LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time

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.

Pupils will describe and understand key aspects of:

HPG1: Physical geography, including: rivers, volcanoes and earthquakes, coasts, cliffs, beaches and the water cycle and extreme weather events

HPG2: Human geography, including: types of settlement, population, employment and land use.

GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

GSF3: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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

Vocabulary: Rivers, Equator, Northern Hemisphere, Southern Hemisphere, coastline, river, settlement, land use, population, employment, city, town, village, factory, farm, house,

Science

National Curriculum Objectives

- Construct and interpret a variety of food chains; identifying producers, predators and prey.
- Identify, name and group plants and animals
- Look at classification keys to identify living things in the wider environment.
- Recognise that environments can change- which could pose dangers to living things

Knowledge and Skills Progression

Suggested 'working scientifically' task:

Creation of non-chronological report on a chosen coastal animal

Creating classification keys and food chains

Skills:

LT1 recognise that living things can be grouped in a variety of ways

LT2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

LT3 recognise that environments can change and that this can sometimes pose dangers to living things

LT4 use and make simple guides or keys to explore and identify local plants and animals

LT5 make a guide to local living things

LT6 raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.

AH3 -construct and interpret a variety of food chains, identifying producers, predators and prey.

E1: asking relevant questions and using different types of scientific enquiries to answer them

E4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

E5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

E8: identifying differences, similarities or changes related to simple scientific ideas and processes

Art

National Curriculum Objectives

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques including drawing, painting and sculpture
- Learn about the great artists, architects and designers in history

Knowledge and Skills Progression

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.

T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.

T2 develop skills in stitching, cutting and joining

Application

A campaign for a seaside clean up of a seaside town. Children will look at the human effects on the coastlines and this then impacts on the plants and animals found there.

Wider Curriculum Opportunities

Writing

Adventure Story:

- Coastal setting description
- Adventure story linked to Spiggy Holes

Explanation Texts:

- Coastal erosion

Non-chronological Reports:

- Facts about plants and animals found in coastal areas

Reading

Flotsam – David Wiesner
The Secret of Spiggy Holes – Enid Blyton

Computing – application of previously taught skills

Information Technology - Augmented Reality and VR

Children will create a museum/fact file system about the different coastal defences before testing them

-To know how to create my own 360 video.

-To know how to use the camera to create a 360 image.

- To know how to add multiple objects into my surroundings through AR to explain a concept

Home Learning

Coastal research

- Plastic reduction challenge
- Make food chain for local species
- Take part in a local clean-up
- Research [insert artist here]
- Make a seaside postcard from the past
- Make a campaign poster

Stand-alone objectives to be covered this term

PE

Swimming

Gymnastics

Music

Body and tuned percussion – rainforests

MFL

Presenting myself

Cooking in the Curriculum

Bread – See cooking curriculum for recipe guidance and skills