

Jennett's Park Creative Journey Planner YEAR 4 TERM 3

Empowering our children to flourish and achieve under God's love

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| Name of Unit – Where in the World are We? | | |
| The Context (Why): Looking at how explorers have changed our world over time and the fact that there are still places left to explore (eg space, the ocean floor) | | |
| They need to know and understand: That the world was not always mapped (plus ideas such as flat earth) That explorers did not know what they were going to find That there was no technology for early explorers – mapped by the stars etc Diet and nutrition – weeks at sea There was a downside to explorers (colonisation, slavery, indigenous people losing their homes, extinction (eg dodo)) | | |
| | Educating for Wisdom, Knowledge and Skills | To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives. |
| | Educating for Hope and Aspiration | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds |
| | Educating for Community and Living Well Together | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish. |
| | Educating for Dignity and Respect | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

Immersion Activity- What do they need to know? How are you going to start with a bang?

Where in the world they are and how that relates to the rest of the world. Countries, continents, oceans, artic, etc.

Create a 3D world map (paper mache)

Plot routes of explorers

The Challenge or Big Questions

Is there anything left to explore?

Did exploration make the world a better place?

Real life context and links to Wider World (International/ Charity/ World of Work)

Languages – look at Spanish explorers and which countries have Spanish as a native language

Religion

British Empire / Commonwealth

How do you become an explorer?

Activities (Possible Route of learning)

1. Creating a 3D map of the world
2. Within science (Living things and their habitats) looking at threats to indigenous creatures
3. Design their own method of transport
4. Write about and map their own country / place they want to explore (Here be dragons!)
5. Spanish and French phrases they would need as explorers
6. Look at old maps
7. Biographies of explorers

Trips/ Visits / Experiences

Exploring and mapping our local area

Creating a 3D map of the world

Challenge 10 activities

Graffiti wall

Bagel thinking

Oracy Links

Debate around big questions

Presentations to classmates

Vocabulary

Explorer, continents, countries, native, indigenous, oceans, mountains

Slavery, Americas, voyage, circumnavigate, Caribbean

Discover, courage, endurance

Literacy, Maths and Computing Links

Mapping, direction, compass points, turns.

Conversion of units

Graphing

Diary entry of an explorer

Letters home

Setting descriptions

How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥ Love ♦ Honesty 🏴‍☠️ Respect 🕊️ Peace

🙏 Forgiveness ⌚ Patience 🤝 Support

😊 Kindness & Joy

Home Learning Projects

Create a survival kit in a matchbox

How inventive can you be? What tools / items would you need to survive as an explorer

Research an explorer and present your findings to the class

Final Quality Products

3D maps of the world and explorer journeys

Setting descriptions

Maps of their own place to explore

Map of the school / local area

How to Share and Celebrate Success

Sharing of home learning to the class

Showing their work to another year group