Year Group - 4	Term – Autumn 1
Name of Unit Overview – # Explorers	

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.**

Context, Big Questions and Wider World impact

- ✓ To immerse the children in quality texts and inspire imagination and creativity
- ✓ Are there places left to explore?
- ✓ What was the impact of exploration?
- ✓ What drives people to explore?
- ✓ Is there still a place for exploration in the 21st Century?

Subject specific learning areas

Science

Prior learning and where the objectives are revisited later in the year.	Key year group learning
Previous years – KS1	**Can we ….?** • Explain the differences between solids, liquids and gases? • Understand the properties of a gas • Understand the properties of a solid • Understand the properties of a liquid • Explain what causes a change in state • Explain the unique property of water

Humanities – History

Prior learning and where the objectives are revisited later in the year.	Key year group learning

Suggested journey of the unit

Week1

- Literacy – Setting description based off of The Explorer
- PSHE – cultures and values lessons throughout week – children have been able to explore differences

Week 2

- Literacy – Setting description based off of The Explorer
- Topic hook: scavenger hunt of facts about famous explorers
- Art - Frozen North Landscape

- **Week 3**

<table>
<tr><td>Previous years

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</td><td>Can we….?

• To develop a chronologically secure knowledge and understanding of British and world history
• To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
• To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
• To understand how our knowledge of the past is constructed from a range of sources.</td><td rowspan="6">- Literacy – Setting description based off of The Explorer
- Art - Frozen North Landscape
- Topic- Famous Explorers (Christopher Columbus)

Week 4
- Literacy – Diary entry based on Everest
- Art – Seascapes based on Emilee Williams
- Science – Looking at the differences between the three states of matter
- Topic – Amelia Earhart

Week 5
- Literacy – Diary entry based on Everest
- Science – investigating gases
- Art – Seascapes based on Emilee Williams
- Topic – Bessie Coleman

Week 6
- Literacy – Diary entry based on Everest
- Art - Himalayas mountain art
- Science – Heating and Cooling
- Topic – Edmund Hillary/Everest Discovery

Week 7
- Literacy –Haiku
- Art – Space Landscape Drawings
- Science – wonderful water
- Topic – Armstrong and Peake</td></tr>
<tr><td colspan="2">Art and Design & Design Technology</td></tr>
<tr><td>Prior learning and where the objectives are revisited later in the year.</td><td>Key year group learning</td></tr>
<tr><td>Previous years

• Sketching
• Painting
• Materials</td><td>Can we….?

• Create landscape artwork using our observational skills.
• Himalayas Mountain art based on the work of Russian artist Roerich.
• Seascapes based on the work of artist Emilee Williams.</td></tr>
<tr><td colspan="2">Computing and Technological Understanding</td></tr>
<tr><td>Prior learning and where the objectives are revisited later in the year.</td><td>Key year group learning</td></tr>
<tr><td>Previous years</td><td>• Learn how to search the web effectively.
• Learn about the importance of only joining and using child-friendly websites.
• Understand that there are consequences for making bad decisions online
• eSafety including social media</td></tr>
</table>

Vocabulary **Oracy activities**	Parlour escaping chimneys hunkered creased restless polished underneath languages harpoons carpenter reckoned clouted thumping navigation aplenty harbour sprain vessel schooner valet continent telegram	interesting equipment errand enormous expedition glaciers groaned yelped Innuit crevasses cooped incredible frost bite medicine stretches respected farewell trekking clattered compass assure Admiral	**Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?** What do they need to know: how to find countries on a map; how to find appropriate and high-quality information about famous explorers. How are you going to motivate and inspire learning within the topic: high-quality teacher knowledge to challenge and deepen children's knowledge and interest; well-planned and a range of diverse activities to expose children to new experiences; **Trips/ Visits / Experiences** Sleep over in school: star gazing, reptile experience, outdoor games, camp-style tea time. Later in the year we are also planning a Roman workshop (external) and an in-school Greek Day – both of these will look at inspirational people and new discoveries. The Greek Day will allow children a chance to try some 'Greek mezze' foods and learn part of the Modern Greek Language.

Discrete subject learning focus areas			
Music	Sing up	**RE**	Discovery RE – Judaism Investigating the relationship Jews have with their God
PE	Tag rugby Fundamentals	**PSHE**	Friendship Gender stereotypes
MFL	Spanish – Languages Angels La fonetica		
ECO			
Final quality products	Diary entry of an Explorer Quality artwork for display Video of singing performance	**Home learning opportunities**	Six-week project to investigate an explorer of choice and produce a presentation of their learning in a media of their choice.

Enriching our curriculum and personal development opportunities.		
Prior opportunities	**Experience**	**Learning to come from those activities**
Literacy/Guided Reading	In the first week back to school we looked at the book Leaf. Children answered questions relating to the information in the text enhancing their ability to skim and scan for appropriate information relating to the subject	Children were able to retrieve and copy information to answer specific questions. Children were encouraged to sequence and order information from the text and; children were supported to find information under a specific heading and explain which reading skills they used (skimming/scanning etc).

Climate and Sustainability Education	Children reflect on reduce, reuse and recycle. How can we support this at school and at home.	We consider indigenous cultures, the impact exploration had on them and consider the diversity in our own community Look at food chains and begin to consider the impact of where our food comes from.

- **International Education (IE)**		
Prior learning: ✓ **International Week** **Revisit within this year** ✓ **Map work Directional language**	**<u>International Targets (choose all that apply):</u>** • Understanding different cultures, values and customs • Similarities and differences between UK and other countries • Building tolerance and respect for other cultures • Understanding details, similarities and differences of the lives of others, past and present • Identify activities and habits which are different from but equal to their own • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures	**Learning to come from those activities** Through our Topic of explorers we learn about the world and its different cultures. Exploring the ways in which different people lived in particular in Ancient Greek and Roman times We study different religions celebrations and look at the comparison to Christianity.