

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



Title: Italy/Volcanoes (Geography link) Wish You were here		Term: Spring	Year Group: 4
British Values/Rights: Understand and respect culture and beliefs of others. Rights - Articles 2, 8 and 13.			
Visits/Visitors: <ul style="list-style-type: none"> - Mr Shakesheave - volcanic expert (around session 7) - Visit to fire station - link to PSHE. 			
Wow Starter: Clay model of Earth, layer-by-layer, different colours - to use in later lessons to cut and discuss layers in more detail.			
<p>Art: Volcano focus Final outcome: Volcano collage Knowledge: Collage, mood board, textiles, 3d work. Skills:</p> <ul style="list-style-type: none"> - paste resist (flour and water) - mood/colour board - collecting visual info 	<p>DT: Food Technology (to be done during health week) Final outcome: Healthy pasta salad Knowledge: Evaluation, food preparation, cooking and nutrition, name of products, name of equipment, utensils, techniques, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy varied diet, planning, design criteria, purpose user, annotated sketch, sensory evaluations Skills:</p> <ul style="list-style-type: none"> - evaluate existing and their own products - prepare a savoury dish safely and hygienically, including the use of a heat source - use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading 	<p>History/Geography: Pompeii/Italy/Volcanoes/Earthquakes Knowledge: map work, geographical features of the world, climate zones, and volcano and earthquakes terminology. Skills:</p> <ul style="list-style-type: none"> - (see planning below as focus of topic is Geography) 	
<p>English links: Pompeii English book study: Escape From Pompeii Cross-curricular writing opportunities: Diary, hot and cold task, free write, letter (Pliny), technical writing explanation - how a volcano happens Additional texts/reading links: Comprehension (MS style)</p>	<p>Maths links:</p> <ul style="list-style-type: none"> - Map reading (OS map symbols) - Letter and number co-ordinates (link to Italy) - Compass points 	<p>E-Safety: (Taught in Autumn term)</p>	<p>Other curriculum links: music/computing/PSHE:</p> <ul style="list-style-type: none"> - See PSHE planning (Dealing with feelings/Keeping safe) - ICT digital researcher/presenter (Volcano focus) - Music - ukulele tuition. <p>Knowledge: search engines, PowerPoint presentation. Skills:</p> <ul style="list-style-type: none"> - Research - Presenting

- Science - Sound

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Subject Area	Skills	Knowledge	Activity (including resources if applicable)	Resources
Geography Session 1 (WOW starter)			<p>WOW: Ask children what they might find beneath their feet. Use power point to stimulate discussion. Children close eyes and imagine they are being lowered down a hole. Talk them through each layer in turn in the style of a tour guide using underground explorer script In pairs children use modelling clay in a range of colours to create a model of the inside of the earth. Use 'Make a model earth' activity instruction sheet to help.</p> <p style="text-align: center;">Take pictures to stick into geography floor books</p>	Modelling clay Boards to work on PowerPoint Instruction sheet
Geography Session 2	<p>To locate places on large-scale maps. Begin to match boundaries (on different scale maps) Follow route on large-scale map. Investigate places and themes at more than one scale. To know why a key is needed.</p> <p>To research using the Internet</p>	<p>Develop contextual knowledge of the location of globally significant place and communicate geographical information in a variety of ways.</p> <p>Describe aspects of physical geography.</p>	<p>LO: To use maps/atlasses to locate Italy and other major countries and cities.</p> <p>Main: Using blank world maps and atlases children to locate the world's countries, (including Russia and North and South America) using maps to focus on Europe, Locate the Antarctic and arctic circles. (Use key) http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/6/ to locate arctic and Antarctic.</p> <p>Look at climate zones, biomes and vegetation belts.</p> <p>Look at different types/scales of maps and analyse boundaries.</p> <p>On a separate Italy map - locate capital city and any other areas of interest e.g. environmental regions/ volcanoes/human geography etc.)</p> <p>Research basic facts about Italy</p>	<p>Atlases Bitesize website Italy map</p> <p>Italy template</p>
Geography Session 3	Collect and record evidence with some aid.	Develop contextual knowledge of the location of globally significant place and communicate geographical information in a variety of ways.	<p>LO: To locate the position of the Prime/Greenwich Meridian line on a world map and calculate time durations, record equator line.</p> <p>Main: Show power point on what time zones are. Answer questions as a class about the time zones of America – children can work in partners and write answers on whiteboards. Show http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/6/ to discuss prime/Greenwich meridian line further. Give children sheet 1 - meridian line and children write down the time of England and on laptops/iPads children try to find time it is currently in Italy and write that on map including the time difference between UK and Italy (mixed pairings/groups)</p>	Laptops/iPads Time zones PowerPoint Bitesize website

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			Children to have worksheets where they have to work out the time difference between Italy and various countries.	
Geography Session 4	Analyse evidence and draw conclusions. Extend to satellite images and photographs.	Understand the processes that give rise to key physical and human geographical features of the world and how these change over time.	<p>LO: To understand the features of a volcano.</p> <p>Main: Starter Show some pictures of various volcanoes. In pairs - children to write on post-its and place in geography floor book under title ... what I already know about volcanoes. Discuss what the children already know (ensure that the facts are all true!) any misconceptions tell the children that we will come to these throughout our topic and find out the correct answer. In pairs - children write on post-it's what they want to know about volcanoes and place in geography floor book Discuss each of the questions Show video of volcanoes: http://www.bbc.co.uk/education/clips/zwxn39</p> <p>Main teaching Explain we are going to find out the meaning of words to do with this topic. Recap how to use a dictionary and select the relevant meaning - e.g. fault has several meanings Encourage pupils to give meanings in their own words. Differentiated list to be given including: Volcano, earthquake, molten, viscous, lava, magma, tsunami, geyser, fault, epicentre, Richter Scale, seismometer, active, domain</p> <p>Plenary Share findings. Clarify any questions - e.g. difference between magma and lava</p>	<p>Vocab list (differentiated): Volcano, earthquake, molten, viscous, lava, magma, tsunami, geyser, fault, epicentre, Richter Scale, seismometer, active, domain</p> <p>Video on bbc education site</p>
Geography Session 5	Analyse evidence and draw conclusions.	Understand the processes that give rise to key physical and human geographical features of the world.	<p>LO: To can identify the layers of the earth.</p> <p>Main: Introduction Relate back to wow starter Watch video clip likening the earth to a peach http://www.bbc.co.uk/education/clips/zwxn39</p> <p>Using the smartboard explain that the earth is made up 3 layers, the crust, the mantel and the core (up to slide 7)</p> <p>The core is in 2 parts, a solid inner that is made up of iron and nickel, and the molten outer core. The mantel is molten rock such as asphalt. The Crust is the part that we live on and is split into plates.</p> <p>Plenary Can children identify and explain in books the layers of the earth?</p>	<p>Wow starter clay models of Earth (previously made)</p> <p>Video clip from bbc education</p>
Geography Session 6	Ask and respond to questions and offer their own ideas.	Understand the processes that give rise to key physical	<p>LO: To see how lava flows and creates different types of rocks at different temperatures.</p>	<p>Icing sugar Water Bowls</p>

		and human geographical features of the world.	<p>Main: Discuss what children understand to be lava and magma- address misconceptions and explain the experiment below to demonstrate the difference</p> <p>Experiment- mixed ability groups.</p> <ol style="list-style-type: none"> 1. Make your icing using 5 scoops of icing and 2 scoops of warm water. 2. Divide the icing evenly between the two bowls. 3. Leave one of the bowls on the table and put the other in the fridge. 4. Take the bowl from the fridge after 5 minutes check it is cooled but is still able to be poured. 5. On one of the plates pour the warm mixture. On one of the plates, pour the cold mixture. What do you notice as your icing pours? <p>When a volcano erupts, the resulting explosion shoots this magma out into the atmosphere. At this point, the magma becomes known as lava. There is no major difference between magma and lava - the terms merely distinguish whether the molten rock is beneath or above the surface.</p>	Spoons Fridge						
Art Session 7/8	To choose collage or textiles a means of extending work. Refine and alter ideas. Explain choices using art vocabulary. Collect visual information from a variety of sources. Collect images and information independently (For mood board)	To understand the term collage and select suitable colours/materials for volcano work.	<p><u>Creating Mood Boards</u> In tables, pupils to collate variety of mediums (magazine cuttings ribbon, card etc) to put together a mood board linked to volcanoes.</p> <table border="1"> <thead> <tr> <th>COLOURS (red, orange etc)</th> <th>PICTURES of Volcanoes)</th> <th>MATERIALS (ribbon, fabric, buttons)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Collage Volcanic Image</u></p> <ol style="list-style-type: none"> 1) Create background (pastels, paint) 2) Use variety of materials to create volcano, surrounding area, magma etc. 	COLOURS (red, orange etc)	PICTURES of Volcanoes)	MATERIALS (ribbon, fabric, buttons)				Card Fabric Paper (coloured, poster paper, shiny paper) Ribbon Sequins Buttons
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Geography Session 9	Collect and record evidence with some aid.	Communicate geographical information in a variety of ways.	<p>LO: To understand the term longitude and latitude</p> <p>Main: watch power point on lines of latitude and longitude. Share the Longitude and latitude worksheets that use co-ordinates and discuss how it works to locate the volcanoes (use atlases if necessary).</p>	PowerPoint on lines of longitude and latitude Atlases (If needed)						

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<p>Geography Session 10</p>	<p>Make a map of a short route experienced with features in the correct order and make a simple drawing.</p> <p>Use 4 compass points well: begin to use 8 compass points.</p> <p>Use letter/no. coordinates to locate features on a map confidently.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>Interpret a range of sources of geographical information including maps and diagrams.</p>	<p>LO: To understand people's thoughts and emotions during an earthquake Main: Starter Show the large PICTURE OF MOUNT VESUVIUS ON IWB. Has anyone heard of this volcano and a place called Pompeii? (smartboard) Pupils to use atlases to find Italy and Naples. Show the Word Doc of MAPS and discuss features. Show 'PPT OF POMPEII' Show video Vesuvius Ticking Time bomb BBC clip at http://www.bbc.co.uk/science/earth/collections/mount-vesuvius#p00qd3s7 <u>Introduction</u> Read the 'EXTRACT OF THE EYE WITNESS ACCOUNT BY PLINY' Story map the events as a class. Record, Facts, dates, number of people, emotions etc... WHIOLE CLASS - ACT OUT AS IF THEY ARE CITIZENS OF POMPEII DURING THE ERUPTION. <u>Activity</u> - write a letter to (person of their choice) in the style of Pliny's letter to his friend Cornelius. DISPLAY EXTRACT OF PLINY'S LETTER ON BOARD.</p> <p>Plenary- Share their personal accounts. Discuss what it must have been like to be there, how scary it would have been.</p> <p>Activity 2 Discuss ways of escaping classroom in event of fire (escape routes). How would the people of Pompeii escape from the Volcano? Discuss route and draw a scaled map of route.</p> <p>Activity 3 - mixed ability Share OS map of our local area begin to recognise OS symbols</p> <p>Activity 4 -mixed ability Share Powerpoint on compass points Look at map of Rome - discuss compass points -4 then 8 points of the compass - ask children questions such as what is SW of the colosseum? Etc Share notebook page on co-ordinates as an introduction. Then using the same map with a grid on it and then recap co-ordinates letter/number - children to find features on the map - paired work where they use letter and number co-ordinates to find a feature and vice versa - give a feature and they find co-ordinates</p>	<p>Atlases Pic of Mount Vesuvius (IWB) PowerPoint of Pompeii Video - Mt Vesuvius (BBC Science) Extract by Pliny</p> <p>Scaled map of school grounds OS map of local area</p> <p>Map of Rome with NSEW on it Powerpoint</p> <p>Same map but in a grid labelled with letters and numbers Need to make worksheets Notebook page</p>
<p>Geography Session 11</p>	<p>Analyse evidence and draw conclusions, making comparisons.</p>	<p>Understand the processes that give rise to physical features of the world.</p>	<p>LO: To understand what causes earthquakes and how they are measured.</p>	<p>Tectonic plates PowerPoint</p>

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			<p>Main: Discuss the 3 ways that tectonic plates move by using pieces of card (follow power point) Share video of earthquake in California. (link in the PowerPoint)</p> <p>Demonstrate the effect of an earthquake by dropping a pebble into a bowl of water to create ripples and eventually the ripples disappear as they don't have enough energy to travel any further (the pebble being the epicentre)</p> <p>Measuring earthquakes activity sheet</p>	Video of earthquake (link in ppt)
Geography Session 12	Analyse evidence and draw conclusions, making comparisons.	Understand the processes that give rise to physical features of the world.	<p>LO: To understand the term 'Ring of Fire'</p> <p>Main: Recap the power point from last lesson and discuss the 'ring of fire' Children to use maps to draw on the ring of fire - use atlases if necessary.</p>	PowerPoint from last lesson. Maps to draw on Atlases (if needed)
DT Session 13/14	<p>Generate realistic ideas considering the purpose for which they are designing.</p> <p>Understand that food is grown, reared and caught in the UK, Europe and the wider world.</p> <p>-Know how to prepare a savoury dish safely and hygienically, including the use of a heat source.</p> <p>-Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.</p> <p>-Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eatwell Guide.'</p> <p>-Know that to be active and healthy, food and</p>	<p>Name of products, name of equipment, utensils, techniques, ingredients</p> <p>Texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p> <p>Hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy varied diet</p> <p>Planning, design criteria, purpose user, annotated sketch, sensory evaluations</p>	<p>Healthy Pasta Salad</p> <ol style="list-style-type: none"> 1) Taste and evaluate shop bought pasta varieties. What do pupils like/dislike? <p>Teacher demonstration of how to cook pasta and create a healthy, nutritious, balanced meal (recap food groups and refer to Eat Well Guide).</p> <ol style="list-style-type: none"> 2) How pasta is made, different types of pasta available, where did it originate? 3) Design Pasta Salad: pupils to select ingredients from given list, draw and label diagram. 4) Cook Pasta Salad (chop, prepare and put together). 5) Evaluation of Pasta Salad (home activity), also give pupils opportunity to recreate/amend additional Pasta Salad recipe at home and evidence to be brought into school. 	<p>Variety of Pasta Salads Pasta Vegetables Meats Paper plates Plastic spoons Food containers Worksheets</p>

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	<p>drink are needed to provide energy for the body.</p> <p>-Evaluate their work both during and at the end of their assignment.</p> <p>-Evaluate their products carrying out appropriate tests.</p>		<p>Join the pasta shape to its correct name</p>	
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Also need to fit in assessment about how volcanoes erupt