

Explore:

During this project, the driving subjects are Geography and Design & Technology. We learn about real-world issues and how we can make a difference, learning about different places and communities and how technology can improve people's lives.

Project Launch: Religious Education

Judaism: How do Jews show their faith?

We begin by learning about how Jewish people show their **beliefs**, learning important vocabulary about Judaism. We study the way that Jews celebrate at Rosh Hashanah (New Year), how they look back at the year and plan **changes** for their future based on their faith. We also learn about the story of 'The Exodus' and how Judaism uses the Seder Plate to symbolise the story. Through this study, we learn how Jews feel **sustained** by God in the face of their adversity and how their **choice** to follow his commandments and their **perseverance** lead them to their salvation.

Geography:

We learn about our impact on the future of our planet, the impact of human actions on the environment and the choices we can make to protect it. We carry out our own geographical enquiry in order to find somewhere in our local area that could make a suitable site for a wind farm, combining what we know about renewable energy and the data we collect from geographical field work. We find out about the country of Costa Rica, locating it on maps and comparing it to the UK. We are inspired by Costa Rica's commitment to renewable energy and investigate why the country's physical features make it a great place to harness the energy of the natural world.

Year Four Explore Spring Term 2022



Week 1

Weeks 2, 3 & 4

Design and Technology:

We find out about how renewable energy is one important way that we can protect our environment in the future. We learn lots about wind power and how wind turbines work to generate electricity. We combine what we have learnt in Geography to identify a good location for building a wind farm, thinking about how external factors can influence design needs. We communicate our understanding in designs, using annotations to explain our choices and describe our process. Our own wind turbines are built from corrugated cardboard, and we need to learn how to cut, shape and join this, working accurately from templates. We are able to include electrical components which are powered by our turbines, demonstrating how wind power works in the real world.

Science: Electricity:

We link the learning from geography to our study of electricity. We identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. We also show our understanding of circuits by identifying whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. We learn to recognise that a switch opens and closes a circuit and associate this with whether a circuit will work or not. We learn to recognise some common conductors and insulators, and associate metals with being good conductors.

Art:

We develop and use sketching and drawing skills to add detail and precision to studies of the illustrations from the book—Tower to the Sun. We explore how artists use view finders to improve their work.

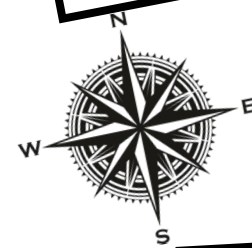


Week 5

Geography:

We continue to develop our mapping skills, using compass points and grid references. We carry out comparisons between Scotland and Costa Rica. We use aerial maps and atlases to explore more about both countries and link this learning back to our project question. We consider human impact on the environment and how our inventions and designs shape the world.

Weeks 6, 7 & 8



HALF TERM

Weeks 9—10

Music:

We explore how rock artists are trying to go green! We listen to and appraise a range of 'green' themed music and use technical musical vocabulary to evaluate it. We create and compose music and soundscapes for the weather combining rhythms and melodies.

Science: Changing State:

We compare and group materials together, according to whether they are solids, liquids or gases and make observations about how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). We identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature..

Answering the Project Question:

At the end of the project, we reflect on all of our learning and answer our project question: How does food bring us together?

Week 13

Week 12

Week 11

Religious Education Easter

We find out about evaluate the importance of the events in the Easter story for Christians, answering the questions: How do Christians celebrate Holy Week? Why do Christians feel joy, sadness and hope at Easter? Why do Christians call the day that Jesus dies 'Good Friday'?

How can our choices improve our future?