

Our Curriculum of Hope



Twineham CofE School

Nurture Togetherness Resilience Creativity



| Outcomes | Texts | Curriculum intent |
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| <ul style="list-style-type: none"> Plan, write and edit their own acrostic poem. Discuss, plan and write a discussion for and against the local developments. Plan, write and edit a persuasive piece about a country in South America. Locate Great Britain and South America on a world map and identify key physical and human characteristics. Explore how the land is used and how some of these aspects have changed over time. Develop geographical skills and fieldwork including using the eight points of a compass, four and six grid references and Ordnance Survey maps. They will also observe, measure, record and present the human and physical features in the local area. | <p>The Lost Words by Robert McFarlane and Jackie Morris</p> <p>Non-fiction books about Twineham and a South American country.</p> | <p>In this topic, children will explore their local area of Twineham and a country from South America (the class will vote for which country they would like to learn about). Children will be able to locate Great Britain and North and South America on a world map and identify key physical and human characteristics. Children will explore how the land is used and how some of these aspects have changed over time. We will identify the position of England and South America in relation to latitude, longitude, the Equator, the Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn; and how their position affects their human and physical geography. Through Outdoor Learning, children will develop geographical skills and fieldwork including using the eight points of a compass, four and six grid references and Ordnance Survey maps. They will also observe, measure, record and present the human and physical features in the local area.</p> |

| Key vocabulary | Year 3 and 4: Willow Class (Spring 2023) | Our School Values |
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| <p>Human and physical features, continent, country, county, village, town, city, settlement, urban, rural, cartographer, Europe, South America, north, south, east, west, acrostic, metaphor, simile, personification, climate, equator, Ordnance Survey, solid, liquids, gases, evaporate, condensation, melting.</p> | <p>Inquiry Question: Near and far, is everywhere the same?</p> <p>Concepts: Similarities and differences</p> | <p>Nurture: Developing an awareness of our local area and how it is affected by nearby town developments.</p> <p>Togetherness: Working together in Outdoor Learning.</p> <p>Resilience: Exploring emotional resilience and well-being in RSHE</p> <p>Creativity: Creating acrostic poems.</p> |

| Credibility: what will we learn? | Creativity: how will we show our understanding in multiple ways? | Coherence: connections to past and future learning | Compassion: empathy and understanding | Community: local, national and global links |
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| <ul style="list-style-type: none"> -Using the features of different writing genres (poems, discussion, persuasive) -Map reading skills -Compass reading skills. -States of matter and how states can be changed (ie. how to change a solid to a liquid). - | <ul style="list-style-type: none"> - Creating our own acrostic poems. - Research and write our own 'tourist guides' and arguments for and against local developments. -Investigate states of matter. | <ul style="list-style-type: none"> -Build upon fieldwork skills learnt in Outdoor Learning -Applying language features learnt during narrative writing to poetry writing. | <ul style="list-style-type: none"> -Understand what life is like for people on other countries. - Exploring aspects of Islam related to submission and obedience to Allah. -Considering the impact of local developments on people and wildlife. | <ul style="list-style-type: none"> -Learn basic phrases in French and explore the French culture. - Exploring the local area and a possible visit to a local farm. |