



How has Cornwall changed? – Curriculum Driver

If you have faith as small as a mustard seed, you can say to this mountain, "Move from here to there", and it will move. Nothing will be impossible for you. (Matthew 17:20)

Year Group and Term: Year 4 – Spring term

Topic Question: How has Cornwall changed?

Topic Hook: Visit to Trenance cottages

Prior Learning: Year 3 history and geography

Linked Texts: Mermaid of Zennor, Thomas and the Tinnors and The White Horse of Zennor.

Value Focus and Linked Bible Story: RESPECT – Nehemiah's story

Influential People: Humphrey Davey, Richard Trevithick, John Dyer

Legacy Outcome: Flash mob Cornwall themed dance in town

Trips/Visits: Visit Poldark Mine and Trenance cottages

History

Intent: To understand how local historical events from the past have shaped our lives today in Cornwall.

Curriculum and Skills Links: I can draw a timeline of the industrial events in Cornwall. I can explain how our locality has changed over time.

Transferable Concepts: Children will have an awareness of their local history past, knowing where the people and events fit within a chronological framework and development of Cornwall.

Key Vocabulary: Cornwall, tin mining, tourism, industry.

Main Objective(s): To study a range of modern-day and historical explorers.

Impact: Children will understand that exploration can be done in any environment on a small or large scale.

Geography

Intent: To understand and explain why people may choose to live in a certain location.

Curriculum and Skills Links: I can plan a journey from my local area to surrounding UK islands taking account of distance and time. I can locate the main islands that surround the UK and explain the difference between the British Isles, Great Britain and the United Kingdom.

Transferable Concepts: Children will extend their knowledge and understanding beyond the local area to include South America.

Key Vocabulary: continent, British Isles, Great Britain, Country, County, United Kingdom

Main Objective(s): To study our local area and how it has changed over time.

Impact: To understand that our local area has changed due to different industries.

Science – States of Matter

Intent: To understand the different states of matter

Curriculum and Skills Links: I can name the three states of matter. I can describe the process used to separate mixtures. I can explain how the water cycle.

Transferable Concepts: Children will relate the changes of state to the water cycle and the weather within their local environment.

Key Vocabulary: cycle, solid, liquid, gas, molecule, solute, solvent, evaporation, water vapor, condensation, distillation, precipitation, dissolve, dilute

Main Objective(s): To know and compare the different states of matter and understand impact of temperature has on states of matter. To understand diluting, dissolving, evaporation, condensing, freezing and melting

Impact: Children will understand the three states of matter and relate this to the water cycle using the scientific processes learnt within this unit.

RE

Intent: Understand what life is like as a Hindu in Britain today

Curriculum and Skills Links: School value of respect, British values

Transferable Concepts: This unit follows the Hinduism unit in year 3 and builds on the knowledge learnt in that year group. They should begin to make some links between Hinduism and other religions.

Key Vocabulary: belief, deity, dharma, puja, murti, mandir, Diva, Aarti, Bhajans

Main Objective(s): To learn about and respect the Hindu faith and those that follow it. How the Hindu faith, shapes the way the followers live their life.

Impact: The children will have learnt about the followers of the Hindu faith and developed a respect for these people, linking to the British value of 'mutual respect and tolerance for those of different faiths'

Music

Intent: To listen, appraise and sing range of Cornish Sea Shanties and how the songs/lyrics reflects Cornwall and its history.

Curriculum and Skills Links: I can describe, compare, and evaluate music using musical vocabulary. To think about the message of songs. Talk about the music and how it makes them feel.

Transferable Concepts: To listen and perform with attention to detail and recall sounds with increasing aural memory.

Key Vocabulary: rhythm, pitch, lyrics, melody, tempo/beat, verse, chorus, diaphragm.

Main Objective(s): To appreciate and understand a wide range of music from different traditions from composers and musicians.

Impact: Children will understand the style indicators to local songs.

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Legacy Outcome: Visit to Poldark Mine

Trips/Visits: Visit to Poldark Mine and Trenance cottages

Art and Design

Intent: To create a 2d and 3d piece of art work of Newquay in the style of John Dyer

Curriculum and Skills Links: To look at a range of Cornish Artists, craft makers and designers. To create a sketch book to record their observations and them to review and revisit ideas. To improve their mastery of art and design techniques both drawing and sculpting.

Transferable Concepts: Describing the differences between different practices and making links to their own work.

Key Vocabulary: medium, tone, texture, line,

Main Objective(s): To create a piece of art work in the style of John Dyer

Impact: Children will become more proficient in drawing and sculpting.

Design Technology

Intent: To successfully make a local Cornish delicacy

Curriculum and Skills Links: To understand and apply the principles of nutrition and learn how to cook

Transferable Concepts: To successfully use and apply food hygiene, safety and hazards in a cooking environment the food pyramid and practical culinary skills.

Key Vocabulary: temperature, Celsius, ingredient, method, recipe, process,

Main Objective(s): To use and select a wide range of ingredients to make a pasty.

Impact: to reflect and evaluate the outcome of the product with their own design criteria.

Computing – Information Technology

Intent: To successfully use computer coding to create an interactive chatbot.

Curriculum and Skills Links: I can plan and design a chatbot. I can create and use a variable. I can test and debug a programme.

Transferable Concepts: To know and understand computer programming to plan, create, test and debug software applications.

Key Vocabulary: scratch, chatbot, variable, debug, test.

Main Objective(s): To use information technology to create programs, systems, and a range of content.

Impact: Children are responsible, competent, confident, and creative users of information technology.

PE - Gym

Intent: To develop balancing skills and movement phrases.

Curriculum and Skills Links: I can develop flexibility, strength, technique, control, and balance. I show different levels in my sequence and perform with body tension. I can name and include both symmetrical and asymmetrical elements in my performance.

Transferable Concepts: To learn to communicate, collaborate and compete.

Key Vocabulary: counterbalance, counter tension, fluently, variety of speeds, sequence

Main Objective(s): To create a sequence of movements to include symmetrical and asymmetrical elements.

Impact: To work successfully in a pair/group relationship.

PSHE

Intent: To understand how friendships are formed and sustained. To understand the difference between good and bad friendship

Curriculum and Skills Links: I can recognise the difference between a good and bad friendships.

Transferable Concepts: To be able to ask and answer questions and respect the views of others even when they are different to their own.

Key Vocabulary: friendship,

Main Objective(s): To engage in open ended discussions, around a range of different subjects, based on a stimulus.

Impact: Children will have a greater understanding of how positive friendships develop and are maintained.

Spanish

Intent: To learn about the vocabulary of a different culture.

Curriculum and Skills Links: I can speak in sentences. I can write 2-3 sentences on a topic.

Transferable Concepts: To be able to communicate to people who speak a different language.

Key Vocabulary: me gusta, no me gusta, que color,

Main Objective(s): To read, speak and write a range of Spanish words and phrases.

Impact: Children will feel more confident in understanding a different language.