



(KS2)

WONDERFUL WORLD



What is this Learning quest about?

This learning quest builds on from the fabulous farming quest extending knowledge and understanding of the world beyond children's own localities. They will explore the rich diversity of the world we live in, gain a deeper knowledge of World Geography and History and develop an environmental consciousness to protect our wonderful world.

This quest aims:

To deepen pupil's understanding of what it means to respect others and their world.

To develop their geographical world knowledge and their Historical understanding of ancient civilisations of other countries.

To develop their research skills to learn about how the planet is changing the lives of people and animals.

To appreciate and understand different traditions and cultures through the study of a small village in Mexico in comparison to the village of Ipstones.

To understand the diversity of people.







To know about the environmental challenges facing the world.

To understand their role in protection of our planet and its living things and how amazing pieces of art and design can be achieved through recycling and upcycling of junk materials.

To apply their understanding to make active changes in their own lives, school life and in their community acting as courageous advocates and by developing their own spirituality.


To explore Christian baptism.


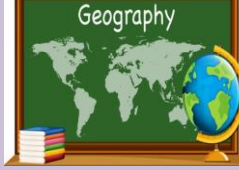


To represent world diversity through animation and video.



 Big Question	 Quest Characters	Core Value/ British Value
<p>What makes our world wonderful?</p> <p>How do we keep it wonderful?</p>		<p>Respect</p>  <i>'So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets'. Matthew 7:12</i>
<p>Global Education</p> 	<p>Learning behaviour</p> <p>Concentrating Crocodile Proud Peacock</p>  <p>Careers</p> <p>Careers involving travel Environmental officer Greenpeace Wildlife trust RSPB Archaeologist Egyptologist</p>	<p>Pupil Character Development</p> <p>I know about my local area and community. I love my community. I am resourceful. I am a questioner. I am a researcher. I am a child of the future. I am a global citizen. I care about what is important. I am an eco-warrior. I am a designer. I am a sculptor. I can debate issues respectfully. I know how to look after my world. I care for God's creatures.</p>

KEY AREAS OF LEARNING

Engage, innovate and express

 <p>Link to Scripture: Ecclesiastes 1:13-17 Big question: How did the universe begin?</p>	<p>SC1 – Science Investigation skills</p> <p>Year 3 I can ask relevant questions and use different type of scientific enquiries to answer them. I can plan a fair test. I can predict what I think will happen and explain why I think this. I can identify differences and similarities or changes related to scientific ideas. I can use straight forward scientific evidence to answer questions and support my findings. I can make systematic observations and measurements using a range of equipment. I can say jobs that use science and how science is used in the world around me.</p> <p>Year 4 I can plan a fair test.</p>	<p>Key Knowledge What is a fair test? Can you explain clearly what your experiment shows using science?</p> <p>Skills I can plan a fair test. I can make sensible predictions. I can use science to answer questions.</p>
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<p>Awe and wonder: Science experiments</p>	<p>I can predict what I think will happen and explain why I think this. I can identify differences, similarities or changes related to scientific ideas. I can gather, record, classify and present data in a variety of ways to help me answer questions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can use straight forward scientific evidence to answer questions and support my findings. I can make systematic observations and measurements using a range of equipment. I can report on findings from my enquiries, including oral and written presentations of results and conclusions. I can say jobs that use science and how science is used in the world around me</p>	<p>I can make conclusions based on evidence.</p>
 <p>Scripture: Psalm 121:8 Big question: Exploration – Is there life on other planets? Awe and wonder: Pilgrimages/ faith journeys.</p>	<p>The achievements of the Ancient Egyptian Civilization Year 3 I can place the ancient Egyptian civilization on a time line. I can use dates and terms related to Egyptians. I can find out about the everyday lives of people in Ancient Egypt. I can compare their lives with our today. I can identify reasons for and the results of Ancient Egyptian people's actions. I can understand why the Ancient Egyptian people may have wanted to do some of the things they did. Year 4 I can place the ancient Egyptian civilization on a time line. I can use dates and terms related to Egyptians. I can use evidence to reconstruct life in Ancient Egyptian times. I can identify key features and events of Ancient Egyptian times. I can look for links and effects in Ancient Egyptian times. I can offer a reasonable explanation for some events. Challenge I can examine the causes and results of great events and the impact they had on people.</p>	<p>Key Knowledge What time period was the ancient Egyptian civilisation? Explain 3 important aspects of everyday Ancient Egyptian life. Why did Ancient Egyptians build pyramids and tombs? Why did they worship many Gods? Skills I can use evidence to draw conclusions about Ancient Egypt.</p>
 <p>Link to Scripture: Genesis 11:7 Tower of Babel Big question: Why do people speak so many different languages? Awe and wonder The 7 wonders of the World</p>	<p>World Knowledge Year 3 I know where the Arctic and the Antarctic circle are on a world map. I know the names of four countries from the southern and four countries from the Northern hemisphere. I know the names of and can locate at least eight European countries. I am beginning to use junior atlases. I can use a junior atlas. I can use map sites on the internet. I am beginning to match boundaries (E.g. find same boundary of a country on different scale maps.) Year 4 I know what is meant by the term tropics. I know where the equator, Tropic of cancer, Tropic of Capricorn and the Greenwich meridian are on a world map. I know the names of and can locate at least eight major capital cities across the world. I am beginning to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Key Knowledge Name 4 countries from the Northern hemisphere. Name 4 countries from the Southern hemisphere. Name 8 European countries. Skills I can locate countries in the world using a junior atlas. I can match boundaries of countries on a range of maps.</p>
	<p>3D Form Year 3 I can make a simple papier mache object. I can plan, design and make models. Year 4 I understand sculpture and construction. I can choose a 3D technique to show I understand shape, space and form. I can talk about my work. Challenge I can plan a sculpture through drawing.</p>	<p>Key Knowledge How do you make papier mache? Explain some different ways to make a sculpture. Talk about your sculpture. Why did you choose to make it that way? Is there anything you could improve? Skills I can design a sculpture. I can make my sculpture.</p>
	<p>Design – Make- Evaluate Re-cycled and up-cycled designs Year 3 I can design an interesting and appealing product. I can develop and communicate my ideas through discussion and sketches. I can explore a product and say how good it is and how it could be better. Year 4</p>	<p>Key knowledge What features make a recycled or upcycled product effective?</p>

	<p>I can research and design a useful and appealing product. I can develop and communicate my ideas through discussion, sketches and diagrams. I can explain how good my own product is and explain ways to make it better. Challenge I can design an interesting product. I can use computer aided design.</p>	<p>What was good about your product? What could be improved?</p> <p>Skills I can produce a detailed sketch or a labelled diagram of my design. I can make my product.</p>																						
	<p>Theme: INCARNATION/ GOD Key Question: What is the Trinity? (Digging Deeper) Religion: Christianity</p> <p>I can identify the difference between a 'Gospel' which tells the story of the life and teachings of Jesus, and a letter. I can offer suggestions about what texts about baptism and Trinity might mean. I can give examples of what these texts mean to some Christians today. I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Key Knowledge What do Christians believe that God is and God does? Do Christians find learning about God easy? Why do Christians use symbols, songs, stories, poems and artwork about God? What do Christians believe the Holy Spirit is?</p> <p>Skills I can reflect on my own view of God.</p>																						
	<p>IT Animation/Video creation Capturing and editing digital still images to produce a stop-frame animation that tells a story/Use Green screen to create a video (combining images/video and audio)</p> <p>Sound and Motion- Creating music and Videos</p> <p><u>Applications to support this area of the curriculum.</u></p> <table border="0"> <tr> <td>Chatterpix/Animate Anything</td> <td>Chrome Music Lab</td> </tr> <tr> <td>Apple clips</td> <td>Loopimal</td> </tr> <tr> <td>Doink Green Screen</td> <td>Jelly Band</td> </tr> <tr> <td>Garage band</td> <td>Imovie</td> </tr> <tr> <td>Audacity</td> <td></td> </tr> </table> <p>Lesson Ideas</p> <table border="0"> <tr> <td>Performing writing/poetry/scripts</td> <td>Retelling stories</td> </tr> <tr> <td>Acting out stories</td> <td>Book trailers</td> </tr> <tr> <td>Create sound effects to use when telling a story</td> <td>News reports</td> </tr> <tr> <td>Create a piece of music to match the mood of a text.</td> <td></td> </tr> <tr> <td colspan="2">History - Chatterpix/animate anything - speak in role of historical person.</td> </tr> </table> <table border="1"> <tr> <td data-bbox="371 1178 692 1361"> <p>Year 3</p> <ul style="list-style-type: none"> Use given software to record a video. Use software to record/create a sound clip. Combine the separate sound and video clips together using appropriate software to create a short video/Trailer etc. </td> <td data-bbox="692 1178 1042 1361"> <p>Year 4</p> <ul style="list-style-type: none"> Combine recorded sound and video to make a video clip using the following tools. Edit video clips by splitting them, shortening them. Change the volume of sounds. Add titles. Create a plan for a video and execute this. Choose the best software to use for the desired outcome as a result of its features. </td> </tr> </table> <p>Privacy and Security Copyright and Ownership</p>	Chatterpix/Animate Anything	Chrome Music Lab	Apple clips	Loopimal	Doink Green Screen	Jelly Band	Garage band	Imovie	Audacity		Performing writing/poetry/scripts	Retelling stories	Acting out stories	Book trailers	Create sound effects to use when telling a story	News reports	Create a piece of music to match the mood of a text.		History - Chatterpix/animate anything - speak in role of historical person.		<p>Year 3</p> <ul style="list-style-type: none"> Use given software to record a video. Use software to record/create a sound clip. Combine the separate sound and video clips together using appropriate software to create a short video/Trailer etc. 	<p>Year 4</p> <ul style="list-style-type: none"> Combine recorded sound and video to make a video clip using the following tools. Edit video clips by splitting them, shortening them. Change the volume of sounds. Add titles. Create a plan for a video and execute this. Choose the best software to use for the desired outcome as a result of its features. 	
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	I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.	I can explain what a strong password is.		
	I understand and can give reasons why passwords are important.	can describe strategies for keeping my personal information private, depending on context.		
	I can describe simple strategies for creating and keeping passwords private.	I can explain that others online can pretend to be me or other people, including my friends.	I can explain why copying someone else's work from the internet without permission can cause problems.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
	I can describe how connected devices can collect and share my information with others.	I can suggest reasons why they might do this.	I can give examples of what those problems might be.	I can give some simple examples.
		I can explain how internet use can be monitored.	I can give some simple examples.	



Spiritual practices

I can explain why having some sort of spiritual practice may improve physical, emotional and mental health.

Community care

I know what being part of a community means.
I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; I am continuing to develop the skills to exercise these responsibilities.

Key Knowledge

What is spiritual development?
How can you develop yourself spirituality?
Why should you?
Skills
I take responsibility for jobs around school.
I can talk about ways in which I help my community.
I can think of ideas of how to help my community in the future.



THE GLOBAL GOALS
For Sustainable Development

13 CLIMATE ACTION



THINGS TO DO



Find a Goal 13 charity you want to support. Any donation, big or small, can make a difference!



Recycle paper, glass, plastic, metal and old electronics.



Compost. Composting food scraps can reduce climate impact while also recycling nutrients.



Choose reusable products. Use an eco-bag for shopping and a reusable water bottle or a cup to reduce your plastic waste.



Buy eco-friendly products. Read the packaging to see if products are produced in an eco-friendly way.



Bike, walk or take public transport. Save the car trips for when you've got a big group.

Possible Texts

Egyptian Cinderella

Dear Greenpeace Journey – Jeannie Baker

The Moose belongs to me – Oliver Jeffers

All the wild wonders – Wendy Cooling (environmental poetry)

Tidy – Emily Gravett

The Great paper caper – Oliver Jeffers

The Lumberjacks beard – Duncan Beedie

One plastic bag – Isatou Ceesay

10 things I can do to help my world – Melanie Walsh

This book is not rubbish – 50 ways to make a difference to the planet.

A Planet full of plastic – Neal Layton

One world – Michael Foreman

Somebody swallowed Stanley – Sarah Roberts and Hannah Peck