



(KS1)

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:


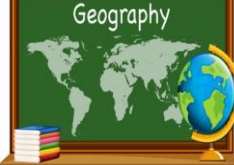


- To deepen pupil's understanding of what it means to respect others and their world.
- To develop their world knowledge through the study of other places in the world and develop their Historical understanding of how people in the past learnt of new places in the world through exploration.
- To develop 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 and the amazing science of the Human Body.
- 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 the birth of Jesus and how this is important for Christians and therefore the way they treat our wonderful world.
- To represent world diversity through digital art.

 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>
Global Education	Learning behaviour	Pupil Character Development
 	<p>Concentrating Crocodile Proud Peacock</p> Careers Careers involving travel Environmental officer Greenpeace Wildlife trust RSPB Archaeologist Egyptologist	<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

 Link to Scripture: Genesis 1: 26-27 Big question: How were living things created? Awe and wonder: Cells that make up the human body (microscope)	<p>LIVING THINGS</p> <p>Year 1 I can identify the main parts of the human body. I can draw the main parts of the body. I can label the main parts of the body. I can say which body part is associated with each sense.</p> <p>Year 2 I can describe the importance for humans of exercise. I can describe the importance for humans of eating the right amounts of different types of food. I can describe the importance for humans of hygiene.</p> <p>Challenge I can identify the purposes of some parts of the body. I know that humans get nutrition from the food that they eat.</p>	<p>Key Knowledge Name the 5 senses a human has and the body parts linked to them. Why should humans exercise their bodies? Give 3 reasons. Describe a healthy main meal and desert. Explain why they are healthy for a human body. Is it ok if a human does not wash any part of their body?</p> <p>Skills I can draw a human body and label the main parts.</p>
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 <p>Scripture: Psalm 121:8 Big question: Exploration – Is there life on other planets? Awe and wonder: Pilgrimages/ faith journeys.</p>	<p>Lives of significant individuals – Christopher Columbus (Italian Explorer) Year 1 I know and can recount episodes from stories about the past. I can name a famous person from the past and explain why they are famous. I can find answers to simple questions about the past from sources of information e.g. artefacts. I can ask questions about sources of evidence. Year 2 I know about an event or events that happened long ago even before my grandparents were born. I can recognise why people did things, why events happened and what happened as a result. I know about a famous person from outside the UK and can explain why they are famous. I can use a source – observe or handle sources to answer questions about the past on the basis of simple observations. I can ask questions which show knowledge and understanding of key features of historical events. Challenge I am beginning to use the library and internet for research.</p>	<p>Key Knowledge What country did Christopher Columbus originate from? Why do people remember Christopher Columbus? Describe one of the discoveries he made. Can you tell the story? Why did Christopher want to be an explorer? Do you think he was a good person? Skills I can ask curious questions about exploration using my Historical knowledge. I can use the internet, books and physical sources to answer questions about Christopher Columbus.</p>
 <p>Link to Scripture: Genesis 11:7 Tower of Babel Big question: Why do people speak 69 different languages in Mexico? Awe and wonder Mexico is home to the world's largest pyramid.</p>	<p>Understanding of Geographical similarities and differences through studying the human and physical Geography of a small area in a Non-European Country Tocuaro – Mexico in contrast to Ipstones. Year 1 I can use a simple picture map to move around the school. I can recognise that a map is about a place. I can use information books as a source of information. I can make observations about places. Year 2 I can follow a route on a map. I can use a plan view map. I can use an infant atlas to locate places. I can ask geographical questions. I can use books, maps and photographs to find out about places. I can make simple comparisons between features of different places. I can use basic geographical vocabulary to refer to key physical and human features of places. Challenge I can locate places on large scale maps.</p>	<p>Key Knowledge Where in the world is Mexico? Describe 3 physical and 3 human features of the village of Tocuaro. What similarities are there to Ipstones? What is different in Tocuaro? What is a map? What is it used for? Name some different types of maps. Skills I can find Ipstones on a map. I can find Tocuaro on a map. I can follow a route on a map of the school and of the village. I can ask questions about Tocuaro.</p>
	<p>3D Form - RECYCLED ART Year 1 I can experiment with recycled, natural and man-made materials. I can construct and join with recycled, natural and man-made materials. I can explore shape and form. Year 2 I can achieve the objectives below independently and confidently. I can experiment with recycled, natural and man-made materials. I can construct and join with recycled, natural and man-made materials. I can explore shape and form. Challenge I can plan, design and make models. I can make a simple papier mache object.</p>	<p>Key Knowledge Why is it important to reuse and recycle materials to make artwork? Give some examples of materials which can be used to make an attractive piece of Art. How do you make paper mache? Skills I can design a model using junk materials. I can join junk materials together. I can construct using papier mache.</p>
	<p>Design, make and evaluate: Upcycled and recycled designs Year 1 I can design products that are useful. I can think of and draw my ideas. I can say how good a product is and why. Year 2 I can design products that are useful and look good. I can think of ideas and explain them in different ways. I can draw my ideas and talk about them. I can explore products, say how good they are and explain how they could be better. Challenge I can research interesting and useful products that are recycled or upcycled.</p>	<p>Key knowledge What products could you make from junk materials that would be useful? How do you make a product look appealing? Evaluate your product. Say what is good about it and what could be improved. Skills I can find ideas for a recycled product. I can think of an idea for my own product. I can draw a design of my product.</p>

RELIGIOUS EDUCATION

Theme: INCARNATION

Key Question: What does Christmas matter to Christians? (Core)

Religion: Christianity

I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

I recognise that stories of Jesus' life come from the Gospels.

I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.

I can decide what I personally have to be thankful for at Christmas.

Key Knowledge

What do you know about Jesus?
 What was extraordinary about him?
 Why do Christians celebrate Jesus' birth?
 What is Advent?
 Where do the stories about Jesus come from?

Skills

I am self-reflective.
 I can show understanding of others.

COMPUTER LAB

IT Digital Painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.

Paint 98 Kids games for drawing doodle!) Draw and tell HD Drawing desk <https://jspaint.app>

English – create a piece of art to link with text/character portrait Art –recreate piece of art in the style of artist

Creating Digital Art - Drawing/photography

Applications to support this area of the curriculum.

KS1 - Paint/ jspaint.app / draw and tell HD	Tuxpaint.org (Y2)
KS2 - 3D Paint	Pixlr
Keynote	
iPad photo editing	
Pic collage Edu	

Year 1	Year 2
<ul style="list-style-type: none"> Draw freely using pencil and brush tools and change the colour. Select the rubber tools to erase work and do this using appropriate adult support (adult selecting size and supporting with control) Insert shapes. 	<ul style="list-style-type: none"> Draw using the pencil and brush tools, change the colour and the size of the brush. Know how to erase their own work and change the size of the rubber Insert shapes, resize and fill them to create pictures.

Lesson Ideas

Self Portraits
 Create artwork to accompany writing - characters
 Create a digital version of art by a chosen artist.
 Recreating a piece of art digitally (make photo opaque - draw over)

Privacy and Security Copyright and Ownership

I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).

I can describe how online information about me could be seen by others.

I can explain why I should always ask a trusted adult before I share any information about myself online.

I can describe and explain some rules for keeping my information private.

I can explain how passwords can be used to protect information and devices.

I can explain what passwords are and can use passwords for my accounts and devices.

I can explain how many devices in my home could be connected to the internet and can list some of those devices.

I can explain why work I create using technology belongs to me.

I can describe why other people's work belongs to them.

I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').

I can save my work so that others know it belongs to me (e.g. filename, name on content).

I can recognise that content on the internet may belong to other people.

PSHCE

Spiritual practices

I have observed/ experienced/participated in some calming spiritual time.

Community care

I can contribute to the life of the classroom and school.

I know that I belong to different groups and communities such as family and school.

Big question:

Key Knowledge

Why is it important that you make time to be calm and still in life?
 What does spiritual development mean?
 What groups do you belong to?
 What do you contribute to them?

Skills

I help with jobs and responsibilities around school.



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