

Unit: Natural Disasters		Focus: Geography & Art
Year Group: 4	Term: Spring 1	
Intent: Investigate Mother Nature's awesome energy and the amazing (and dangerous) effects it can have.		
Engage: In-school themed activity morning linking to natural disasters.	Trip/Visitor:	Express: Art & DT exhibition for parents and carers.
RRSA links: Article 17: You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and internet. Information should be beneficial and understandable to you. Article 36: You should be protected from any activities that could harm your development and wellbeing.		
English links: Non-chronological report/Newspaper report.		
As Geographers we will: Key concepts: locational and physical geography		As Artists we will: create a 3D model of a volcano using artistic effects. Key concepts: 3D sculpture
Understand where and why earthquakes and volcanoes happen and why some places have had so many.		Compare the work of Monet, Hokusai and Turner and consider how art differs between cultures (even when based on the same theme)
Use geographical and technical vocabulary with greater accuracy. (Ongoing & could be a part of an engage task)		Apply colour using dotting, splashing and scratching.
Use aerial photographs, digital or computer maps and atlases to retrieve information.		Identify, mix & use warm & cool paints to evoke warmth/coolness that may complement/contrast one another.
To begin to understand and use the eight points of a compass to locate countries on a map and build knowledge of the wider world.		To make modifications to their artwork and use sketch books to gather information.
To use four figure grid references to identify features on a map.		Create 3D form by using malleable or rigid materials e.g. clay, papier mache or modrock to create a volcano.
Study the key physical/human characteristics and regions of countries and major cities of Europe.		
Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European country (Italy).		
To describe and understand key features of rivers, mountains, volcanoes and earthquakes and their impact. (Understand the location of tectonic plates, the destruction caused, distribution etc.)		
As Designers we will: Key concepts: electrical mechanisms.		As Historians we will: Key concepts: Investigating & interpreting the past. Cause & consequence.
Create an earthquake warning alarm using moving mechanisms. (Science link to the units "Sound" and "Electricity").		Explain how historical artefacts and items can be used to build up a picture of life in the past.

Understand and use lever and linkage mechanisms and distinguish between fixed and loose pivots.	Describe the differences between primary and secondary historical evidence about what happened in Pompeii.
Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the purpose of the product.	Research 2 versions of an event and see how they differ and explain why there are differences.
Select from and use a wider range of tools with greater accuracy to cut, score, shape and join paper and card.	Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in 79 AD.
Incorporate circuits and electrical components into design brief (e.g. Earthquake warning system)	Describe and provide reasons for the causes and effects of the destruction of Pompeii in 79 AD.
Understand how to combine an electrical circuit to meet a design brief.	Ongoing objective: Evaluate the causes and effects for some of the key events and developments within topics studied.
Test and evaluate their own product against design criteria and the intended user and purpose.	
Explain how a significant designer/ inventor changed the world e.g. natural disaster warning systems.	