

## Learning Exploration: Feeling Settled

In Year 3, children learnt about the beginnings of society in Britain and how we changed from a nomadic people to settlers; building settlements that would eventually become towns and cities. This exploration aims to build on that foundational knowledge the children already possess to help them develop a greater understanding of what a settlement is and how and why they grow and change. To begin with, children will locate and identify settlements in Devon to ensure they have a working understanding of their own county. This will then support them when learning about the Romans in the next exploration and how they settled Britain, particularly areas of Devon. By examining how settlements begin and develop, this helps build children's geographical enquiry skill. They will also consider how individual choices impact their local area and people internationally through a geography enquiry.

### Hook into learning:

Go Wild Settlement challenge. Using the limited resources, can the children build a den that would be suited for the challenges of the environment?

## Journey through the exploration

Our learning exploration will begin by exploring different geographical regions of the UK, identifying their human and physical characteristics and key topological features e.g. hills, mountains, coasts, rivers. We will start to explore the key question, **'How does the physical environment (e.g., access to water, fertile land) influence the location and growth of settlements?'** We will then look more closely at Devon and locate a range of places and their key features, focusing particularly on Exeter. This will allow us to explore the key question, **'How and why do settlements develop?'** and **'What key features make an ideal settlement site?'** exploring how settlements have evolved and changed over time, and the factors that drive these changes. We will **discuss how significant global event (e.g. a natural disaster) can affect the lives of people in different countries and regions**, and how one event in one region can affect another area e.g. land use from rural to city. Throughout the exploration, we will continue to develop our critical thinking skills and empathy for others by studying the key question **'How can people's choices have different impacts on their local area, internationally and globally?'**



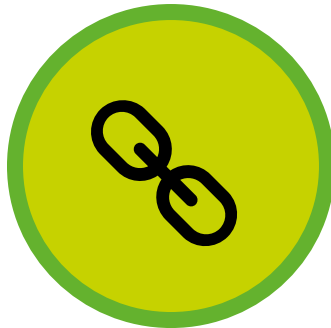
### Linked subjects

Through this exploration, learning will be linked where appropriate, including in the following subjects:

- Writing
- Geography
- Global Learning
- Art

The following subjects will be taught discretely:

- Computing
- RE
- Music
- PSHE
- Science
- Maths
- Reading



### Maths

Children will explore:

- Place Value
- Addition and Subtraction



### Writing



Children will explore the following genres of writing:

- Narrative Short Story: *King of the Birds* by Michael Stott, from the collection *Beyond the Stars*
- Non-Fiction: *The Great Fire of London: An Illustrated History of the Great Fire of 1666* by Emma Adams and James Weston Lewis

Opportunities for writing across the curriculum:

- **Writing in Science:**
  - experiment involving evaporation and changing state
- **RE:**
  - Diary entries from perspectives of people in the Bible.



### Opportunities to build cultural capital

Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

At NCSPA, we aim to build cultural capital through experiences such as trips, visitors, music and providing local links.

For Year 4, options this term may include:

- Drama workshop
- Music - Year 4 pieces to listen to and discuss.

### Opportunities for shared outcomes

Children will have the opportunity to produce or take part in one or more of the following:

- Class collaboration of how to help protect our environment, as part of writing involving designing posters on how to save energy at home.
- Class Reading River.
- Class storybook created using narratives from *King of The Birds* learning.



### Opportunities to address Equality, Diversity and Inclusion

- Reading: *How to Change the World* non-fiction book, on the campaign for women's right to vote.
- PSHE: Being Me in My World. Being a good citizen of our class and school includes ideas around making sure everyone feels included and respected. Sessions on rights and responsibilities (what are we all entitled to?).



### Further curriculum information

If you would like any further information regarding the curriculum, please:

- Speak to Mr McMillan or Mrs Hemmings.
- See your child's class information on Seesaw.
- Contact the school office.
- Visit the Curriculum pages on our website.

