




<p>Intent <i>"It simply isn't an adventure worth telling if there aren't any dragons." J.R.R Tolkien</i> Dragons can be beautiful, gentle, kind, shy, fierce, terrifying and much more. An author or artist generates their own depiction of a dragon's character based on the qualities they are trying to represent. During this experience, the children will explore many high-quality learning opportunities throughout their English work as well as art studies to help them decide the nature and style of their own dragons. The children will learn the power that strong images and colour have; thinking about how we can derive and infer so much from a great illustration. Their drawing techniques will be developed and explored throughout their sketchbooks, where over time, their own designs will emerge. These will create main characters for their own dragon quest stories, they will not only represent these beautifully using Jackie Morris' unique style as a stimulus but will also explore the qualities of their dragons throughout powerful descriptive writing. Unsurprisingly, you can't read about dragons without noticing some reference to a castle! Therefore, throughout our historical enquiry, we will learn about an important landmark in our locality's history – Corfe Castle. Here we will research and explore the castle's key events to gain an understanding of how the castle was used in the past. Our geographical knowledge of human and physical features will be improved as we observe and sketch the different human and physical features of the local area, reflecting upon how today the castle is a key tourist attraction.</p>	<p>Independence</p> 	<p>Art</p> <p>Geography</p> <p>History</p>
<p>HOOK Art – children will investigate the question, 'How can I use texture and colour in a painting to show depth?'. Children will learn paint application techniques to show textures and focus on complementary and harmonious colour application. They will discuss the use of colour by other artists, Brianna McCarthy and Monet. History – Corfe Castle Visitor Centre challenge children to research and provide leaflets for future guests wanting information about the castle. Staff at visitor centre discuss with children at arrival to the centre.</p> <p>ESSENTIAL QUESTION/CHALLENGE Can you explore Jackie Morris' unique watercolour style and use your inspiration to design and create your own dragon?</p> <p>Do the stone ruins of Corfe Castle really teach us about events of the past?</p> <p>OUTCOME</p> <p>Art – Children apply colour knowledge, textures and composition skills to their own painting of a landscape from our visit to Corfe Castle and the Purbecks.</p> <p>History / Geography – Children create information leaflets to send to Corfe Castle Visitor Centre</p>	<div>   </div> <p>Dragons and Castles</p> <p>Year 4</p> <p>April 25th – May 27th 2022</p> <p>EXPERT INPUT</p> <p>Children will visit Corfe Castle as part of their Leeson House residential trip and Leeson staff will explore the Castle's history throughout the visit.</p> <p>LEARNING THROUGH ROLE PLAY</p> <p>*During their visit to Corfe Castle, they will role play some of the key events and stories linked to the castle (<i>Edward the Martyr, Bankes Family</i>) (<i>Not happening due to Covid but children will receive a selection of leaflets from Corfe Castle.</i>)</p> <p>*Art studio set up in outside area with a variety of resources and picture stimulus to encourage creative ideas for own textures and colour application.</p>	

<p><u>Learning in action - developing an Inquiry Mind-set:</u></p> <p><u>1. Knowledge</u> What information can you tell me about Corfe Castle? Why was Corfe Castle so important? Is Corfe Castle the same in appearance to how it was? What happened to make these changes? What is the meaning of key vocabulary and how would this be used in context?</p> <p><u>2. Comprehension</u> Can you tell the story of Lady Bankes? Can you interpret a range of sources, identifying which may be more reliable than others? Retrieve and show me in what order events happened.</p> <p><u>3. Application</u> Can you explain the reasons why there may have been two versions of the story of Lady Bankes? How do the lives of people living in the 1600s, differ from us today?</p> <p><u>4. Analysis</u> Thinking about your research, is there anything else that you would like to find out more about? What might the visitors to Corfe Castle want to know?</p> <p><u>5. Synthesize</u> Design and create your leaflet for visitors to Corfe Castle.</p> <p><u>6. Evaluation</u> Share our leaflets with each other and evaluate the information provided to us in the leaflets already on offer at Corfe Castle, and the ones we have created.</p>	<p>As historians we will:</p> <p>*Look at more than two versions of the same story in history and identify differences (Story of Lady Bankes)</p> <p>-We will begin to discuss some of the reasons for these differences</p> <p>*Use a range of sources to find out about Corfe Castle's history – Focus our research on The Bankes Family and the events around their time at the castle (1643 – 1645)</p> <p>-Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>-Devise some of our own questions about Corfe Castle and conduct our own research in order to answer the questions identified</p> <p>*Sequence events and historical figures on a timeline using dates - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>*Find out about the everyday lives of people living in the 1600s compared with our life today;</p> <p>-Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</p> <p>-Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, diaries, posters and guides</p> <p>-Present ideas based on their own research about a studied period.</p>	<p><u>History – Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • a local history study (<i>Corfe Castle</i>) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
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<p><u>1. Knowledge</u> Where is Corfe Castle and how does it relate to where we live and to the rest of the country? Can you describe using compass directions, where Corfe Castle is? Where is Corfe Castle situated?</p> <p><u>2. Comprehension</u> What can the maps / images tell us about Corfe Castle?</p> <p><u>3. Application</u> Why would Corfe Castle be positioned on a hill?</p> <p><u>4. Analysis</u> Is there anything that we would like to know more about the positioning of Corfe Castle, that the maps / images haven't been able to tell us?</p> <p><u>5. Synthesize</u> Use the information gathered to support us when creating our leaflets.</p> <p><u>6. Evaluation</u> Share our leaflets with each other and evaluate the information provided to us in the leaflets already on offer at Corfe Castle, and the ones we have created.</p>	<p>As Geographers we will:</p> <p>-Locate Corfe Castle and Corfe Mullen on a map of Dorset</p> <p>-Identify where Corfe Castle is in relation to the rest of the country.</p> <p>-Use maps to identify why Corfe Castle may have been positioned where it is (on a hill) – how do the maps show this?</p>	<p><u>Geography</u> Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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Wider and Discrete Learning Opportunities:

Jigsaw – Relationships Theme- Children will focus on the themes of jealousy, strategies to help when you fall out with a friend, making new friends and knowing how to show love and appreciation to the people and animals who are special to them.

Science

Living Things and their Habitats

Pupils should be taught to:

- Recognise that living things can be grouped in a variety of ways
 - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
 - Recognise that environments can change and that this can sometimes pose dangers to living things
- (Explore school grounds and generate own investigations to understand the different habitats and living creatures on site, first hand experience at Leeson House residential – pond dipping, bug hunts, classification keys)

PE - Athletics, Rounders, Tennis, Teamwork skills

RE - Islam - Holy books and festivals, key beliefs and rituals

French - *(Detailed planning in separate overview of sessions)*

Les Animaux (Animals)**Les Jours** (Days Of The Week review)

Music – Charange Summer 1 Year 4 Blackbird by The Beatles Unit of work