

Year 4 Geography Environmental Engineers

Assessment Questions		
<p>- How do we measure rainfall and water does the term water stress mean?</p> <p>- Why is water essential to life? What problems do people experience if they don't have access to clean water?</p> <p>- Where in the world are there areas of water stress (show countries on a world map)? How is life there different to life in Birmingham?</p> <p>- Where does our water come from? Describe the process it goes through to get to our taps. Explain the terms overpopulated, land-use and infrastructure.</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I can some countries where water stress is a real problem.</p> <p><u>Human and Physical Geography</u> I know where we get our clean water from and that water must be cleaned before it gets to us or it will make us ill.</p> <p>I know where Birmingham gets its water from and why.</p> <p>I know will know that water travels through sewer to a treatment plant (where it is cleaned) before it returns to rivers and then the sea.</p> <p><u>Key Vocabulary</u> Water distribution, reservoir, infrastructure, sewage, water stress, drought, shanty towns, water aid, developing countries, shanty towns, overcrowding, overpopulation</p> <p><u>Geography Core Concepts:</u> Resources (natural and economic) Physical Processes Climate Population Land-Use Environment</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Understand the link between low levels of rainfall and the high levels of water stress in certain parts of the world (Middle East, North Africa etc.). Locate countries and regions of the world, using maps which show levels of rainfall and the areas of water stress.</p> <p><u>Place knowledge</u> NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Study a shanty town and explore the living conditions through photographs and videos and describe what makes life so difficult for people (Orangi Town in Karachi, Pakistan has over 1 million people living in slums.)</p> <p><u>Human and physical geography</u> NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>List ways in which water is essential for life. Explain the detrimental effect on life for children and adults who live in areas of high water stress (Loss of education, risk to health etc). Explain reasons/contributing factors to water stress (urbanization and overcrowding, poor infrastructure, government corruption). Research the charity Water Aid and the job it does to provide clean water, decent toilets and good hygiene to everyone. Explain the process of how and from where Birmingham gets its water.</p>	<p>Children begin to develop an understanding of the issues around water supply and shortages globally. They consider the vital importance of water to survive.</p> <p>They gain more insight into the problems of water distribution throughout the world and learn how the charity Water Aid is helping those in most need. In human geography, children explore how we distribute natural resources such as water locally and how during the Industrial Revolution Birmingham had similar problems with many of today's developing countries. Through their work with Water Aid, children learn to become more responsible global citizens and consider ways in which we can support and raise awareness/money for Water Aid.</p>

Year 4 ART Topic 7: Environmental Engineers

Assessment Questions

What is public sculpture?

What do the following words mean...?

How and why do sculptors make maquettes?

Talk to me about your public sculpture design – how does it fit the brief? Why have you made x/y artistic decisions?

Truthfulness and trust

KNOW	DO	UNDERSTAND
<p>Can explain what public sculpture means.</p> <p>Can explain the 3D language of: shape, form, colour and pattern. Maquette.</p> <p>Know how and why sculptors create models/maquettes.</p> <p>Can design a public sculpture for a specific place, with a given set of criteria.</p> <p>Key vocabulary: Public sculpture 3D Shape Form Colour Pattern Maquette Criteria Design</p>	<p>Public sculpture/contemporary sculpture.</p> <p>Before this unit, ask children to collect plastic bottles, plastic bags, Ensure that you have garden canes, wire, old umbrellas, string- any recyclable materials- that are weatherproof.</p> <p>In this unit children explore sculpture in public buildings and spaces and how an environment can be transformed by art around it. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors.</p> <p>Public sculpture/contemporary sculpture Anthony Gormley’s “Iron Man” (Birmingham); “Angel of the North”; “Another Place” (Crosby Beach) “Cloud Gate” Anish Kapoor (Chicago) Edwin Landseer’s Trafalgar Square lions https://en.wikipedia.org/wiki/List_of_public_art_in_Birmingham Great list of public art in the West Midlands (Gutzon Borglum’s Mount Rushmore is an interesting one to discuss as an aside) Children to design maquettes of sculpture for specific area (in Birmingham?).</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including sculpture design. - about great artists, architects and designers in history 	<p>Children have just learnt about the water cycle, and are now developing this to understand about a local and wider implication of water supply, both historical and current. They explore the water in their locality, and how Birmingham/Sparkhill has changed through time.</p> <p>Children have previously explored creating sculpture in Year 2 and Year 1.</p>