

Our Learning Journey through the Topic

What is a continent?

How many continents are there?

What is climate?

What is the climate of the different continents?

What type of houses are there in the UK?

What would a house from a different continent look like?

What is the weather like in different countries?

Are houses in hot countries built differently than cold?

What type of house do you live in?

TASK: Build a house for a specific climate using a range of materials

Evaluate your design choices

Design a bug house.

Homes Around the World

Evaluate your bug house

Make a bug house.

Around the World

Term taught in:	Autumn 1	Number of Weeks:	7
Objectives		Outcomes	
<p>DT</p> <ul style="list-style-type: none"> • Use pictures and words to convey what they want to design / make. • Explore ideas by rearranging materials. • Select pictures to help develop ideas. • Use mock-ups e.g. recycled material trial models to try out their ideas. • Select materials from a limited range. • Explain what they are making. • Name the tools they are using. • Explore existing products and investigate how they have been made. • Talk about their design as they develop and identify good and bad points. • Start to use technical vocabulary • Join materials in a variety of ways • Decorate using a variety of techniques. • Know some ways of making structures stronger. • Show how to stiffen some materials. • Know how to make a simple structure more stable. • Say what they like and don't like about items they make and attempt to say why. 		<p>Your child will:</p> <ul style="list-style-type: none"> • Research types of houses around the world. • Design a house for a child from a chosen country. • Explain the reason for their choice of design. • Explore different joining materials such as blue tac, Sellotape, glue and masking tape. • Make a model of the house they have designed. • Paint their model house. • Evaluate their model house. 	
<p>ART</p> <ul style="list-style-type: none"> • Beginning to work creatively e.g. with a range of media on different scales. • Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. • Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. • Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. • Talk about the features they like in their own work and in the work of others. • Talk about what they might change in their own work. 		<p>Your child will:</p> <ul style="list-style-type: none"> • Paint a type of house that they think the Three Little Wolves would like to live in • Design and draw a picture of the model house they are going to make. • Think about features of a chosen house including the colours needed to represent the materials that would be used. 	
<p>GEOGRAPHY</p> <ul style="list-style-type: none"> • Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. • Observe and describe daily weather patterns. • Ask and answer simple geographical questions. • Use a range of sources such as simple maps, globes, atlases and images to compare hot and cold countries • Know that symbols mean something on maps. 		<p>Your child will:</p> <ul style="list-style-type: none"> • Record a weather diary as a class or our local area and compare it to a hot country. • Investigate how food grown and houses built are different and similar in different countries. • Ask geographical questions about the design of houses and the materials used for houses found around the world including, Polynesia, China and Lapland. • Locate a selection of countries which have distinctive house designs on a map, globe and atlas. 	

Key Vocabulary			End Products	
Continent	Waterproof	Polynesia	<ul style="list-style-type: none"> • A painting of the house for the Three Little Wolves. • A map of the world highlighting hot and cold countries • A detailed house design with reasoning. • A model of the house they have designed. • An evaluation of their model. 	
Country	Rigid	China		
Map	Model	Lapland		
Climate	Evaluate	Types of houses		
Seasons	Design	Teepee		
Weather	Diary	Igloo		
Temperature	Different	Cabin		
Hot and cold	Similar	Brick house		
Structure	Blue tac	Villa		
Transparent	Sellotape	Hut		
Secure	Glue	Stilted house		
Material	Masking tape	Yurt		
Appropriate				
Links to our School Values				Links to British Values
<p>Compassion - Children will be evaluating each other's work.</p> <p>Resilient - As the children will be using different materials to build their house, they will build resilience e.g. if part of the house falls or the material is not suitable.</p> <p>To try your best- As the children will be using a range of materials to design and create their houses, they will be encouraged to try their best, which will benefit the group.</p>				<p>Being part of Britain - Comparison of Polynesia, China and Lapland. What does it mean to be British?</p> <p>Tolerance of those of different faiths and beliefs - Discussion of the main religion in South Africa - enhancement day Black History Month</p>
Cross Curricular Opportunities	Enhancements	Misconceptions		
<p>English:</p> <p>Twisted Tales The Three Little Wolves and the Big Bad Pig</p> <p>Maths: Weight of the Materials- Heavy and Light 3D shapes Measuring length and height</p>	<p>Enhancement Days <u>Black History Month</u>- Look at houses in South Africa. Design their own South African house and then have a go at making it.</p> <p>Forest School Exploring different seasons Create different types of homes for characters found in Traditional Tales</p>	<p><i>Children confused countries and continents</i></p>		