



Hill View Primary School – Year 4 Project Overview

Land of Ice and Fire



6 Weeks

Rationale/Intent

Grimsvotn, Iceland's most active volcano is about to erupt! The children will become volcanologists who have been tasked with studying the volcano and its imminent eruption. In order to do this, the children will need to learn about the stunning country of Iceland to go on a journey through Iceland's captivating scenery, learn about the cultural heritage. They will study the natural threat and beauty of Iceland's awesome volcanoes, glaciers and geysers in order to fully understand this magnificent and mystical location before arriving at Grimsvotn to witness the dramatic eruption (by creating their own mini volcanic eruption). As volcanologists, the children will use all of the knowledge they have acquired from studying Iceland's geographical features and their knowledge of solids, liquids and gases (Changing States) to write a non-chronological, scientific report.

Hook

Children watch a film of the Grimsvotn volcano about to erupt, alongside a letter from the Icelandic Government asking them as volcanologists, to assess and write a report about the formation and eruption of volcanoes, to help the local inhabitants prepare.

Outcome

Children will create their own mini volcano to demonstrate the science behind a volcanic eruption and write a scientific report.

English

Link text;



Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Non- narrative-scientific report;

Complete a standard (proforma provided) scientific report using modal verbs and devices that ensure cohesion to predict, describe the scientific process and arrive at a conclusion e.g. Firstly, after that. Use organisational and presentational devices to write a report to present their investigation and the subsequent findings (using the correct technical terminology and appropriate punctuation).

Narrative;

Explore the Icelandic myths, legends and folklore, and use characters from these to create a text that reflects the unique mystery and magnetism of the country.

Writing skills to cover

Character description

Setting description - direct speech

Creating mood and atmosphere

Coherent writing.

Formal language
Paragraphing
Subheadings and layout
conjunctions

Punctuation and Grammar

Direct speech
Plurals
Determiners
A sentence that gives three actions
Compound sentences

Weekly free writes: are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject - **Geography**

Describe and understand Iceland's location in the world, identify the position and significance northern and southern hemisphere and the equator

NC: 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

Describe and understand key aspects of physical geography, climate and geographical features, using maps atlases and globes.

Use symbols and keys to create a maps.

NC: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Investigate how a volcano is formed and earthquakes occur, drawing on knowledge of tectonic plates and understand the ring of fire considering the impact on people's lives and, potentially, the rest of the world.

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

Produce a diagram of a volcano, supported by a glossary and explain how volcano provide us with valuable information about how the world has changed over millions of years.

Focus Subject - **Science**

Explore a range of solids liquids and gas in class and classify into groups with justification

Observe materials changing state ie. Water freezing and evaporating

NC: compare and group materials together, according to whether they are solids, liquids or gases

Melting chocolate experiment and frozen grape experiment using tables and graphs to record findings

NC: observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Cloud in a glass evaporation and condensation experiment

NC: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Visits and visitors

Parent/visitor who has travelled to Iceland.

Cultural capital; Mathematics

Complete, read and interpret information collected in tables. Accurately measure and record using correct unit of measurement.

PSHE

Explore and compare the impact of geographical location, life-style, climate and season on the well-being (emotional, physical and social) of the people who live in the UK and in Iceland.

Home Learning

Create a 'Mathematical Guide to Iceland' (temperature, number, currency, distance) - represent statistics/findings as numbers and choose one aspect to present as a graph/chart, with an interpretation.