



Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Block 1 - Southville/ Upfest - using houses as inspiration. Block 2 - Bristol - physical geography and human geography compared to Jamaica.	Asha Golsin - talk about life/ growing up in Jamaica. Visit to Mshed - gather facts/ information about our city.	Block 1 - Variety of Bristolian and Jamaican artists	Block 1 - Create a house inspired by either place using blending/ collage skills Block 2 - Learn to use navigational skills Block 3 - Create a Jamaican inspired dish
Diversity, Equity and Inclusion Celebrating cultural diversity through comparative studies of Bristol and Jamaica, integrating Jamaican art, geography, and traditional foods, fostering global awareness, and encouraging respect for different heritages and perspectives.		Linked Learning Y4 – Carnivals	
Driver 1: Art <i>Bristol/Jamaica - What's the same? What's different?</i>		Driver 2: Geography <i>Bristol/ Jamaica - What's the same? What's different?</i>	
Driver 1 Objectives <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Theoretical Knowledge: <ul style="list-style-type: none"> Key Artist / Movement: Kingston street artists (Jamaica) and Bristol street artists (North Street) Themes / Genre: Colour, texture, pattern, and vibrant community expression Context and Significance: Exploration of Jamaican and Bristolian street art to highlight cultural expression and diversity in art; contrasts in styles reflect each location's unique community and identity. Practical Knowledge (highlight area): <ul style="list-style-type: none"> Area of Making: Painting & Collage Media: Oil pastel, chalk pastels, poster paint Methods and Techniques: Mark making, blending, colour mixing 		Driver 2 Objectives <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map] use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	

<p>Driver 1 Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● Shape is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D? ● Lines are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece? ● Colour is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer? ● Value is the intensity of colour and depends on the amount of white added. ● Form – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading? ● Texture is the look and feel of a surface. How is the feel of a piece related to the materials it is made from? ● Space in artwork makes a flat image look like it has form. How has the empty area around shapes been used? 	<p>Driver 2 Disciplinary Knowledge and Skills</p> <p>The use of knowledge and how children become a little more ‘expert’ as a geographer.</p> <ul style="list-style-type: none"> ● Ask geographical questions: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? ● Builds knowledge of a places, people, environments and processes and makes connections between them ● Considers the impact of human and geography on the environment, including the climate sustainability ● Compare the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? ● Collects and analyses data ● Looks at and interprets a range of sources: maps, diagrams, globes, aerial photographs ● Communicates geographical information: creating maps, graphs, presenting, writing
<p>Driver 1 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 1: colour, shapes, 2D, 3D, cut, tear, stick, bright, bold, texture, paint, crayons, mix ● Tier 2: blending, shading, mixing, tints, tones, shades, collages, patterns, oil pastels, primary colours, secondary colours ● Tier 3: colour wheel, navigational skills (in relation to art planning), observational drawing, Jamaican art, Bristol art, artistic inspiration, design techniques 	<p>Driver 2 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 1: beach, city, coast, forest, house, island, mountain, ocean, river, town, weather ● Tier 2: capital cities, continents, countries, directional language (e.g., near, far, left, right), grid reference, natural features, physical features, route, navigational skills ● Tier 3: compass, compass directions (North, South, East, West), aerial view, locational language, UK regions and seas, Jamaica (location and features)

<p>Driver 3: DT - Cooking <i>What is Jamaican food like?</i></p>
<p>Driver 3 Objectives</p> <ul style="list-style-type: none"> ● develop the creative, technical and practical expertise to perform everyday tasks confidently and to participate successfully in an increasing technological world. ● build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ● critique, evaluate and test their ideas and products and the work of others ● understand and apply the principles of nutrition and learn how to cook
<p>Driver 3 Disciplinary Knowledge and Skills</p> <p>Make and Evaluate</p> <ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria
<p>Driver 3 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 1: chopping, peeling, cutting, mixing, veg, pastry, crimp, egg wash, taste, flavours ● Tier 2: bridge-cut, claw-cut, measure, design, evaluate, appealing, ingredients, filling, recipe, preparation ● Tier 3: Jamaican patty, jerk sauce, coconut water, ackee, product evaluation, culinary techniques,, traditional foods

Driver 1 Sequence :

Bristol/ Jamaica - What's the same? What's different?

1. **WALT:** Describe the differences and similarities between different artworks in two places.
2. **WALT:** Develop a wide range of art and design techniques to make colours.
3. **WALT:** Develop a wide range of art and design techniques to make colours with different tones and shades.
4. **WALT:** Develop a wide range of art and design techniques, such as blending, to make different colours.
5. **WALT:** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
6. **WALT:** Use a range of materials creatively to design a piece of artwork.
7. **WALT:** Use a range of materials creatively to make a piece of artwork.

Driver 3 Sequence:

What is food in Jamaica like?

1. **WALT:** Design an appealing product to eat from a different country.
2. **WALT:** Use a range of skills such as cutting and measuring ingredients to make a product to eat from a different country.
3. **WALT:** Explore and evaluate a product.

Driver 2 Sequence:

Bristol/ Jamaica - What's the same? What's different?

1. **WALT:** Use basic geographical vocabulary to refer to key physical and human features.
2. **WALT:** Use simple compass directions (north, south, east, west) and locational and directional language to describe features and routes on a map.
3. **WALT:** Identify and use grid references on a map.
4. **WALT:** Consolidate map skills, including creating keys and using directions and compass points.
5. **WALT:** Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.
6. **WALT:** Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
7. **WALT:** Identify the UK, its countries, continents, and oceans on world maps, atlases, and globes.
8. **WALT:** Understand the climate in relation to the location of Jamaica.
9. **WALT:** Use geographical vocabulary to describe human and physical features of Jamaica.
10. **WALT:** Understand geographical similarities and differences between the UK and a contrasting non-European country through the study of school environments.
11. **WALT:** Explore geographical similarities and differences in tourism between the UK and Jamaica.
12. **WALT:** Understand geographical similarities and differences by studying the human and physical geography of houses in Bristol and Jamaica.