### What’s in the news?

#### Remote learning curriculum pack Lower Key Stage 2 (Years 3 and 4) Pack 6

# HIAS REMOTE LEARNING CURRICULUM PACK

#### HIAS Teaching and Learning Team

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#### Final version

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**HIAS Remote Learning Curriculum Pack**

**Using the Remote Learning Materials**

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home. Your school may also have given you English and mathematics resources, and this pack of activities can supplement and work alongside these.

These activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills, help them learn new ones, and allow for suitable independence.

How to use the pack and support your child:

* Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
* Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
* Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
* The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
* These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

**What’s in the news?**



**Key theme:**

This theme is based on both the geography and the history curriculum. Children will have the opportunity to undertake activities that are linked to their learning in these subjects and use reporting and journalism as the vehicle for this.

**Geography:**

describe and understand key aspects of:

* physical geography, including climate zones, biomes (a large naturally occurring community of flora and fauna occupying a major habitat, e.g., forest or tundra) 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.
* use maps, atlases, globes, and digital/ computing mapping to locate countries and describe features studied.
* use the 8 points of the compass, symbols, and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.

**History:**

A local history study where children will learn about:

* a depth study linked to one of the British areas of study listed above.
* a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

This theme is based on journalism and reporting. It is an opportunity to be creative around this area and use both previous and new learning within this theme. Children may be able to recall some of their previous learning in both history and geography but may need some initial support with researching new learning.

It would be useful for children to remember the key features of newspaper reports and how to write in this style for different audiences.

Features of a newspaper article:

* Making the headline short and snappy (this is like the heading at the start of the article and is intended to ‘catch the eye’ of the reader).
* Summing up what the report is about in the first sentence.
* Writing the report in the third person and the past tense.
* Splitting the newspaper report up into paragraphs to help the reader clearly understand the information.
* Using quotes from people to make the report more interesting and not forgetting to use speech marks!
* Using a photograph with a caption to give the reader more information.
* Filling the newspaper report with both facts and opinions. Facts give the reader all the information they need by using the 5 Ws (who, what, why, when and where).

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| **Lower Key Stage 2** |
| **The big idea** |
| **Write a newspaper report about a local historical event**newspaper front page clipart | P2C.info |
| **Key learning**  |
| **History:*** A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
* A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
 |
| **Useful questions**  |
| * How would the article be written to ensure that the key facts are shown clearly?
* What needs to be in the article to engage the reader?
 |
| **How to do it** |
| This activity is about creating a newspaper article about something that has been studied in history or an event or person from the local area. This can be done in lots of different ways. **Getting started:*** Research some local historical events or people from the local area. This could be something that has already been studied in history at school or something new that has been researched.
* Make notes about the key events or notes about a famous local person.

**Different ways to complete the activity:*** Cut up old newspapers or magazines (when people have finished with them!) to make the article. Cut up the words to make the story. Make sure the key events are covered with the correct historical information and dates.
* Use photos from the past (if possible) to create new photos from existing pictures in magazines.
* Consider writing the article using a frame for a newspaper article (outline) in the traditional way.

**The features of a newspaper include:** * the name of the newspaper and the name of the reporter.
* a catchy headline to grab the attention of the reader.
* written in the third person and the past tense.
* an introductory paragraph using the 5Ws – what, where, when, who and why.
* the main events presented in chronological order.
* use of photos or pictures with captions.

They might also use reported or direct speech to show what someone is saying.Reported speech is when the speaker’s words are reported by someone else e.g. he told us that…Direct speech is the actual words of the speaker e.g. “It was an exciting adventure,” she said. |
| **Useful websites and resources:** |
|  <https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt> <https://schools.firstnews.co.uk/blog/journalistic-writing/features-of-a-newspaper-report-ks2/> |

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| **Lower Key Stage 2**  |
| **The big idea**  |
| Globe Clipart Free Stock Photo - Public Domain Pictures**Create a postcard reporting about the physical features of a favourite place** **in** |
| **Key learning**  |
| **Geography:**Describe and understand key aspects of:* Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
 |
| **Useful questions**  |
| * What are the main physical features of the place chosen?
* What geographical vocabulary needs to be used to describe the place?
 |
| **How to do it** |
| This activity can be based on a favourite place that a child has gone to or somewhere that they are interested in finding out more about. The key element to this activity is that the physical features of the location are drawn and written about.**Think about:*** the person or people that the postcard will be sent to as this will influence how the postcard is written.
* the country or place that will be the focus. The physical aspects will need to be researched.
* what the postcard will be written on - white card would be ideal. There are some postcard templates on the internet that could help.
* the picture that will be drawn on the front of the postcard. This needs to show the physical aspects of the location.
* using geographical vocabulary to describe the location of the country or place.
* using geographical vocabulary to describe the physical features of a favourite place.
* briefly comparing the physical features to similar and different places.
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| **Useful websites and resources:**   |
| <https://www.natgeokids.com/uk/> |

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| **Lower Key Stage 2** |
| **The big idea** |
| Dashboard Icons, symbol, Chat, interface, speech bubbles, Oval, outline,  Outlined, speech bubble iconDashboard Icons, symbol, Chat, interface, speech bubbles, Oval, outline,  Outlined, speech bubble icon**Create a painting with speech bubbles about a local area** |
| **Key learning**  |
| **Geography:*** Describe and understand key aspects of 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.
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| **Useful questions**  |
| * What aspects of the local area would be best represented in a painting?
* How will the speech bubbles show the main information about the area?
 |
| **How to do it** |
| This activity is all about finding more about the local area and using art skills to describe the main aspects of human geography. This activity can be developed by using speech bubbles to tell more about the area. **What is in your local area?*** First start the activity by planning a walk around your local area. A map could be drawn or printed to help with this, and the internet will show the local area in more detail. Predict what you are going to see on the walk including how the land is used and the local industry in the area.
* Research the different symbols that are used on maps to show different things.
* During the walk, record the human and physical features that you see using symbols and a key. Think about whether the area has more human or physical features.

**Think about:*** what part of the local area will be researched and painted?
* choosing an aspect of the local area that will make an effective painting.
* what key geographical features that need to be shown in the painting.
* researching the key human aspects in the local area. This might include interesting buildings, shops, museums, railways, and road links.

**Completing the activity:*** Draw an outline of the features of the local area before the painting is started. Have a large piece of paper or card to draw the key features on.
* Think about representing different colours for the different things in the area. For example, green could represent land etc.
* It might be advisable to paint or colour in the background before the different objects are painted.
* Then use white card, sticky labels or paper to create a speech bubble shape and write the key information on them. These need to be stuck around the objects, buildings etc. use for this.
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| **Useful websites and resources:** |
| <https://www.natgeokids.com/uk/> |

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| **Lower Key Stage 2** |
| **The big idea** |
| **Design a travel article to persuade someone to travel to a special place**Maps clipart travel brochure, Maps travel brochure Transparent FREE for  download on WebStockReview 2020 |
| **Key learning** |
| **Geography:**Describe and understand key aspects of:* physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

Describe and understand key aspects of: * 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.
 |
| **Useful questions** |
| * What are the main human and physical features of the chosen destination?
* What geographical vocabulary needs to be used to show the features?
 |
| **How to do it** |
| This has been a tricky year for the travel industry as travelling between one country and another has been really limited. Hopefully, we will all start to be able to move between one country and another soon, and this activity is all about imagining being a travel agent and advertising a destination that will appeal to different people. This activity must focus on the main human and physical aspects of the place. This activity can be done in different ways and there are some ideas below that will help.**What is a travel agent?**A travel agent’s role is to help people plan, choose, and arrange their holiday. They will usually work to a budget set out by whoever is planning the holiday. They will also arrange different trips that people want might to go on and events that may be happening at the destination. Travel agents will also give advice on the different customs in the country, which is when we show respect for the place that we are visiting. **Think about:*** the destination to be advertised. This could be somewhere that has already been visited or somewhere new.
* researching different destinations using books, the internet, or magazines.
* the type of person that the article will be advertising to. For example, elderly people may have different needs to a young family.
* the special features of the destination. Does it offer a peaceful environment or is it a bustling city with lots of tourist attractions?

**Different attractions and places to advertise:*** Theme parks
* Water parks
* Country walks
* Beaches and seaside attractions
* Famous landmarks in cities or towns
* Museums
* Art galleries
* Houses or places where famous people have lived
* Sporting venues
* Restaurants

**Completing the activity:**Once the destination has been decided on, the format of the advert and article needs to be thought about. Some adverts have one page of writing, drawings and photographs that ‘sell’ the country.**Think about:*** planning the format of the article and what needs to be included. It may be a good idea to draft the page before starting and deciding where the text and writing will go.
* considering the language that needs to be used to advertise it.
* using pictures and photographs to promote the destination. Photographs could be cut out to make the article eye catching (get permission for this first).
* making sure that the final article has all the detail needed to persuade someone to go to the destination and explains the main geographical features.
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| **Lower Key Stage 2**  |
| **The big idea** |
| Transparent Clipart Poop - Stick Figure Walking Clip Art , Free Transparent  Clipart - ClipartKeyTransparent Clipart Poop - Stick Figure Walking Clip Art , Free Transparent  Clipart - ClipartKey**What’s in the news in our area?****Take a walk and record the findings** |
| **Key learning**  |
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| **Geography:** * Describe and understand the key aspects of climate zones.
* Describe and understand the key aspects of land use and economic activity.
* Use maps, atlases, globes, and digital/ computing mapping to locate countries and describe features studied.

**English:*** Using a wide range of devices to build cohesion within and across paragraphs.
* Selecting the appropriate form and using other similar writing as models for their own.
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| **Useful questions**  |
| * Where in the area, will show the most interesting use of land?
* How will I record my findings?
* How will I make my findings clear and use symbols effectively?
 |
| **How to do it** |
| This activity is all about planning a walk around the local area to include at least one physical and human environment or locations, e.g., field, forest, beach, hill, shops, houses, swimming pool, playground. This will improve your fieldwork skills and allow you to link what you see to local news stories. **Completing the activity:*** Start by deciding on the route that you will take. Make sure that it is safe and that there is an adult that can accompany you.
* Make sure that you have a map and some paper and pencils to record the findings.
* As you go past interesting areas draw a field sketch of each place and label it to show the key features.
* Look for clues to see how each place could be in the news, e.g., illegal parking, empty shops, new shops, cars driving too fast, little, new trees planted, playground renovated, more people out walking, more smiling people, etc.
* When you return from the walk, tally the news links to see which place in your local area has more news connections.
* Record a short news article describing what you observed in your place today and link it to other places in the UK or the world.

**Tips for writing a news article:**Remember to:* Make the headline short and snappy to engage the reader and make them interested.
* Sum up what the report is about in the first sentence.
* Write the report in the third person and the past tense.
* Split the newspaper report up into paragraphs to help the reader clearly understand the information.
* Use quotes to make the report more interesting.
* Use a photograph with a caption to give the reader more information.
* Fill the newspaper report with both facts and opinions. Facts give the reader all the information they need by using the 5 Ws (who, what, why, when and where).
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**HIAS Teaching and Learning Team**

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a ‘plan, do, review’ approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.