

Spain LKS2 Year A		
Curriculum Area	Learning Objective	Example Tasks
AMFL	Learn some basic Spanish vocabulary	Colours Numbers Spanish food Bingo
Art and Design	Find out about and describe the work of some artists, craftspeople, architects and designers. Describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied including other times and cultures, experiment with styles.	Antoni Gaudi Explore Park Guell Create a design to replicate the style of Gaudi's work. Sagrada Família (RE) Antoni Gaudi Examine the cathedral and look at artifacts within it.
Design and Technology	Use a range of materials and components including construction kits textiles, ingredients , mechanical and electrical components . Find out about inventors , designers chefs and manufacturers who have developed innovative products. Know that food is grown, reared or caught in the UK, Europe and the wider world. Know how to prepare and cook savoury dishes using a heat source. Use a range of techniques such as peeling, chopping, slicing,	Find out about traditional food in Spain Jose Andres founder of the World Central Kitchen Prepare and cook a Spanish tortilla/Spanish omelette

	<p>grating, mixing, spreading, kneading and baking. Know that a healthy diet is varied and balanced, based on the eatwell plate. Select own ingredients. Present food well. Understand safe food storage.</p>	
<p>Geography</p>	<p>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p> <p>Begin to identify position and importance of latitude, longitude, Equator, northern and Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic/Antarctic and time zones.</p> <p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features (hills, mountains and coasts) and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. UK, Europe and North or South America</p> <p>Begin to identify position and importance of latitude, longitude, Equator, northern and Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic/Antarctic and time zones.</p> <p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features (hills, mountains and coasts) and patterns, how places change and some links between people and environments. They become</p>	<p>Use an atlas/globe to find the equator, N and S hemisphere etc Locate Europe; Can you identify 20 European countries? Find UK and Spain on a ma. Locate Madrid and place on map Locate mountains, major rivers - place on map. Look at pictures of coastline of UK and compare to Spain. Find out about Tourism, trade and natural resources of Spain.</p>

	<p>more adept at comparing places, and understand some reasons for similarities and differences.</p> <p>Be able to investigate places and environments by asking and responding to questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They express their opinions and recognise that others may think differently.</p> <p>Use 4 point compass Use 4 figure grid references</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity, trade links, distribution of natural resources including energy, minerals and water.</p>	
RE	<p>Christianity - learning about Christian beliefs about God and the Trinity, the life and teachings of Jesus and the Bible as a source of authority. Exploring the concepts of Creation and Fall. Thinking about diversity within Christianity (could explore Catholicism and Protestantism) and how religion impacts daily life. Examining how different people express their religion in different ways; identifying differences and similarities between Christmas communities in Spain and in our local area.</p>	<p>Core Question: How did the universe come to be? Core Question: What do Christians believe about God and the trinity? Core Question: Why is there so much diversity of belief within Christianity? Core Question: How do people express a commitment to a worldview in different ways?</p>