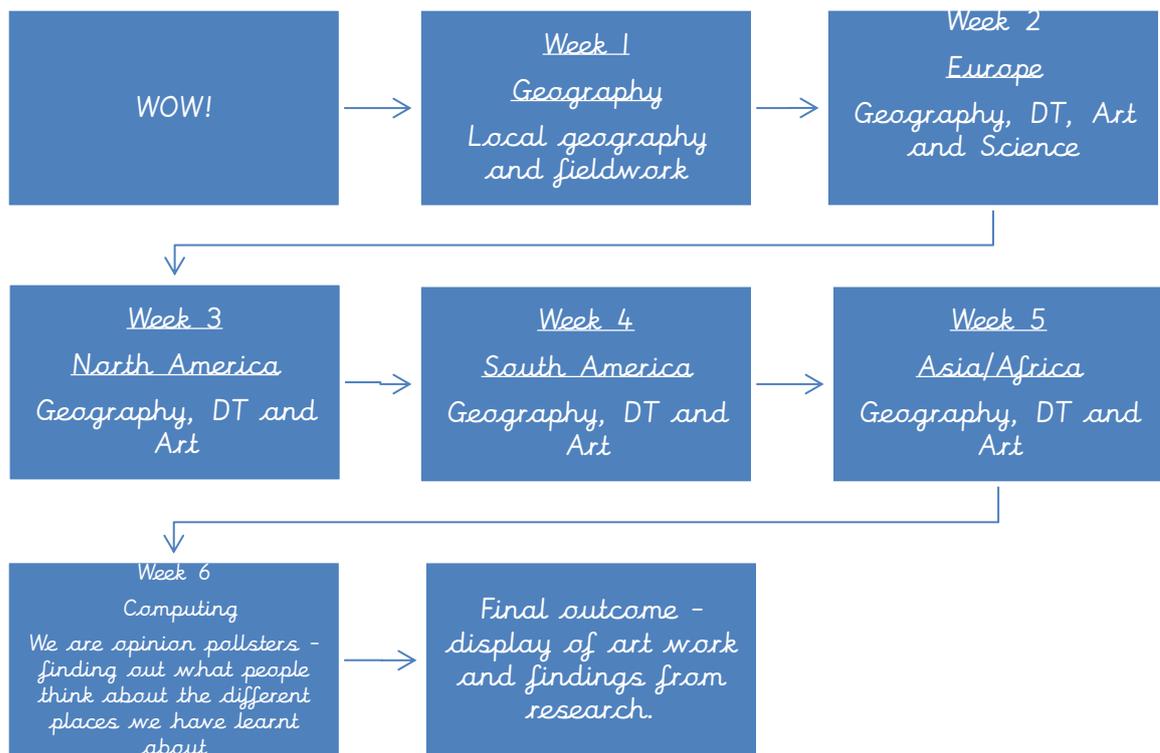


## Year 3/4 Geography based topic Around the World (6 weeks)

**Topic overview** - This is a general geography unit developing geographical language and skills as well as overall knowledge of the world. Children start by focusing on local geography. Children will carry out field work studies and use geographical language to describe the key physical and human features. They will then learn human and physical geography in different locations around the world, learning about the major human and physical features of the world; for example locating mountains and rivers. In DT they will learn about seasonality and how and where a variety of ingredients are grown, reared, caught and processed. They will prepare and cook food using a range of cooking techniques. This will also include a science investigation linked to changing states. In art the children will continue to develop the mastery of their drawing skills and will look at great artists, designers and architects from around the world. This will build on the drawing skills they learnt in the Amazing Amazon unit. They will use their computing skills to create an online poll to collect information about people's opinions, analysing the data and presenting it in different ways (e.g. graphs/tables).



### Geography skills

- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Describe key aspects of:  
physical geography, including: rivers and mountains  
human geography, including: settlements and land use. (learn key facts for each country e.g. population)
- Use the eight points of the compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

**Geography Vocabulary:** Equator, Northern Hemisphere, Southern Hemisphere

**Previous Learning:** Local area of our school, Continents, 5 oceans, Locational geog of UK and capital cities.

### Art skills

- Develop ideas from starting points throughout the curriculum. (geography)
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Comment on artworks using visual language.
- Continue to develop mastery of drawing skills.
- Learn about great artists, architects and designers in history from around the world.

**Art Vocabulary:** design, sketch, colour, pattern, texture, line, shape

**Previous Learning:** Painting of local area using water colours (Lowri), Observational drawing using colouring pencils and pastels.

### DT skills

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**DT vocabulary:** seasonality, produce

**Previous Learning:** Prepare a healthy meal

### PSHE skills

#### Healthy Eating:

- what constitutes a healthy diet (including understanding calories, and other nutritional content)
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours

**PSHE Vocabulary:** decay, healthy, diet, nutritional, obesity

**Previous Learning:** What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

### Computing skills

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Basic skills to be taught alongside:

- Can change page setup e.g. portrait to landscape - year 3
- Can identify file types from their icon or file extensions e.g. .doc, .jpg, .gif, .bmp - year 4

**Computing Vocab:** software, analysing, evaluating, data, presenting, portrait, landscape, page setup.

**Previous Learning:** Taking photos and editing, e-card, online programming, e-books, filming and editing

### Working scientifically skills

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Use straightforward, scientific evidence to answer questions or to support their findings.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.

**Science vocabulary:** gather, record, fair test, predict, evaluate.

**Previous Learning:** Animals, plants, living things, habitats, materials, seasonal change

**Knowledge:**

- Children will know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Children will know where in the world the different countries studied can be found and the significant human and physical features.
- They will learn key facts for each country studied, for example the population; highest mountain etc.
- They will know where different produce is in season.
- They will learn about a significant artist from each country and be able to identify and describe their style of art.

### Planning notes:

Start with this: Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Could look at London if Brentwood not engaging enough. FOCUS ON HUMAN FEATURES.

Each week we will focus on a different country from a different continent. We could give them clues at the start of each week. Use plane tickets? Teachers' discretion as to which countries are studied as would be good to include artefacts etc if anyone has travelled there. Every week they will learn about the Geography of the place, then some art work and then make some food. The children should learn the same facts about each place e.g. population, longest river etc so they can compare. The skills should build up over the weeks (mastery approach), e.g. knife skills in DT getting progressively more challenging. All art should be linked to drawing.

Science: an investigation should be included as this is our only science for the whole of the summer term. It could be anything but an idea is to link it to changing state e.g. what happens to the state of matter when food is heated etc?