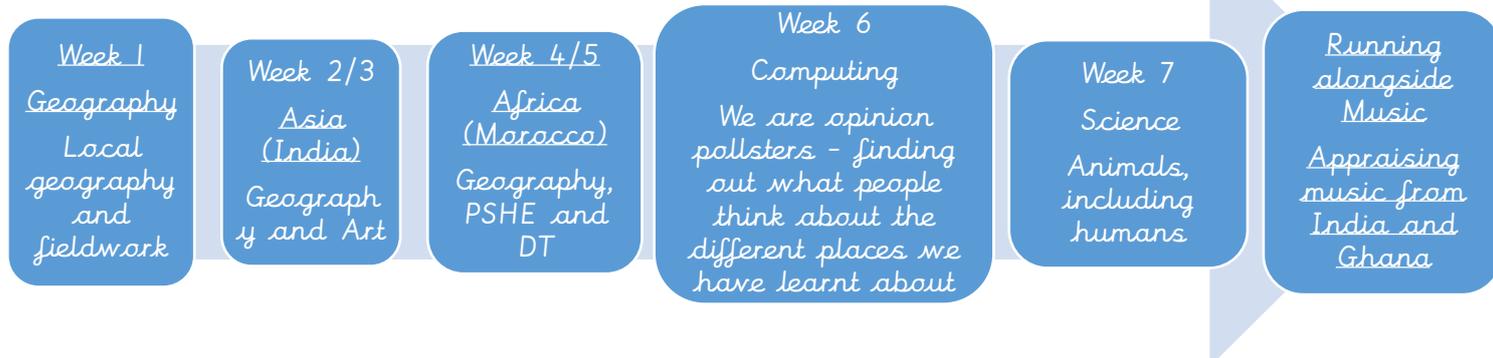


Year 3 Geography based topic Around the World (8 weeks)



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 seasonal food using a range of techniques. In art the children will continue to develop the mastery of their drawing skills and use digital technologies to create artwork. 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

Geographical skills and enquiry

- Begin to collect and record evidence.
- Analyse evidence and begin to draw conclusions to make comparisons between two locations (not your school grounds, two different places) using photos/pictures, temperatures in different locations.
- Try to make a map of a short route experienced, with features in the correct order. Use simple grid references e.g. A1, B3 and symbols in a key.
- Use the 4 points of a compass, 2 figure grid references
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied to build their knowledge of the United Kingdom and places they know the wider world.

Locational knowledge

- Identify longest rivers in the world, largest deserts, and highest mountains. Compare with UK.
- Locate the main countries of Europe inc Russia Identify some key capital cities of Europe.
- Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.

Place knowledge

- Compare the geographical, human and physical differences of a region in the UK with Europe, e.g. local hilly area with a flat one or under sea

level.

Human and physical geography

- Describe and understand key aspects of physical geography including mountains and the formation of mountains.
- 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

Knowledge:

- 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.

Vocabulary:

Grid reference, river, desert, mountain, Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, fieldwork, capital city

Previous Learning:

- Know how to use an atlas/map
- Know the countries of the UK and capital cities
- Know that human features are man-made
- Know that physical features are nature

Art skills

Drawing

- Develop intricate patterns and marks with a variety of media.
- Draw negative and positive shapes.
- Show an awareness of objects having a third dimension and perspective.
- Make initial sketches as a preparation for painting.
- Use digital technology to produce drawings (see David Hockney iPad project)
- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.
- Draw for a sustained period of time at an appropriate level

Knowledge:

Know that drawing can be done using digital technologies

Know what third dimension and perspective means

Know that drawings have negative and positive shapes

Art Vocabulary: design, sketch, colour, pattern, texture, line, shape, digital technology, negative and positive shapes

Previous Learning:

- Investigate tone by drawing light/ dark lines, patterns and shapes using a pencil. Name, match and draw lines/ marks from observations.
- Sketch to make quick records & annotate ideas & observations.
- Draw from observation (landscape, figures & still-life) and memory or imagination.
- Draw on different surfaces using a range of media showing some control of the marks made

DT skills - Food Technology

Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for

an appealing product for a particular user and purpose.

- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs
- Evaluate work and the final product with reference to the design criteria and the views of other

KNOWLEDGE

- Children will understand and be able to explain the meaning of seasonality
- They will know where different produce is in season.
- They will begin to understand how we get our food and the impact this has on the environment

DT vocabulary: seasonality, produce, preparing, utensils, equipment, recipe, appearance, taste, texture, aroma

Previous Learning:

- Know that appealing means it has to look and taste good
- Know that some vegetables can be eaten raw or cooked/some can only be eaten cooked
- Know how to use techniques safely and they always need supervision from an adult

PSHE skills

Health and Wellbeing

- how to eat a healthy diet and the benefits of nutritionally rich foods
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these
 - how, when and where to ask for advice and help about healthy eating and dental care

Knowledge:

See skills

Vocabulary

Healthy, nutritional, balanced, dental, acidic

Previous Learning:

- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health

Music skills

Appraising

- Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?
- Are they able to recognise a range of instruments by ear?
- Can they internalise the beat in a piece of music?
- Can they identify the features within a piece of music?
- Describe music using appropriate vocabulary • Begin to compare different kinds of music • Recognise differences between music of different times and cultures
- Can they recognise changes in sounds that move incrementally and more dramatically?
- Can they compare repetition and variation within a piece of music?

Knowledge:

- Know some defining characteristics of classical Indian music
- Know what a tala is
- Know what a raga is
- Know some defining characteristics of traditional Ghanaian music
- Know how Ghanaian music uses call and response

Vocabulary

names of orchestral instruments, accompaniment, call and response, composer, conductor, drone, duet, duration, dynamics, lyrics, melody, orchestra, round, scale, structure, theme, unison

Previous knowledge:

- Begin to associate sounds they hear with instruments
- Independently identify the beat in a piece of music and tap along
- Listen carefully to recall short rhythmic patterns
- Begin to recognise changes in timbre, dynamics and pitch
- Recognise and name different instruments by sight
- Listen to simple inter-related dimensions of music
- Verbally recall what they have heard with simple vocabulary - loud, soft, high, low
- Begin to say what they like and dislike
- Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect
- Know the genre of music they are appraising (reggae, samba, bhangra, etc)
- Name of some instruments from the music
- Know what the key vocabulary means

Computing skills

Data - we are opinion pollsters

- Understand some elements of survey design.
- Understand some ethical and legal aspects of online data collection.
- Use the web to facilitate data collection.
- Gain skills in using charts to analyse data.
- Gain skills in interpreting results.

Computing Vocabulary:

- Questioning
- Database
- Construct
- Contribute
- Recording data

- Data logger
- Present data

Knowledge:

Know what a survey is and how it can be used to collate data about something specific

Know some programs in which you can input and analyse data

Previous Learning:

- Sort and classify a group of items by answering questions.
- Collect data using tick charts or tally charts
- Use simple charting software to produce pictograms and other basic charts.
- Take, edit and enhance photographs.
- Record information on a digital map.

Science skills

Animals, including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Science Big Questions:

How do the skeletons of different animals compare?

(Identifying and classifying)

e.g. What types of vitamins keep us healthy and which foods can we find them in?

(Research using secondary sources) Child led investigation researching this or similar theme

Knowledge

See skills

Vocabulary

Animals, humans, nutrition, skeleton, muscles, support, protection, movement

Previous knowledge:

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.