



Autumn Term 1

Whole School topic 'Earth Matters'- Year 3 Climate Change

History	Geography	Art	Design and Technology
	<p>In <i>Geography</i>, we will be teaching the children about Climate Change and what they can do as <i>Global Citizens</i>. Through our teaching about human and physical features, the children will be learning about the negative impact human activity is having on our environment. The children will be learning to identify the damage to physical features and to describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts</p>		

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
As part of our study of Climate Change we will look at the job role of a conservationist.	In <i>Geography</i> , we will be teaching the children what it means to be a global citizen. Through our teaching about human and physical features, the children will be learning about the negative impact human activity is having on our environment.	

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts Patrick McDonnell 'Me...Jane' Valentina Giannella' We Are All Greta: Be Inspired to Save the World' Michael Foreman 'Dinosaurs and all that rubbish'</p>	As part of our study of Climate Change children will learn about temperature and read a thermometer. They will measure the circumference of an ice block as it melts in the classroom.	Children will search the internet using search engines to find many scientists around the world agree that human activities are causing our climate to change. They will read on the East Riding of Yorkshire Council website that The East Riding of Yorkshire is particularly susceptible to climate change because of its low-lying and coastal nature. We can address the causes of climate change by reducing the amount of greenhouse gases we release into the atmosphere. Children will learn	<p>The topics taught later in the year 'Rock detectives' links to coastal erosion in the East Riding and 'Our changing World'.</p> <p>Temperature: what is freezing point of water and what does melting ice measure over a day in the classroom. Take measurements and recordings.</p>
<p>Writing opportunities As part of our study of Climate Change we will</p>			

look at the job role of a conservationist. Children will write a letter to Greta Thunberg.		what they can do to help stop global warming. We also need to adapt to the impacts of climate change on everyday life... ie regional flooding.	
Reading opportunities Selection of Non-Fiction books about Climate and Climate Change available in the classroom.			

Objectives	Activities
Geography:	
<p>I can describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK.</p> <p>I can locate and describe some human and physical characteristics of the UK.</p> <p>I can use an atlas to locate where I live in the UK and the UK's major urban areas.</p> <p>I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</p> <p>I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p>I can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>I can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains</p> <p>I can recognise the main land uses within urban areas and the key characteristics of rural areas.</p> <p>I can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>I can recognise that some regions are different from others.</p> <p>I can recognise that there are physical and human differences within countries and continents.</p> <p>I can use digital maps to identify familiar places.</p> <p>I can use a simple letter and number grid.</p>	<p>Children will use maps and globes to look where on the globe are the Polar regions, equator and tropics. They will build on their knowledge from year 2 understanding different climates across the globe and pack a suitcase for a Polar climate.</p> <p>Children will learn about temperature and impact of a 2 degree rise in global temperature on the Poles. They will discover how human activity will influence this.</p> <p>Children will be learning to identify the damage to physical features and to describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Children will conduct a local study about flooding in the local area. They will learn about the water cycle in relation to rivers and mountains. They will use maps to locate East Riding, Hull, Beverley and Holderness coastline. Children will use ordnance survey maps of the East Riding to identify contours and low lying land and coastlines. They will look at land usage and find flooding photos of Hull and East Riding.</p>
ICT:	
<p>I can amend a document and save changes.</p> <p>I can amend text using select/delete and copy and paste</p> <p>I know how to safely search the internet</p>	<p>Children will use the internet to research flooding in our region.</p>