



Autumn Term 1

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

History	Geography	Art	Design and Technology
<p>Look at industrial revolution and how it increased the use of fossil fuels and future inventions relied on their use leading to climate change.</p>	<p>In Geography, we will be teaching the children about Climate Change and what they can do as Global Citizens. 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>	<p>Design posters to give information about why climate change occurs and how we can prevent this occurring e.g., persuade to Reduce, Reuse, Recycle, use less electricity, walk more rather than use transport.</p> <p>We will be drawing still life pictures of trees and flowers and how they change through the term/year.</p> <p>We will look at the William Morris patterns and how he uses nature in his designs.</p>	

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>As part of our study of Climate Change we will look at the job role of a conservationist.</p>	<p>In Geography, 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.</p>	<p>Making our world a better place to live in</p> <p>Being me in my world.</p>

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'</p> <p>We Are All Greta: Be Inspired to Save the World' Michael Foreman 'Dinosaurs and all that rubbish'</p> <p>Writing opportunities As part of our study of Climate Change we will look at the job role of a conservationist. Children will write a letter to Greta Thunberg.</p>	<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.</p>	<p>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 what they can do to help stop global warming. We also need to adapt to the impacts of climate change on everyday life... i.e., regional flooding.</p>	<p>'Our changing World' is the topic this term, looking at changing seasons and the environment in which we live.</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>Experiment showing climate change will be carried out</p>

<p>Reading opportunities Selection of Non-Fiction books about Climate and Climate Change available in the classroom.</p>		<p>Research and make posters showing how to prevent climate change.</p> <p>Drawing and desktop publishing skills will be developed to present work.</p>	
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Objectives	Activities
Geography:	
<p>Knowledge: The UK and local area 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. I can locate and describe some human and physical characteristics of the UK.</p> <p>Knowledge: The world and continent I can locate countries in Europe and North and South America on a map or atlas. 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>Understanding: Physical themes 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. I can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>Understanding places and connections I can understand the basic physical and human geography of the UK and its contrasting human and physical environments. I can recognise that some regions are different from others. I can recognise that there are physical and human differences within countries and continents. I can describe how some physical processes can cause hazards to people. I can recognise that there are advantages and disadvantages of living in certain environments.</p> <p>Skills and Enquiry: Map and atlas work I can use a map to identify countries in Europe I can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK. I can use an atlas to locate where I live in the UK and the UK's major urban areas. I can use a simple letter and number grid. I can give direction instructions up to four compass points. I can use large-scale maps outside.</p> <p>Skills and Enquiry: Fieldwork and investigation I can make a simple sketch map. I can present information gathered in fieldwork using a simple graph.</p>	<p>Children will use maps to find where the UK is in the world and which continent (Europe). They will locate where England is, where the Counties are (esp. East Yorkshire), where the town of Beverley is and surrounding towns and villages. Note different localities (i.e., coastal, farm land, towns, cities all close by).</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 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>

I can use digital maps to identify familiar places.	
ICT:	
<p>I can amend a document and save changes. I can amend text using select/delete and copy and paste I know how to safely search the internet</p> <p>Draw objects. Insert text boxes and images. Order and group objects. Move, resize and arrange text boxes and images effectively. Manipulate objects. Create a layout of objects with no unnecessary space using colour and font effectively</p>	<p>Children will use the internet to research effects of climate change e.g., flooding in our region.</p> <p>Make posters to show how to prevent climate change.</p>
Art:	
<p><i>Developing/ Applying Ideas</i> I can use sketch books to record ideas and practice techniques.</p> <p><i>Drawing</i> I can shade using pencils do different grades and tones. I can use pressure to create hard and soft pencil lines and use soft lines to plan a drawing. With coloured pencil, he/she can block colour by applying pencil strokes in the same direction. I can observe images and recreate a still life composition</p> <p><i>Art in Context/History</i> I can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers studied. I can describe how my own work is similar and/or different to the work of well-known artists and designers that I have studied</p>	<p>Design posters to give information about why climate change occurs and how we can prevent this occurring e.g., persuade to Reduce, Reuse, Recycle, use less electricity, walk more rather than use transport.</p> <p>We will be drawing still life pictures of trees and flowers and how they change through the term/year.</p> <p>We will look at the William Morris patterns and how he uses nature in his designs.</p>
Science:	
<p><i>Working scientifically</i> I can ask relevant questions when prompted I can set up simple and practical enquiries, comparative and fair tests I can set up comparative tests I can make systematic observations, using simple equipment I can use standard units when taking measurements I can record findings in various ways I can, with prompting, suggest how findings may be tabulated I can, with prompting, use various ways of recording, grouping and displaying evidence I can with prompting, suggest conclusions from enquiries I can suggest how findings could be reported I can gather and record data about similarities, differences and changes I can with prompting, suggest conclusions that can be drawn from data I can suggest possible improvements or further questions to investigate</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>Observe the changing trees through the seasons</p> <p>Grow a plant and watch it grow</p>