



Summer 2 Term 3

Year 3 Comparing Beverley Town

History	Geography	Art	Design and Technology
<p>Pupils will compare past and present jobs available in the town of Beverley, comparing what life might have been like in medieval times compared to now.</p>	<p>Pupils will learn about how the local area fits into everything they have learnt about geography so far, discussing which town, county, country and continent they live in. Pupils will take a walk around Beverley, following the 'Town Trail'. They will look at the route on an OS map before the trip, and create a map of the local area (or school) after the trip. This will be compared to 2 other countries: Mexico and Spain</p>	<p>During the trip, pupils will sketch areas of interest. These will then be improved upon, and created in charcoal, back in the classroom.</p> <p>Look at architecture around the town -take photos to compare with Goudie architecture.</p>	<p>Making a toy that is used in Beverley such as Marble run or fidget spinner.</p>

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>Historian Cartographer (map maker)</p>	<p>(See Geography box above)</p>	<p><u>Changing Me</u></p>

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts Non-fiction books about Beverley and the local area</p>	<p>When using OS maps, and creating their own maps, pupils will use their knowledge of coordinates.</p>	<p>Using the internet, pupils will create a map of the UK, labelling key towns and cities, including Beverley.</p> <p>Using and applying skills to make a presentation about A European country Spain or North American country Mexico.</p>	<p>We will look at light and shadows and see how the local environment changes throughout the day by investigating shadows</p>
<p>Writing opportunities Write a non-chronological report about past and modern jobs in Beverley</p>			
<p>Reading opportunities Non-fiction books about Beverley and the local area</p>			

Objectives	Activities
<p>ICT:</p> <p>Creating Content C.3.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices. C.3.1.3. Collecting, analysing, evaluating and presenting data and information.</p> <p>Using and applying skills: I can draw or design images and import them into other software. I can research and use appropriate information and images using the Internet. I can use effective design and layout in a presentation. I can present information on a particular subject, including accompanying materials.</p>	<p>Using the internet, pupils will create a map of the UK, labelling key towns and cities, including Beverley. https://mrnussbaum.com/maptivation-online-map-making</p> <p>Using and applying skills to make a PowerPoint presentation or video presentation about a European country (Spain) or North American country (Mexico).</p>
<p>Geography</p> <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 describe some European and North and South American cities using an 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: Human Themes I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. I can recognise features and some activities that occur in different settlements using a range of key vocabulary. I can recognise the main land uses within urban areas and the key characteristics of rural areas</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 show awareness of the physical and human characteristics of a European region and a region in North or South America. 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 and/or North and South America. 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.</p>	<p>Brief revision of Using a map to: Locate the UK on a world map. Locate major UK towns and cities (including Beverley). Locate some counties (including East Riding of Yorkshire) on a UK map. Using an OS map to look at and prepare to go on the Beverley Town Trail Create your own basic map of Beverley after following the route</p> <p>Locate countries in Europe and their cities Research a European country -Spain. Use atlas to find where it is Research information to find out about Spanish physical and human geographical features and contrast this to UK.</p> <p>Locate countries in North American and their cities Research a European country -Mexico. Use atlas to find where it is Research information to find out about Mexico physical and human geographical features and contrast this to 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 simple letter and number grid.</p> <p>I can give direction instructions up to four compass points.</p> <p>I can use large-scale maps outside.</p>	
<p>History</p>	
<p>Historical Knowledge: Constructing the past I can identify details from several themes, societies, events and significant people covered in local, national and global history.</p> <p>Historical Concepts: Change and development I can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.</p> <p>Historical Concepts: Cause and Effect I can describe some relevant causes for, and effects on, some of the key events and developments covered.</p> <p>Historical Concepts: Significance and Interpretations I can select what is most significant in a historical account. I can provide a reason why two accounts of the same event might differ.</p>	<p>Write a non-chronological report about past and modern jobs in Beverley and how and why they differ from each other</p>
<p>Expressing Art and Design:</p>	
<p>Drawing With pastel/charcoal, he/she can vary the thickness of lines. With pastel/charcoal, he/she can use the side to build up layers of colour. With pastel/charcoal, he/she can work on top of a background to create detail. I can show facial expression in a drawing</p> <p>Developing/ Applying Ideas I can use sketch books to develop ideas and practice techniques.</p> <p>Art in Context/History 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>Create charcoal pictures of Beverley landmarks</p> <p>Study Quentin Blake -discuss art in context</p> <p>Study, compare and contrast Goudie architecture with Beverley architecture</p>
<p>Science</p>	
<p>Working scientifically 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>Physics I can recognise that they need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces</p>	<p>Observe light reflections on surfaces in the environment.</p> <p>Experiments in the playground to watch the position of the sun throughout today and the effect of this on the formation of shadows.</p>

I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes

I can recognise that shadows are formed when the light from a light source is blocked by a solid object

I can find patterns in the way that the size of shadows change