

<p>Topic Name – Rocks, Relics and Rumbles</p> 	<p>Year Group - Year 3 Spring 1</p> <p>Topic Purpose Question – How can we use this information and knowledge about natural occurrence to try and keep people safe?</p>		<p>Curriculum Coverage: Geography</p> <p>Topic Purpose – To understand the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity to gain a deep understanding of the Earth's key physical and human processes.</p>	<p>Class Novel: The Fire-worker Maker's Daughter.</p> <p>Purpose- Topic Specific vocabulary as well as having increased exposure to modern literature.</p>
<p><u>Links to previous topics.</u></p> <p>EYFS Big Wide World Year 1 Animals Now and Then Year 2 Coastlines</p> <p><u>Links to future topics.</u></p> <p>Year 4 Misty Mountains, Windy Rivers Year 5 Sow, Grow and Farm</p>	<p><u>Science</u></p> <p><u>Rocks.</u></p> <p>Compare and group together different types of rocks on the basis of their appearance and simple physical properties.</p> <p>Activities: Remind the children of the appearance and properties of the rocks they looked at previously and explain that their different properties mean they are suitable for different uses.</p>	<p><u>History</u></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Activity: Research the life of Mary Anning.</p>	<p><u>Geography</u></p> <p><u>Locational Knowledge</u></p> <p>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).</p> <p>Activity: Longitude and latitude – locate significant places.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Activities: Ring of fire – name and locate volcanoes and plate boundaries.</p>	
<p><u>Engage Stage/Memorable Experience</u></p> <p><b>PalaeoQuest</b> – Rocks and fossils workshop. Get hands-on with rocks and fossils, soils, and geological equipment in this workshop. Examine, compare and group a wide variety of specimens. Investigate the properties of rocks, and their uses in our everyday lives. Learn how fossils get inside rocks, and what they can tell us about prehistoric life. We can also examine thin-sections of rocks under the microscope, rock-forming minerals, and weathering of rocks.</p>	<p>Recognise that soils are made from rocks and organic matter.</p> <p>Activities: Investigate the different soils in the school. Record and display their results for what type of soil they identified in the school grounds. Discuss any discrepancies in their results and explain that there are regional variations in soil type, including within the same locality.</p>	<p><b>Purpose Question:</b> Why did Mary Anning's discovery of the first complete <i>Ichthyosaur</i> fossil challenge the way scientists had believed the natural world had developed?</p> <p>Activity: Share <a href="#">The eruption of Mount Vesuvius audio</a> with the children. After listening, use the <a href="#">Mount Vesuvius sorting cards</a> to help the children discuss the causes and effects of each stage of the eruption.</p>	<p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Activity: Features of a volcano.</p> <p><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Activities: Earthquakes and earthquake activity – physical process.</p>	
<p><u>Computing</u></p> <ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>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.</li> </ul> <p>Activities: See Computing Planning.</p> <p>Key Vocabulary: filter, Google, search engine, image, keyboard, internet, world wide web, object, shape, line, line group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.</p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Activities: Show the children the <a href="#">How are fossils made? video</a> on BBC Bitesize. After watching the video, ask them to recall and describe each step of fossil formation.</p> <p><b>Purpose Question:</b> Why are fossils important to scientific investigation?</p> <p>Key Vocabulary: light, water, nutrients, soil, fossils, soils, sandstone, granite, marble, pumice, crystals, absorbent.</p>	<p>Activity: Share <a href="#">The eruption of Mount Vesuvius audio</a> with the children. After listening, use the <a href="#">Mount Vesuvius sorting cards</a> to help the children discuss the causes and effects of each stage of the eruption.</p> <p><b>Purpose Question:</b> Do you think if Mount Vesuvius erupted again today, would it have the same devastating affects?</p> <p>Key Vocabulary: date, time period, era, primary and secondary sources of evidence, impact, cause and consequence.</p>	<p>Earth's layers – structure and characteristics</p> <p>Name, type, describe and properties of rocks.</p> <p>Compare and group rocks based on above criteria.</p> <p>Tectonic plates – divided into plates, how move and impact on earth's surface.</p> <p>Features of a volcano.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Activity: The spread of a Tsunami – 8 points of a compass.</p> <p>Key Vocabulary: volcanic eruptions, earthquakes, tectonic plates, epicentre, The North Pole, equator, north-east, north-west, south-east, south-west, tsunami, easting, northing, Digital mapping, data, Earth's crust, Sedimentary, Igneous, Metamorphic, volcano, gas, hot magma, ash, liquid magma magma chamber, vent, mudslides, iron, nickel, mantle, crust, Latitude, longitude, active, dormant, extinct, Mount Vesuvius, Laki, Ring of Fire, Krakatoa, types of mountain: fold fault-block, volcanic, dome and plateau. Primary data - information gathered by observation and investigation. Geographical evidence - facts, information and numerical, Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet</p>	
<p><u>Art</u></p> <p><u>Drawing</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Activity: Describe fossil shape, pattern and form.</p> <p>Key Vocabulary: Focal point, refine, alter, foreground, middle ground, background, hatching, composition, scale, proportion, grades of pencil.</p>	<p><u>PE</u></p> <p>Compare their performance with previous ones and demonstrate improvements to achieve their personal best.</p> <p>Activities: Health and exercise</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Activities: Badminton</p>	<p><u>Music</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purpose using the inter-related dimensions of music.</p> <p>Listen with attention and detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Activities: Music Theory with Keyboards</p>		

<p><b><u>MFL-Spanish</u></b>  <i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i></p> <p>Activities:          Ask for and give name          Revision of number 0-10 – Ask for and state age.</p>	<p><b><u>PSHE</u></b>  <b>Goals and Dreams</b>          Dreams and Goals          My Dreams and Ambitions          Celebrating My Learning          Careers Day</p>	<p><b><u>RE</u></b>          Theme: Jesus' Miracles Concept:          Incarnation          Key Question: Could Jesus heal people?          Were these miracles or is there some other explanation?          Religion: Christianity          Disposition: Being Reflective and Self-Critical</p>	<p><b><u>Writing focus connected to topic</u></b>          Letter of complaint (3 weeks)          Poetry (2 weeks)          Chronological report - News report (3 weeks)</p> <hr/> <p><b><u>Extended/linked reading</u></b></p>
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