

Unit Planner: What Makes the Earth Angry?

Year 3 - 8 Weeks

<p>Concepts: Power, Freedom, Sustainability, Impact</p>	<p>Intent: To understand how natural disasters affects the world we live in. To analyse the world we live in and understand the parts of the Earth. To understand where in the world we live and how climate affects different zones. To classify, investigate and compare and contrast different types of rocks.</p>		
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: Newspaper article of the Leicester Earthquake Outcome: Weather report on news breaking disasters</p>		
<p>Pupils will be taught to- <u>RE</u> See SACRE document - 3 <u>Science</u> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. <u>Art</u> Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Know about some of the great artists, architects and designers in history and describe their work. Compare and recreate form of natural and manmade objects. <u>DT</u> Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. <u>Geography</u> Ask and respond to geographical questions,</p>	<p>Subject: Geography</p> <p>Can I identify and locate the world's 7 continents and 5 oceans? Can I locate the U.K and identify other countries on a map? Can I investigate local geography and explore weather patterns in the U.K and Europe? Can I understand how weather can be dangerous? Can I understand climate zones and how this effects the weather in the wider world? Can I explain how volcanoes are formed? Can I understand what causes a volcanic eruption? Can I explore the ring of fire? Can I understand what causes earthquakes and tsunamis? Can I understand what danger zones are and how people can benefit from living near them?</p>	<p>Key Vocabulary:</p> <p>Temperate, Tropic, Arctic, Equator, Longitude, Latitude, Fault lines, Tectonic plates, Ring of Fire, Crust, Core, Mantle, Climate Continent Europe Equator Pacific ocean Atlantic ocean Indian ocean Southern ocean Arctic ocean Asia Africa North America South America Antarctica Europe Australia, Equator Magma Crust Eruption Lava Conduit Mantle Vent Extinct Ash Fault Volcano Core Active Crater</p>	
	<p>Subject: Science</p> <p><u>Rocks</u> Talk about criteria for grouping and classify and pupils to group different types of rock. Begin to compare and group according to behaviour or properties, based on testing.</p> <p>Can I group rocks? Can I distinguish a rock type in a group? Can I use water to investigate the effect on a rock? Can I compare and contrast different rocks? Can I identify properties of rocks?</p>	<p>Rocks, Fossils, Soils, Bone, Igneous, Sedimentary, Metamorphic, Permeable, Impermeable, Fossilisation, Layer, Limestone, Slate, Granite, Hard, Soft, Smooth, Grainy, Dull, Fizz</p>	
	<p>Subject: Art/DT</p> <p>Can I plan and edit my drawings? Can I draw for a sustained period of time? Can I use a range of media to achieve variations in line, texture, tone, colour, shape and pattern? Can I use a developed colour vocabulary to create a painting (Hokusai's great wave) Can make a Papier Mache volcano? Can I plan, design and construct a simple model?</p>	<p>Tint, Shade, Paint, Tone, Draw, Light, Dark, Fade, Evaluate</p>	
	<p>Subject: R.E Unit 3 (Why is Easter important for Christians?)</p> <p>Can I discuss why Christians follow Jesus? Can I explain the importance of Easter?</p>	<p>Easter, Jesus, Jerusalem, Judas, Last Supper, Palm Sunday, Disciples, Angel, Crucified</p>	
	<p>Text types:</p> <p>Diary Letter</p>	<p>Literature:</p> <p>Escape from Vesuvius</p>	<p>Maths links:</p> <p>Data Handling - Population, average</p>
	<p>Enrichment:</p> <p>Volcano explosion showcase</p>		

Analyse evidence and draw conclusions
Recognise that different people hold different views about an issue and begin to understand some of the reasons why.
Communicate findings in ways appropriate to the task or for the audience.
Understand and use a widening range of geographical terms e.g. specific topic vocabulary
Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features
Identify where counties are within the UK and the key topographical features.
Explain about weather conditions / patterns around the UK and parts of Europe
Recognise there are similarities and differences between places.
Develop an awareness of how places relate to each other.