



Topic-Medium Term Plan

Year 3 - Aut 1

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Topic title	The Earth Below
Enquiry Driver	History/ Geography / Science
Enquiry Enhancer	Art / DT/ Music/ Dance/ Science
WOW starter	<u>Making Fossils</u> Children learn what fossils are, how they are formed and what we learn by discovering fossils. We then look to create our own. Practical activity.
National Curriculum Objectives	Human and Physical Geography Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Know what causes an earthquake • Label the different parts of a volcano • Know the sites of volcanoes and earthquake zones on a map of the world, including Etna, Mauna Loa, Vesuvius and Eyjafjallajokull • Explain why volcanoes and earthquakes only occur in certain parts of the world • To explain, using a model or diagrams, how volcanic eruption occur • To explain, using a model or diagrams, how earthquakes occur • To sequence the events of a volcanic eruption • Describe the events of a well-known earthquake and its impact on the population. • Understand and explain some ways in which humans seek to protect themselves against earthquakes and volcanoes. • Understand why the volcanic eruption at Pompeii affected people's lives. (Whole Class Guided Reading focus)
Key Knowledge and Skills (enhancer)	<p><u>Science: Rocks</u></p> <ul style="list-style-type: none"> • Compare and group rocks based on their appearance and physical properties, giving reasons • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock • Know what a fossil is • Know that soils are a mixture of components • Set up practical tests and observations for properties of 3 kinds of rock <p><u>Art</u></p> <ul style="list-style-type: none"> • Explore different materials • Printing using different materials – lint to street beneath my feet book • Create an A3 display, could be a volcano using bicarb in the paint so it 'erupts'



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Sticky Learning	<p>By the end of the topic children should:</p> <ul style="list-style-type: none"> - Know the sites of volcanoes and earthquake zones on a map of the world - Know why volcanoes and earthquakes only occur in certain parts of the world - Know what causes an earthquake and a volcanic eruption - use a model or diagrams to explain how volcanic eruptions and earthquakes occur - Know the reasons why people live in active areas - Know the different parts of a volcano - Can sequence the events of a volcanic eruption - Know about the effects of earthquakes and volcanoes in different parts of the world and why aid is needed after a natural disaster - Understand and explain some ways in which humans seek to protect themselves against earthquakes and volcanoes. - Understand why the volcanic eruption at Pompeii affected people's lives. (Whole Class Guided Reading focus)
Supporting Text	<p>The Street Beneath my Feet</p> <p>The Nothing to see here hotel (linked to writing at first)</p>
Main Writing Genre Type of writing Eg-Persuasive Writing, narrative, non chron report etc	<p>P1: Explanation – Volcanoes</p> <p>An explanation about Volcanoes:</p> <ul style="list-style-type: none"> - Introduction – What are? Where are? – with maps and diagrams - Main section – Drawings of Volcanic eruptions... Stages and explanations about the process - Summary – What happens after a Volcanic eruption – human and physical <p>P2: Newspaper Reports:</p> <ul style="list-style-type: none"> - A newspaper article based on the Pompeii disaster – using eye-witness accounts
Reflection of Learning	<p>If I lived through an earthquake – How would I survive?</p>
Knowledge organiser	<p>See attached</p>



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Experts/ Experiences/ visits/ visitors			
Additional Links	Home Learning	Outdoor Learning	Community /citizenship
		Science Experiment	
Pupil Voice	Aspirations	Global Studies	Home Learning