



## Topic-Medium Term Plan

Year 3 - Aut 1

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



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



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