



## Topic-Medium Term Plan

### Year 3 Spring 1

#### Road Trip – A European Adventure

	<b><u>Road Trip – A European Adventure</u></b>
<b>Enquiry Driver</b>	History/ <b>Geography</b> / Science
<b>Enquiry Enhancer</b>	<b>Art/ DT/ Music/ Dance/Science</b>
<b>WOW starter</b>	Map work Show children pictures of different landmarks around the UK and Europe Using maps to find cities and landmarks Art: Painting well known landmarks around the UK/Europe 6+
<b>National Curriculum Objectives</b>	<p><b>Ge2/1.1 Locational Knowledge</b>            Ge2/1.1a 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            Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Sc3/4.1 Forces and Magnets</b>            Compare how things move on different surfaces            Notice that some forces need contact between two objects, but magnetic forces can act at a distance            Observe how magnets attract or repel each other and attract some materials and not others            Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p><b>Art</b>            Describe magnets as having two poles            Predict whether two magnets will attract or repel each other, depending on which poles are facing            To create sketch books to record their observations and use them to review and revisit ideas            To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials            About great artists, architects and designers in history.</p>
<b>Key Knowledge and Skills (driver)</b>	Sticky learning <ul style="list-style-type: none"> <li>- To name and locate at least eight of the counties of the UK and at least six cities in England on a map or an aerial photograph.</li> <li>- Use the 8 points of the compass (N, NE, E, SE, S, SW, W, NW) to describe the location of counties and cities in the UK.</li> <li>- To name and locate some of the most populous cities in the UK on a map: Belfast, Cardiff, Edinburgh, London, Manchester, Birmingham, Leeds, Glasgow, Southampton, Liverpool, Newcastle and Bristol.</li> <li>- To know the names of and locate at least 8 European countries.</li> <li>- To use maps to locate European countries and capitals.</li> </ul>



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	<ul style="list-style-type: none"> <li>- Use maps and aerial photographs to compare Oldham with a contrasting area of the UK, identifying similarities and differences between their physical and human features.</li> <li>- Interpret four figure grid references to locate cities and topographical features on maps.</li> <li>- To describe counties using their key topographical features e.g. <i>Greater Manchester is a highly populated county with lots of large towns and cities; Cumbria contains lots of lakes and mountains; Yorkshire and Northumberland have large stretches of farm land.</i></li> <li>- Identify main transport links between cities in the UK and explain why some are suited to their specific areas e.g. <i>ferry links across the lakes because it is a more direct route than travelling around.</i></li> </ul>
<p><b>Key Knowledge and Skills (enhancer)</b></p>	<p>Art</p> <ul style="list-style-type: none"> <li>• know how to show facial expressions in art.</li> <li>• know how to use different grades of pencil to shade and to show different tones and textures</li> <li>• know how to create a background using a wash</li> <li>• know how to use a range of brushes to create different effects in painting</li> <li>• know how to identify the techniques used by different artists</li> <li>• know how to compare the work of different artists</li> <li>• recognise when art is from different cultures</li> <li>• recognise when art is from different historical periods</li> </ul>
<p><b>Sticky Learning</b></p>	<p>By the end of this topic you should be able:</p> <ul style="list-style-type: none"> <li>- To name and locate at least eight of the counties of the UK and at least six cities in England on a map or an aerial photograph.</li> <li>- Use the 8 points of the compass (N, NE, E, SE, S, SW, W, NW) to describe the location of counties and cities in the UK.</li> <li>- To name and locate some of the most populous cities in the UK on a map: Belfast, Cardiff, Edinburgh, London, Manchester, Birmingham, Leeds, Glasgow, Southampton, Liverpool, Newcastle and Bristol.</li> <li>- To know the names of and locate at least 8 European countries.</li> <li>- To use maps to locate European countries and capitals.</li> <li>- Use maps and aerial photographs to compare Oldham with a contrasting area of the UK, identifying similarities and differences between their physical and human features.</li> <li>- Interpret four figure grid references to locate cities and topographical features on maps.</li> <li>- To describe counties using their key topographical features e.g. <i>Greater Manchester is a highly populated county with lots of large towns and cities; Cumbria contains lots of lakes and mountains; Yorkshire and Northumberland have large stretches of farm land.</i></li> <li>- Identify main transport links between cities in the UK and explain why some are suited to their specific areas e.g. <i>ferry links across the lakes because it is a more direct route than travelling around.</i></li> </ul>



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<b>Supporting Text</b>			
<b>Main Writing Genre</b> Type of writing Eg-Persuasive Writing, narrative, non-chronological report etc	<b>P1: Postcard and Letter writing</b>  <b>P2: Leaflets</b>		
<b>Reflection of Learning</b>	What cities would I like to visit now and why?		
<b>Knowledge organiser</b>	See notes		
<b>Experts/ Experiences/ visits/ visitors</b>			
<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community /citizenship</b>
<b>Pupil Voice</b>	<b>Aspirations</b>	<b>Global Studies</b>	<b>Home Learning</b>



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