

Curriculum Driver

'I'm an evacuee... can you please get me out of here?'

Year 3 Autumn Term

Linked people of study: Winston Churchill
Linked texts: Flossie's Diary, Tail-End Charlie, The Lion and the Unicorn, What are we fighting for? Brian Moses
Linked Music: Charanga unit 1 and 2
Computing: Coding units 1 and 2

Trips/Visitors: Y3 residential to Eden project — link to plant work, Trip to WW2 experience at Flambards or Bodmin keep and Railway
Topic Composite/Finale: V.E day party where children showcase their work and understanding of the topic.
Linked Prior Learning: Plants Y1 and 2



Science

Intent: Children have a good understanding of what a light source is and the different ways in which it can be used. They have a basic understanding of how light travels and what happens when light is blocked. Children build on their previous knowledge of plants and have a secure understanding of the different parts of flowering plants and their requirements for life and growth.

Skills, and Knowledge Components Focus

- Recognise that they need light in order to see things and that dark is the absence of light
 - Notice that light is reflected from surfaces
 - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
 - Recognise that shadows are formed when the light from a light source is blocked by an opaque object
 - Find patterns in the way that the size of shadows change
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- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
 - Investigate the way in which water is transported within plants
 - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Sticky Knowledge:

I know...

- A light source is something that emits light by burning, electricity or chemical reactions.
- Dark is the absence of light. We need light so that we can see in the dark.
- We must never look directly at the sun as the light produced is very bright and can be harmful to our eyes.
- Light travels in straight lines
- When light is blocked by an opaque object, a dark shadow is formed.

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- The petals on a flower are usually bright—this is so they attract bees and other insects so that they can collect pollen to make seeds.
 - The seeds are then able to grow into plants this is called germination.
 - Leaves use carbon dioxide and sunlight to make food for the plant.
 - The stem carries water and other nutrients from the roots to the rest of the plant. Leaves use this water to make food.
 - The stem keeps the plant upright so that the sunlight can reach it easier.
 - The roots help to 'anchor' the plant in the soil and they absorb water and nutrients.
 - Plants need air, water, sunlight, nutrients, room and a suitable temperature to grow.

Key Vocabulary: angle, bright, chemical reactions, dark, dim, electricity, emits, light, mirror, opaque, product, reflects, shadows, source, sunglasses, surface, torches, translucent, transparent, absorb, anther, branches, bulb, carbon dioxide, dispersed, flower, fruit, function, germination, healthy, leaf/leaves, life cycle, mature, nutrients, petal, stigma, structure, temperature, transported, tree, trunk, vegetation, plant, pollen, pollination, roots, seed, stem

Subject Composite: Children to design and make their own periscopes

Children to grow a range of vegetables in the school's greenhouse and raised beds using the knowledge they have gained.

Impact: Children know how to keep themselves safe with different light sources and can explain how light travels and how shadows are made. Children are inspired to grow their own plants and vegetables

History

Intent: Children gain an understanding of WW2 and how it fits into British History. They ask questions about events and consider the impact these had. Children use different sources to find out about events during WW2.

Skills, and Knowledge Components Focus

- Order events over a larger timescale.
- Distinguishing between fact and opinions and given reasons.
- Children pose own questions to gain an understanding of the topic.
- Question why something happened and how it impacted people.

Sticky Knowledge:

- WW2 started in 1939 and ended in 1945.
- I know that WW2 was a battle between two groups of countries.
- The two groups were the allied powers (Britain, France, Russia, China and the United States) and the axis powers (Germany, Italy and Japan).
- The axis powers led by Adolf Hitler wanted Germany to rule Europe.
- The bombing of London known as The Blitz lasted for 57 consecutive nights.
- The Battle of Britain was the first battle fought solely in the air.
- V.E day (Victory in Europe day) was the day the allied powers celebrated their victory in Europe.
- Rationing in WW2 meant people had limited resources such as food and clothing
- During WW2 many children were evacuated to the countryside to keep them away from the bombs that were being dropped on cities.

Key Vocabulary: allied powers, axis powers, Winston Churchill, Adolf Hitler, Nazi party, The blitz, Battle of Britain, consecutive, invasion, rule, V.E day, rationing, blackout, evacuee, evacuated/evacuation, gas mask, war, bomber, aerial, campaign, military, Luftwaffe, air raid shelter, Anderson shelter, government, conflict, refugees

Subject Composite: V.E party to celebrate the end of the war. Children to create a memorial space in the school grounds for all children to visit and remember those who have lost their lives in war and conflict.

Impact: Children understand the impact war can have on people and their everyday lives. Children can link this to their own experiences of disruptive living. Children have a greater understanding of British History and are inspired to find out more.

Geography

Intent: Children build on their knowledge of the United Kingdom and the types of settlements that can be found within it. Children have a good understanding of what trade is and can explain some of the items which are imported from other countries.

Skills, and Knowledge Components Focus

- Name and locate counties and cities of the UK.
- Study geographical similarities and differences between regions in the UK.
- Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK.
- Use aerial photographs.
- Know different types of settlement.
- Know where food comes from (trade routes).

Sticky Knowledge:

I know...

- The countries of the United Kingdom are England, Wales, Scotland, Northern Island. I can find these on a map.
- The capital city of England is London and can find this on a map.
- The capital city of Wales is Cardiff and I can find this on a map.
- The capital city of Scotland is Edinburgh and can find this on a map.
- The capital city of Northern Island is Belfast and can find this on a map.
- London and Cornwall have similarities and differences.
- The different types of settlement are a hamlet, a village, a town, a city.
- A city in the United Kingdom must have a cathedral.
- I can name some food items that can not be grown in the UK and have to be imported.
- I can name some food items which can be grown in the UK.

Key Vocabulary: capital city, hamlet, city, cathedral, village, town, countryside, Europe, continent, Wales, England, Northern island, Wales, trade, settlement, similarities, differences, London, Edinburgh, Cardiff, Belfast, English Chanel, landmark, import, export

Subject Composite: To create a leaflet for an evacuee child using their geographic knowledge.

Impact: Children have an understanding of where they live in the UK and of other countries and cities in the UK. Children show respect towards others and have strong British values.

Design and technology and Art

Intent: Children understand that during WW2 fabric was rationed and people had to reuse old clothing and 'Make Do and Mend'. Children have an awareness of how today's fashion is impacting our environment. Children gain the skills needed to join fabrics together.

Skills, and Knowledge Components Focus

- Variety of stitching techniques (running, stabbing) (art)
- Explore different ways of joining things together
- Design an appealing and functional product with a clear purpose and use for themselves and others.
- Sketch and label diagrams of their design ideas.
- Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made.
- Explain what they are making, why they are making it and what they will need to use.

Sticky Knowledge:

I know...

- Sewing involves the joining of different textile fabrics using a needle and thread.
- There are different stitches that can be used to join fabrics together and create decoration on a piece of fabric including running, cross and stabbing stitch.
- Textiles are flexible materials woven from fibres
- Applique is used to create decorations and it is a sewing technique where fabric shapes are attached onto the main fabric.

Key Vocabulary: textiles, sew, stitch, thread, needle, applique, aesthetics, running stitch, cross stitch, stabbing stitch, calico, binca, embroidery, reuse

Subject Composite: Children will use an old item of clothing to create a decorative square for a class quilt.

Impact: Children understand that items can be mended and reused and in the future they consider how items can be fixed or repurposed rather than always buying new.