



SACRED HEART CATHOLIC PRIMARY SCHOOL
Many Worlds, One Planet - Year 3



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| Theme | Africa |
| Big Question(s) | <ul style="list-style-type: none"> • If I walked from the north to the south of Africa, what would my journey be like? • What are schools like in Africa? (links to population/environment etc) |
| Key Vocabulary | |
| Suggested end of theme 'Showcase' | Showcase assembly- to school and parents: 'Si Si Si' is a welcome song from the Congo African drumming Presentation of work 'Something inside so strong', a song written by Labi Siffre about apartheid |
| GEOGRAPHY OBJECTIVES | |
| Locational Knowledge and Place Knowledge | <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Name and locate countries and major cities within the continent of Africa and key topographical features (including hills, mountains, coasts and rivers) |
| Human and Physical Geography | <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in an African Country; including population, climate and the water cycle, food and water |
| Geographical Skills and Field Work | <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass. • Use locational language to describe the location of points on a map of the school/local area. (e.g. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key). • Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement. |
| ART OBJECTIVES | |
| Drawing | <ul style="list-style-type: none"> • To create sketch books to record their observations and to review ideas • To improve mastery of art and design techniques • Drawing pencils, and charcoal |
| Painting | <ul style="list-style-type: none"> • To improve mastery of art and design techniques • Watercolours |
| Sculpting | <ul style="list-style-type: none"> • To improve mastery of art and design techniques • Clay |
| Artists | <ul style="list-style-type: none"> • To learn about great artists • Banksy (or teachers choice) |
| DESIGN TECHNOLOGY OBJECTIVES | |
| Food/ cooking | <ul style="list-style-type: none"> • To Understand and apply the principles of a healthy and varied diet |

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| | <ul style="list-style-type: none"> • To prepare and cook savoury dishes using a range of techniques • To understand seasonality and to know where ingredients are grown and processed • All to be linked to topic using countries ingredients |
| Design | <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, pattern pieces and computer- aided design. |
| Make | <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Using saws, clamps, glue guns, files, paint and varnish • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. |
| Evaluate | <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Technical knowledge | <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products [for example, gears, pulleys, levers) |
| COMPUTING OBJECTIVES | |
| E-Safety | <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Coding | <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Design, write and debug programs that accomplish specific goals |
| Multi-media and technology | <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals |