

Year Group:3 Term: Summer

Challenge pack

Catastrophe!

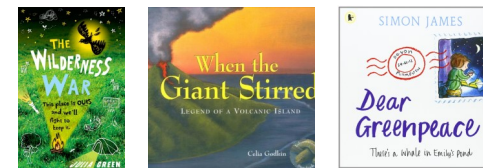
Learning Challenge

How can we raise awareness and support those affected by a natural disaster?



Class texts—whole class reading, extracts, thematic books

Main texts for planning:



Additional books from book web: Flood by A Villa, Hurricane by David Wiesner, Dear Greenpeace, Extreme Weather by National Geographic Kids, Natural Disasters by Kathleen Reilly

Cognitive skills / Meta-learning— specific teaching examples to use in



Why are some places more at risk of natural disaster? Why do people live in high risk places? How can we help?



How can we make a change in our local area, and what are the most important things to help with?

Killer Questions—those asked to measure understanding of pupils

Where in the world are there natural disasters taking place currently? What is this being caused by?

What are some of the different natural disasters that can take place in the world?

What is a volcano and what is it caused by? What is an earthquake?

What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?

Hooks or memorable experiences

Primary VR (virtual reality) natural disaster experience—Children will use virtual reality headsets to experience the devastation of a natural disaster.



Challenge outcome—what will the outcome look like to demonstrate learning?

Children will host a campaign that raises awareness of different natural disasters and catastrophes, where in the world people are currently being affected and what we can do to help.

Year group	3	Term	Summer	Challenge Pack	Catastrophe—How can we raise awareness and support those affected by a natural disaster?		
SUBJECT FOCUS (delete as required)		Children will learn about / will know <i>WHAT? (Declarative knowledge)</i>		Children will know HOW TO...? <i>(Procedural knowledge)</i>		Prior learning (<i>Schemata</i>)	Vocabulary
Geography	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, North & South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Rivers, mountains, volcanoes and earthquakes Understand geographical similarities and differences through the study of human and physical geography. Locate settlements and distribution of natural resources. 	<ul style="list-style-type: none"> G2.1 a Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their countries and major cities and environmental regions. G2.2b Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle G2.4a Use maps, atlases, globes to locate countries and describe features studied G2.3b Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water G3.2.b Identify physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the countries, regions and cities of the UK 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography 	<ul style="list-style-type: none"> City. Country, continent, region Earthquake, volcano, fault line, core, lava Mountains, mountain range, avalanche River, sea, source, mouth, meander, flooding, flood plains, coast Settlement, housing, farming, infrastructure UK, England, Ireland, Scotland, Wales Compare, contrast. 			
RE	<ul style="list-style-type: none"> The importance of the Trinity. Values. What matters most 	<ul style="list-style-type: none"> Make connections between teachings, stories and how people live. Express independent ideas about religious beliefs and the world today Give good reasons for the views they have and the connections they make 	<p>Y2– Good news Y3– Christian Stories</p>	<p>Cleanse, baptism, water, symbol, Matthew 3:13-17 ,Verrocchio and Daniel Bonnell Inappropriate, Golden Rule, Humanism, Good Samaritan</p>			
Art	<ul style="list-style-type: none"> Drawing using different materials – charcoal, chalk, pastel – catastrophe images 	<ul style="list-style-type: none"> A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion 	<ul style="list-style-type: none"> Clay (3D materials) – Designs and production of Greek pots—how were these made? Designs of Greek pots - how can we make careful observations? 	<p>Landscapes Materials Sketching Shading, blending Colour Black and white Shade, line, tone Perspective Proportion</p>			
Design Technology	<ul style="list-style-type: none"> Pulleys, levers, make something move, rescue operations that have taken place using equipment 	<ul style="list-style-type: none"> D2.1a Describe how my design ideas fulfils a purpose D2.2a Use technical understanding of making something move (axles, levels, pulleys) to complete a task D2.4c Evaluate my work both during and at the end of the making process 	<ul style="list-style-type: none"> Design and production of historical replicas Year 2—joining materials when making kites / rockets 	<p>Pulley Lever Winch Force, pull Wheel, axel, rod Chain, rope, cable</p>			
ICT and Computing (including apps and digital pencil case)	<ul style="list-style-type: none"> Take photos and edit using effects (linked to art) Use of different publishing programmes and blending work from programmes e.g. text in word, photos in photo editor, putting final pieces in presentation 	<ul style="list-style-type: none"> C2.1b Take photos and edit using effects C2.2aC2.2a Select a variety of software to accomplish given goals 	<p>Online safety and use of the internet</p> <p>Design and create content – album sleeve and booklet—Autumn</p> <p>Year 2—Save work, word processing, add images</p>	<p>Photo, editing, software, filter, crop</p> <p>Word processing Image, text box, image placeholder</p> <p>Import Publish</p>			