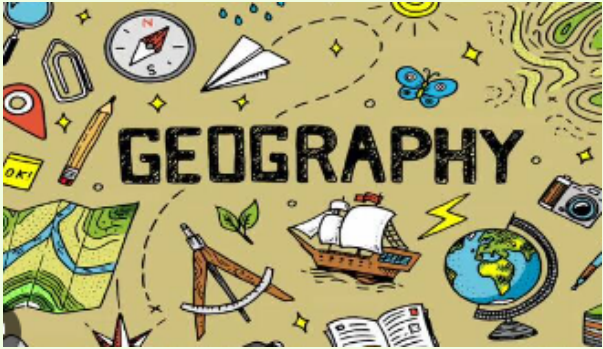




The Americas

Year 3 Autumn 2023



Intent: Children will learn the human and physical geography of the Americas.

Skills, and Knowledge Components Focus:
Locate the world's countries using maps and through using longitude and latitude to focus in North, South and Central America.
Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Locate on a map human and physical characteristics of countries and major cities in the Americas.
Study geographical similarities and differences between countries in the Americas.

Sticky Knowledge:
The largest country in North America is Canada, but the United States of America has the largest population. The most common spoken languages in the Americas are English, French and Spanish.
North America has many amazing features, including Niagara Falls on the boarder of Canada and the USA.
South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects.
Brazil is the world's seventh largest economy. It is rich in natural resources such as iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice.

Key Vocabulary:
Human geography, physical geography, population, settlements, trade, latitude, longitude, similarities, differences, North America, South America, Central America, export, culture, region, population, Northern Hemisphere, Southern Hemisphere, time zone, tropical, mountain ranges.

Subject Composite:
Children to plan and create an Americas day to share their learning with their families about different locations in the Americas.

Impact:
Children will be able to find similarities and differences between North, South and Central America.



Intent: Children will develop their understanding of forces.

Skills and Knowledge Components Focus
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
Recognise that some mechanisms include levers, pulleys and gears allow a smaller force to have a greater effect.

Sticky Knowledge:
Forces can make an object start to move, change direction, move more slowly, move faster, stop moving.
Isaac Newton is a famously thought to have developed his theory of gravity when he saw an apple fall to the ground from an apple tree.
Friction is a force that acts between two surfaces or objects that are moving.
Streamlined is when an object is shaped to minimise the effect of air and water resistance.
Pulleys, gears and levers use forces for a purpose e.g. to lift a heavy weight or stop a car.

Key Vocabulary: Friction, forces, gravity, gravitational pull, streamlined, mass, weight, resistance, pulleys, gears, cogs, levers, up thrust, air resistance, water resistance.

Subject Composite: Children plan and carry out a range of scientific investigations including making and testing boats and exploring parachutes.

Impact: Pupils have an understanding of how forces work and can identify how designers and engineers make products to use forces.

Linked Texts:



Intent: Children will develop their understanding of the solar system.

Skills and Knowledge Components Focus
Describe the movement of the Earth and other planets relative to the sun in the solar system.
Describe the movement of the moon relative to the Earth.
Describe the sun, Earth and moon as approximately spherical bodies.
Use the idea of the Earth rotation to explain day and night and the apparent movement of the sun across the sky.

Sticky Knowledge
The sun is a star at the centre of our solar system. The sun does not move.
The solar system has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).
A moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large ones and numerous smaller ones).
I know that the Earth rotates (spins) on its axis. It does a full rotation once in every 24 hours.
I know that the Earth is rotating, it is also orbiting (revolving) around the sun. It takes a little more than 365 days to orbit the sun. I can explain night and day using these facts.

Key Vocabulary:
Earth, moon, celestial, sun, planets, rotate, orbit, axis, solar system, day, night, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

Subject Composite: Children will make and label a scaled down model of our solar system and make a presentation to their class or create an information video to be shown to other classes.

Impact: Children will develop their awareness of the wider solar system and what part the solar system has on their everyday lives.

Topic composite:



Intent: They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three dimensional maps.

Skills and Knowledge Components Focus: I have understood that Typography is the visual art of creating and arranging letters and words on a page to to help communicate ideas or emotions. I have seen how other artists work with typography and have been able to share my thoughts on their work.
I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.
I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.
I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.
I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.
I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.
I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.
I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.

Sticky Knowledge:
That when designers work with fonts and layout it is called Typography.
That we can use the way words look to help us communicate ideas and emotions.
I know that Louise Fili is a pioneer in establishing herself as a woman working in Typography.

Key Vocabulary: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Subject Composite: create our own typography and combine it with other visual elements to make artwork about chosen ..



Intent: Design, make and evaluate a phone case/pencil (product) for me (user) to keep things safe (purpose).

Skills, and Knowledge Components Focus
A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
Fabrics can be strengthened, stiffened, and reinforced where appropriate.
Generate innovative ideas by carrying out research including surveys, interviews, and questionnaires.
Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources, and cost.
Compare the final products to the original design specification.

Sticky Knowledge
I know that different materials have different qualities for the use in textiles.
I know how to create pattern pieces for my design.
I know a range of stitches and techniques including running stitch, over stitch, cross stitch and applique.
I can select my equipment and material carefully.
I know how to evaluate my product.

Vocabulary:
seam, seam allowance, wadding reinforce, hem, template, pattern pieces, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decision, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype.

Subject Composite: Children to make a case for either a phone, pencils or similar.

Impact: Children will develop their skills in sewing and will have a deeper understanding of design, make, evaluate cycle.