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| Blue Abyss  Year Group: 3/4  Cycle B |

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| **Design and Technology**   * Cornelius Drebbel and the invention of the Submarine | | | **Science**   * Living things and their habitats * Food chains * States of matter: water cycle. | | | | |
| **Climate/Environment**   * Impact of climate change on the water cycle and availability of drinking water | | | **Computing**   * Handling Data | | | | |
| **Geography**   * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) * Describe and understand key aspects of: * Physical geography, including: rivers, mountains, and the water cycle | | | | | | | |
| Science | | | | | | |
| **National Curriculum (Knowledge and Skills):** Pupils should be taught to:  **Year 4**   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things * construct and interpret a variety of food chains, identifying producers, predators and prey * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature   **Year 3 and 4 Working Scientifically**   * ask relevant questions and use different types of scientific enquiries to answer them * set up simple practical enquiries, comparative and fair tests * make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * gather, record, classify and present data in a variety of ways to help in answering questions * identify differences, similarities or changes related to simple scientific ideas and processes * report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * use straightforward scientific evidence to answer questions or to support their findings * use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | | | | | | |
| **Investigation Focus:**   * Water cycle investigation <https://www.science-sparks.com/make-a-mini-water-cycle/> | | | | | | |
| **Prior Learning** | | | | | | |
| **Forever Firs children working at ARE should already be able to:**   * ask simple questions and recognise that they can be answered in different ways * observe closely, using simple equipment * perform simple tests * gather and record data to help in answering questions * identify and classify * use their observations and ideas to suggest answers to questions * explore and compare the difference between things that are living, dead, and things that have never been alive * identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other * identify and name a variety of plants and animals in their habitats, including micro-habitats * describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food | | | | | | |
| **Key Vocabulary** | | | | | | |
| **Tier 1** | | **Tier 2** | | | **Tier 3** | |
| Rain  Snow  Hail  Cloud  Sea  Sun | River  Stream  Mountain  Water  Ocean  Heat  Cool | Habitat  Measurement  Investigate  Compare  Environment | | Classify  Pollution  Group | Evaporation  Condensation  Transpiration  Precipitation  Vapor  Temperature  Climate change | Water cycle  Food chain  Predator  Prey  Producer  Classification key |

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| Science Assessment | | | |
| **Children working below ARE** | **Children working towards ARE** | **Children working at ARE** | **Children working above ARE** |
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| Geography | | | | | | |
| **National Curriculum:** Pupils should be taught to:   * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) * describe and understand key aspects of physical geography, including: rivers, mountains, and the water cycle | | | | | | |
| **Curriculum Intentions (Key Knowledge and Skills to be learned):**   * Children will create their own world map identifying the Northern and Southern hemispheres, tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the equator * They will add the locations of the world’s oceans and seas to their map * They will learn how, as part of the water cycle, rain falling on mountains becomes ground water, which trickles into streams and then rivers which then run into seas and oceans. <https://www.bbc.co.uk/bitesize/clips/zb39jxs> * They will learn about how dams and reservoirs are used to ensure there is enough drinking water available   **Climate/Environment Link:**   * Children will also learn about the impact of climate change on the water cycle <https://www.climaterealityproject.org/sites/climaterealityproject.org/files/WaterCycle.pdf> (teacher information) * They will learn that climate change is reducing the availability of clean drinking water <https://www.acclimatise.uk.com/2019/10/02/the-impact-of-global-warming-on-water/> (teacher information) | | | | | | |
| **Age Related Subject Skills (Progression Guidance):** | | | | | | |
| **Year 3**  Using maps   * Follow a route on a map with some accuracy * Locate places using a range of maps including OS & digital * Begin to match boundaries (e.g. find same boundary of a country on different scale maps) * Use 4 figure compasses, and letter/number co-ordinates to identify features on a map   Map knowledge   * Locate the UK on a variety of different scale maps * Name & locate the counties and cities of the UK   Making maps   * Try to make a map of a short route experiences, with features in current order * Create a simple scale drawing * Use standard symbols, and understand the importance of a key | | | | **Year 4**  Using maps   * Follow a route on a large-scale map * Locate places on a range of maps (variety of scales) * Identify features on an aerial photograph, digital or computer map * Begin to use 8 figure compass and four figure grid references to identify features on a map   Map knowledge   * Locate Europe on a large-scale map or globe, * Name and locate countries in Europe (including Russia) and their capitals cities   Making maps   * Recognise and use OS map symbols, including completion of a key and understanding why it is important * Draw a sketch map from a high viewpoint | | |
| **Prior Learning**  Forever Firs children working at ARE should already be able to:  Using maps   * Follow a route on a map * Use simple compass directions (North, South, East, West) * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features   Map knowledge   * Locate and name on a world map and globe the seven continents and five oceans. * Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles   Making maps   * Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) * Use and construct basic symbols in a key | | | | | | |
| **Key Vocabulary** | | | | | | |
| **Tier 1** | | **Tier 2** | | | **Tier 3** | |
| Day  Night  Snow | Rivers  Mountains  Cloud | Liquid  Sea  Lake  Ocean | Stream | | Latitude  Logitude  Equator  Northern Hemisphere  Southern Hemisphere  Physical geography  Evaporate  Vapor  Condense  Precipitation | Tropic of Cancer  Tropic of Capricorn  Arctic Circle  Antarctic Circle  Prime/Greenwich Meridian  Time zone  Water Cycle  Groundwater  Reservoir  Dam  Climate change |

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| Geography Assessment | | | |
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| Design and Technology | | | | | | | | |
| **National Curriculum:**  Pupils should be taught to:   * understand how key events and individuals in design and technology have helped shape the world | | | | | | | | |
| **Curriculum Intentions (Key Knowledge and Skills to be learned):**   * Children will learn about Cornelius Drebbel and the invention of the submarine, * They will look at the changes and improvements to Drebbel’s initial design over time by other inventors/engineers * They will examine the impact that his invention has had on the world in different contexts including the use of submarines in war, science and conservation. | | | | | | | | |
| **Age Related Subject Skills (Progression Guidance):** | | | | | | | | |
| **Evaluate**   * Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants * Identify great designers and their work and use research of designers to influence work * Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused | | | | | | | | |
| **Prior Learning** | | | | | | | | |
| **Forever Firs children working at ARE should already be able to:**   * Investigate - what products are, who they are for, how they are made and what materials are used | | | | | | | | |
| **Key Vocabulary** | | | | | | | | |
| **Tier 1** | | | **Tier 2** | | | **Tier 3** | | |
| Water  Sea |  | | Inventor  Engineer  Conservation  War  Science  Impact  Weapons  Ocean | | Design  Evaluate  Purpose  Intention  User  Cause  Effect | Submarine | |  |
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| Design and Technology Assessment | | | | | | | | |
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| Computing | | | | | |
| **National Curriculum:**  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, including collecting, analysing, evaluating and presenting data and information | | | | | |
| **Computing Strand:** Handling Data | | | | | |
| **Topic Links:** To create a branching database (Textease) to classify organisms   * <https://www.tes.com/teaching-resource/classifying-organisms-with-a-branching-database-11055364>) * <https://www.youtube.com/watch?v=_HBJtrmBLgw> | | | | | |
| **Age Related Subject Skills (Progression Guidance - DDAT):**   * *Working with data: Pupils learn to search, sort and graph information* | | | | | |
| **Lower Key Stage 2** | | | | | |
| * Use a branch database to answer questions * Make a branch database with at least 4 pictures. | | | * create and use a branching database to organise, reorganise and analyse information | | |
| **Other Key Areas of Learning:**   * To recall other graphs they have used to sort/represent information (e.g. maths bar charts) * Understand the difference between open and closed questions * Come up with a list of closed questions * To understand that a branching database is used to sort items * Plan a branch database to ensure questions go down to a singular image (answer) * To apply their knowledge of science (classifying organisms) * To use the branching database to say similarities and differences between organisms | | | | | |
| **Prior Learning**  **Forever Firs children working at ARE should already be able to:**   * Sort at least 3 pictures using a branching database | | | | | |
| **Key Vocabulary** | | | | | |
| **Tier 1** | | **Tier 2** | | **Tier 3** | |
| Sort  Yes  No | Question  Answer  Same  Different | Classify  Criteria  Characteristics  Similar  Identify | Levels  Information  True  False  Organise | Branching database  analyse |  |

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