



Coundon Primary School
Together Everyone Achieves More



Extreme Survival Year 3

Essential Knowledge

By the end of this unit children will...

- How to use maps, atlases, globes and digital/computer mapping to locate areas of extreme heat and cold.
- How to explain why some areas are very cold and some very hot.
- How to describe and understand what life is like in those places for people, animals and vegetation.
- Consider how people and animals adapt to their environment to survive.
- The importance of shelter, food and clean water as the basis of survival.

Launch

Visits and experiences:

- Trip to the local zoo with a focus on how animals survive in extreme conditions.
- Invite an expert on 'exotic' creatures.

Explore

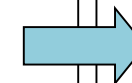
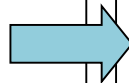
Children to research places of extreme conditions – deserts and Polar Regions. Children to explore how people survive in those regions.

Energise

Make models of a desert or polar landscape.

Celebrate

Children to celebrate and extend their learning during a Penguin Wow Day.



Autumn Term Year 3 Extreme Survival: Theme Content

Geography

Geography

Describe and understand key aspect of physical geography including climate zones.
 Describe geographical similarities and differences between countries.
 Explain how the lives of people living in polar or desert climates differ to their own lives.
 Ask and answer geographical questions about the physical and human characteristics of a location.
 Explain own views about locations, giving reasons.
 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
 Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
 Describe geographical similarities and differences between countries.
 Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
 human geography, including: settlements and land use.

English

Create a holiday advertisement for a holiday.
 Write an endangered animal persuasive leaflet.
 Write a non-chronological report about deserts.

Art and Design and Design Technology

Art and Design

Create a collage reflecting the colours and textures of different environments linked to Robin Brooks artist study.
 Develop ideas from starting points throughout the curriculum.
 Collect information, sketches and resources.
 Adapt and refine ideas as they progress.
 Explore ideas in a variety of ways.
 Comment on artworks using visual language.
 Use watercolour paint to produce washes for backgrounds then add detail.
 Experiment with creating mood with colour.
 Select and arrange materials for a striking effect and ensure work is precise.
 Use coiling, overlapping, tessellation, mosaic and montage.
 Replicate some of the techniques used by notable artists, artisans and designers.
 Create original pieces that are influenced by studies of others.

Design Technology

Demonstrate understanding of food hygiene and preparation techniques alongside their understanding of different food groups and the nutrition that they provide to design their own healthy snack for the desert.
 Design with purpose by identifying opportunities to design.
 Make products by working efficiently (such as by carefully selecting materials).
 Refine work and techniques as work progresses, continually evaluating the product design.
 Prepare ingredients hygienically using appropriate utensils.
 Measure ingredients to the nearest gram accurately.
 Follow a recipe. Assemble ingredients

Science:

Give simple explanations of the changes and differences linking cause and effect, identifying ways in which animals or plants are suited to their environments.
 Begin to understand how food chains describe feeding relationships between plants and animals in a specific habitat.