


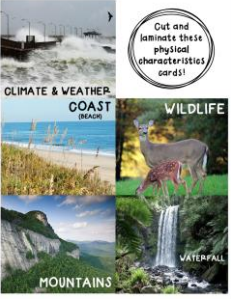


Year 3 Autumn Overview: Globetrotters

	Geography	History	Art	DT	Computing
Overview	<p>Local area study – Birmingham.</p> <p>Global study- Rio De Janeiro</p>	<p>Monarchs</p> <ul style="list-style-type: none"> - Victoria - Henry VIII 	<p>Observational drawings and architecture: Birmingham</p>	<p>Cooking & Nutrition- Design, Make & evaluate a food product from Birmingham – Balti (1970)</p>	<p>Create a class section for the website. E-safety, networking.</p> <p>Create a class website for popular foods.</p> <p>Plan, film and edit a cookery show linked to DT cookery.</p>
Week 1	<p>Recap – What is a Human feature? What is a physical feature?</p> <p>Build on Year 2 knowledge – provide children with a range of human/physical features and children to sort.</p> 		<p>What is an architect/architecture? Look at job role of architect and what an architect does.</p> <p>Explain that the UK is famous for its grand stately homes and amazing architecture.</p> <p>Using good earth explore key buildings in Birmingham:</p> <p>Selfridges building Library of Birmingham Town Hall</p> <p>(Use VR headset to explore if available)</p> <p>Evaluate buildings. What do you like about the building? Do you like the design? Would you like to visit the building? What do you think is inside the building? What don't you like about the building?</p> <p>Use answers to questions to choose one building and write a review on it.</p>		<p>E-safety: Introduction to E-safety online.</p> <p>What do we use the internet for? Gather pupils ideas.</p>



Year 3 Autumn Overview: Globetrotters

	 <p>Identify Birmingham on a map – where in the world is it?</p> <p>Share with pupils a range of human features: Selfridges building, train station, church, library, art museum.</p> <p>Share with pupils a range of physical features: river vegetations etc.</p> <p>Look at key features human and physical of the city and sort/explain which these are.</p> <p><u>Outcome</u> Children to recognise human and physical features in Birmingham.</p>		<p><u>Outcome</u> Understand key buildings in Birmingham and choose one to review on the building.</p>		
2	<p>Create a plan for their visit to Birmingham. Places to visit include:</p>		<p>Look at images of the Birmingham town hall up close.</p>		<p>What is a blog? Show children examples of blogs.</p>

Year 3 Autumn Overview: Globetrotters

- Bull ring building.
- Markets
- Library
- Train station.
- Canal (Brindley place)
Research train journey –
how much will it cost?
What time do we need to
get the train?
Map out journey using
enlarged clippings from
google maps.

Outcome
Children to create a
detailed plan for their visit
to Birmingham.



What do you notice about the building?

Pick out the key features of the
building.
- columns
- pointed roof.

Explain that we are going to use our
sketching skills to complete some
drawings of the town hall.

Prior to the lesson create the follow
image:
Examples from another building:



Explain that a blog is:

- a website written in a diary style.
- Written in a reverse chronological order.
- A personal diary online.
- You can leave comments on the blog.
- You can add pictures, music and writing to your blog.




What can we write as an
introduction?
What information do we want
people to know about our class?
Gather example of ideas.

Mindmap using poplet.

Using <https://edublogs.org/>
create class blog and write
introduction post.

Outcome
Create a class blog and introduction
post.

Year 3 Autumn Overview: Globetrotters

			<p>Children to use sketching pencils to complete the gaps.</p> <p>At the end of the session compare their image with the original.</p> <p><u>Outcome</u> Children to complete missing part sketching of the Birmingham town hall.</p>	
3	<p>Introduce children to sketch maps. Show children a selection of examples of sketch maps.</p> <p>What can you see in this example of a sketch map?</p>  <p>Show children the following example of map of Birmingham city centre.</p>  <p>What can you see on this map?</p>	<p>Show children image of Birmingham Library.</p>  <p>Look closely at the image. What do you notice? Look at the pattern used on the outside of the building.</p> <p>Teach – Perspective</p> <p>Using sketching pencils children to draw their own sketch of the library building.</p> <p>Model to children how to draw the pattern on the outside of the building.</p> <p><u>Outcome</u></p>	<p>Link to maths – data collection.</p> <p>What is a survey? What is the purpose of a survey? Why might people want to ask questions of others? What are the pros of a survey? -cheap. - Get a wide range of responses. What are the cons? - People might misunderstand the question. - It is hard to get people to complete.</p> <p>Why might we send out a survey?</p> <p>Look at examples of surveys.</p> <ul style="list-style-type: none"> - Create models using survey monkey and allow pupils to answer. - Use 'forms' on office 365 to create examples/ 	

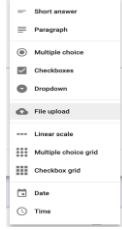


Year 3 Autumn Overview: Globetrotters

	<p>Explain to children that sketch maps must have:</p> <ul style="list-style-type: none"> - A title - Labels and annotations - Simple lines - Enough detail to give a rough idea - A note to say that it is not to scale - A north arrow. <p>Model creating sketch map of Birmingham city centre.</p> <p><u>Outcome</u> Children to create a sketch map of a small part of Birmingham city centre.</p>		<p>Children to draw the Birmingham Library building using perspective.</p>		<ul style="list-style-type: none"> - Look at paper surveys. <p>Evaluate what makes a good survey.</p> <ul style="list-style-type: none"> - Good clear questions. - Options boxes with clear options. <p><u>Outcome</u> Children to understand what a survey is and its purpose. Children to evaluate the effectiveness of surveys.</p>
4	<p>Trip to Birmingham Re-teach skills of map reading, following compass directions.</p> <p>Children to visit: Library, Bull ring, Church, Museum, Canal, Symphony hall, train station. Speak to E.Good to organise.</p>		<p>Trip to Birmingham – Whilst in Birmingham plan opportunity to sit outside the Selfridges building.</p> <p>Look at the shapes used (circles)</p> <p>Building on skills developed in previous sessions to sketch a live drawing of the building.</p>		<p>Introduce survey. 'We want to find out what children's favourite food and ingredients are ready for our D&T topic.'</p> <p>What type of questions could we ask? Explore: multiple choice – When you give people definite options.</p>



Year 3 Autumn Overview: Globetrotters

			Take back to class and add to sketch book.		<p>rating scales – where people have to rate something out of 5 or 10.</p> <p>open-ended questions.</p> <p>Discuss the advantage and disadvantage of these questions.</p> <p><u>Outcome</u></p> <p>Develop a range of questions ready to use in their survey.</p> <p>Test questions developed out on the class and critically evaluate.</p>
5	<p><u>Research lesson:</u></p> <p>Where is Rio-De-Janerio?</p> <p>Locate Rio on globe/atlas/maps.</p> <p>Use VR to show children what it is like in Rio.</p> <p>(Google expeditions – Rio De Janerio)</p> <p>What are the human features?</p> <p>What are the physical features?</p> <p>Children to apply their knowledge from studying these features of Birmingham to find the features of Rio.</p> <p><u>Outcome</u></p> <p>List and identify the Human/Physical features of Rio de Janeiro.</p>		<p>Explain that they are going to become Architects over the next 2 weeks and design their own buildings.</p> <p>What skills have we learnt during the last 4 weeks?</p> <p>What features of buildings have identified?</p> <p>Introduce them to design criteria:</p> <p>Explain that Birmingham City Council has asked them to design a new building for their city.</p> <p>Explain that it must be innovative and engaging. It must stand out in Birmingham City Centre and make visitors want to come.</p>		<p>Introduce children to google forms.</p> <p>Google forms</p> <p>Model how to create a new form.</p> <p>Model creating:</p> <ul style="list-style-type: none"> -title - description - typing and choosing different types of questions.  <p><u>Outcome</u></p>



Year 3 Autumn Overview: Globetrotters

Find out key facts about Rio de Janeiro.

Share with children the following images:



Allow children to work in groups of 3 to start to come up with an idea for their building.

Explain that by the end of the lesson they need to submit their design for approval.

Children to type their responses into google forms.

Discuss – Who can we send out survey to?

In preparation for the next lesson gather data from: (Teacher to prepare this)

- other classes (can share link using google forms to teachers after discussion)
- Parents (share link using school website/twitter/a letter home.
- Staff in school (send whole school email and ask people to respond)





Year 3 Autumn Overview: Globetrotters

			<p><u>Outcome</u> Children to create a draft design for their own building.</p>		
6	<p>Compare Rio to Birmingham.</p> <p>Find out key facts including:</p> <ul style="list-style-type: none"> - Population - Land use - Land marks - Different communities within the city. - Rural and urban - Economy - Industries - Climate <p>Apply to mathematics: Using Venn diagram to display similarities and differences.</p> <p><u>Outcome</u> Children to create a comparison of similarities and differences between Birmingham and Rio.</p>		<p>Recap on what they created during the previous lesson.</p> <p>Explain that they are going to be using their drawing skills to create their final design this lesson.</p> <p>Explain that their plans have been approved and they are free to move on and create their final designs. (Provide children with feedback as part of this.)</p> <p><u>Outcome</u> Children to produce a3 sketch of their building design.</p> <p>(Teacher to actually submit designs to Birmingham Council)</p>		<p>Show children the data gathered. What have we found out from our survey?</p> <p>Model how they can look at the results of their survey using google forms – 'Summary of Responses'.</p> <p>What does this show.</p> <p>Model how we can use the responses and charts and create a report of findings.</p> <p>Example:</p> <p>The graph shows that most children have a school lunch five times a week.</p>



Year 3 Autumn Overview: Globetrotters

					Outcome: Children to create a written report to show they results.
7		<p>Introduce time line of King and Queens. Children to order and place on timeline according to date.</p> <ul style="list-style-type: none"> -William the Conqueror - Richard I - Henry VIII - Elizabeth I - Victoria - Queen Elizabeth <p>Take children out onto the playground and teach chronology using discussion and physical movement.</p> <p>Bring children inside: Children to create paper chain timeline of Monarchs. See image below:</p>  <p><u>Outcome</u> Children to create a timeline of influential monarchs.</p>		<p>Introduce their new topic – <u>The Balti</u> What is a Balti? Explain that Balti refers to the Urdu word 'balty' meaning bucket. Explain that Balti refers to how the food is cooked. Has anyone ever eaten a Balti? Examine with children History of the Balti. Show children where Pakistan is on a map of the world.</p>  <p>Look at the Journey Where is it in relation to the UK? Link back to historical skills and allow children to create a historical pathway to the UK.</p>	<p>Allow children opportunity to look back over their findings from the previous lesson.</p> <p>Explain that they are going to presenting the findings from their document to the rest of the class.</p> <p>Model how they can copy and paste from their report into their presentation.</p> <p>Discuss what we are looking for during presentations.</p> <ul style="list-style-type: none"> - Clear and informed points. - A presentation that supports. - Loud confident voices. <p><u>Outcome</u> Children to create a presentation and present to the class.</p>



Year 3 Autumn Overview: Globetrotters

8		<p><u>Henry VIII</u> Understand who King Henry VIII was and the fact he was a Tudor. Share video clip with children: Video link</p> <p>What does this tell us about King Henry VIII?</p> <p>Use portraits and written sources – explore and pick out key information. Find key information and choose primary sources from the following site: Henry VIII primary sources</p> <p><u>Outcome</u> Using information gathered create character profile. Of King Henry VIII.</p>		<p>Provide children with a Balti. (Ensure you send out allergy letters before the session) Use senses to evaluate Balti.</p> <ul style="list-style-type: none"> -Smell - Texture - Taste - Appearance <p>What did you like about it? What didn't you like about it?</p> <p>Introduce the term ingredients. What ingredients do you think it contains? Gather children's ideas.</p> <p>Present children with a ingredient for a Balti (raw in bowls)</p> <ul style="list-style-type: none"> -garlic - ginger - onion - cinnamon - cardamom - garam masala -cloves -cumin 	<p>What is a cookery show? Research and watch different shows on Ipad. Cookery show Cookery show 2</p> <p>Which show did you like? Why did you like it? What is the structure of a cookery show? How does the presented engage the audience?</p> <p><u>Outcome</u> Evaluate shows and identify the key features of a cookery show.</p>
---	--	--	--	---	--



Year 3 Autumn Overview: Globetrotters

				<p>- coriander</p> <p>Allow children to use their senses to evaluate each of these ingredients. (Be aware not all of these ingredients can be tasted raw)</p> <p><u>Outcome</u> Children to be aware of the ingredients in a Balti. Children to evaluate a Balti.</p>	
9		<p><u>Henry VIII</u> Share information with children about the Wives of King Henry VII</p> <p>Assign each of the wives to each group. Children to use information gathered find out and feedback about what happened to each of the wives.</p> <p>Create a list on flipchart using wife and status next it. Example: Katherine of Aragon – Divorced.</p>		<p>Provide children with a selection of Balti recipes.</p> <p>Recipe 1 Recipe 2 Recipe 3 (Plus more)</p> <p>Look at the recipes and find the ingredients that are similar and different in each of the recipes.</p> <p>What ingredients do we want to include in our recipe?</p> <p>Model writing recipe for Balti.</p>	<p>What is a script? Explain that a script is what you want to say written down.</p> <p>Show a teacher WAGOLL of a script. Provide to pupils on tables and highlight key features.</p> <p>Model how to write script including key features: (Refer back to English)</p> <ul style="list-style-type: none"> - List of 'characters' - Description of setting. - Dialogue. - Stage directions.



Year 3 Autumn Overview: Globetrotters

		<p>Look at all the information gathered so far – what does this tell us about his character? Click on KH8 wives</p> <p><u>Outcome</u> Use puppet pals app to create a puppet show about Henry VIII and his wives. (See Computing lead)</p>		<p><u>Outcome</u> Children to write their own recipe based on the recipes they were presented with.</p> <p>Ensure they include: List of ingredients. What they need (tools etc)</p>	<p><u>Outcome</u> In groups pupils to write script for cookery show – what are we going to be saying/doing. Create detailed plan for cookery show.</p>
10		<p><u>Victoria</u></p> <p>Discuss – What ingredients do you need for a Happy childhood? Introduce Queen Victoria – explain that she did not have a Happy Childhood. Research Facts about queen Victoria. Provide children with a list of questions. Using various information sources children to answer the questions. -Books - Internet - Newspapers - Primary sources.</p>		<p>Rearrange timetable and allow whole afternoon.</p> <p>Using recipes created the previous week children to make their Balti in small groups.</p> <p><u>Notes to consider</u> Ensure that chicken for Balti is Halal and provide alternative option of vegetarian. Complete risk assessment before cooking and follow all guidelines.</p>	<p>Introduce children to Imovie – children will have prior knowledge and will be building on what they already know.</p> <p>Explain that they need to record the clips for their cookery show.</p> <p>Model how to do this using the ipads.</p> <p>Once children have filmed clips model how they can edit and add captions using imovie. (Ensure you use movie mode- not trailer)</p> <p>Steps to creating imovie:</p>



Year 3 Autumn Overview: Globetrotters

		<p>Who did she marry? How long did she reign? Why did she wear black? Where did she live? What hobbies did she have? When did she die? Who succeeded her? How many children did she have?</p>		<p>Check cooking equipment beforehand.</p> <p>Whilst other children are creating their Balti, other children to be filming their cookery video.</p> <p>After cooking allow children to taste their Balti.</p>	<ol style="list-style-type: none"> 1. Import movie clips. 2. Ordering clips. 3. Adding sound and text. <p>Note: You may need to break this down into smaller steps if children lack prior knowledge.</p> <p><u>Outcome</u> In mixed ability groups children to create their cookery show.</p>
11		<p><u>P4C lesson</u> Use this session to plan a P4C session based on the Monarchy. Discuss: What makes a successful monarch?</p> <p>After completing P4C session come back to the question: <u>Was Queen Victoria a successful monarch?</u></p> <p>Children come up with evidence to put forward their answer and present to class.</p>		<p><u>Outcome</u> Children to cook and taste Balti. Children to record their video.</p>	
12		<p>Modern Day Monarchy (See twinkl - excellent powerpoint!) AFL activity - Match the Royal to their name. Use this activity to check previous understanding of The Royals.</p>		<p>Use photos and video evidence from previous weeks lesson to evaluate dish.</p> <p>Use the following questions in order to evaluate:</p>	<p>Set up classroom like a cinema. Provide popcorn and turn off lights.</p> <p>Explain to children that today we are going to be premiering their cookery show.</p>



Year 3 Autumn Overview: Globetrotters

		<p>Introduce children to the 5 key royals. Queen, Prince Charles, Prince Phillip, Catherine, Duke of Cambridge, Prince William.</p> <p>Who are they, what did they do?</p> <p>Explain what you do when you meet the queen.</p> <p>If you could ask the queen a question, what would you ask her? Gather ideas on post-it notes.</p> <p>Children to write a letter to the queen <i>(and actually send it to her, she replies!)</i></p> <p>Differentiate using scaffolds.</p> <p><u>Outcome</u></p> <p>Children to write a letter to the question asking about her Reign.</p>		<ul style="list-style-type: none"> - What type of dish did you make? - What ingredients did you use? - What cooking methods did you use? - What skills did you use and develop? - Is there anything you would change if you made the dish again? - What was the best element of your dish and why? - What did other people think about your dish? - How did you feel about the dish after you made it? <p><u>Outcome</u></p> <p>Children to evaluate their dish.</p>	<p>Provide children with an evaluation sheet on a clipboard.</p> <p><u>Outcome</u></p> <p>Children to present their movies to the class and evaluate.</p>
<p>Cross Curricular links</p>					