Active Planet		Topic Summary: In this topic pupils study the Planet Earth, and how it is active. We will find out about what the Earth is made from, and how it has changed over millions of years. We will explore how it is still changing today, with volcanic eruptions and earthquakes, We will explore rocks, how they break down to create soils and how fossils are made inside them. We will learn about magnetic materials, and how magnets affect each other, and how this affects our planet. We will find out about the first humans to live on Planet Earth, and see how they developed from the Stone Age through to the Bronze age, learning about their tools and way of life. We will explore some of humans first artworks, and will create our own cave art.		
Subject Leads: Science/Geography				
Year Group: 3	**Term: Autumn 1**			
Trips and visitors	**English Non-Fiction genres**	**English Fiction genres**	**Key texts**	**Maths Links**
Geology Museum	Biographies	Playscripts?	Fossil Girl, Dinosaurs and all that Rubbish, Pebble in my Pocket	

	Statutory National Curriculum *(highlight when planning to ensure coverage)*	**Suggested activities/outcomes** *(map onto half-termly overview)*	**Suggested Pupil Outcomes**	**Cross-curricular ICT**
Science	**Rocks and Fossils** • compare and group together different kinds of rocks on the basis of their appearance physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter **Magnets** • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles, predict whether they will attract/repel each other, depending on which poles are facing **Working Scientifically** • *setting up simple practical enquiries, comparative and fair tests* • *making systematic and careful observations and, where appropriate* • *identifying differences, similarities or changes related to simple scientific ideas and processes* • *reporting on findings from enquiries, including oral and written explanations*	• Look at a cross sectional diagram of the Earth and identify key features – crust, core, plates etc • Find out about how different types of rocks are made • Test and classify rocks based on physical properties – eg hardness, texture, water permeability, colour etc – • device fair tests and ways of measuring and recording • Investigate a collection of magnets – group and classify – find thr strongest magnet (How far away can it attract a paper clip?) • Observe and describe attraction and repulsion between magnets • Learn about the Earth's magnetic poles • Learn how fossils are made, and make a plaster cast of an object using a plasticene mould • Exploring different types of soil, observing closely with magnification, and describing key features of different soil types	• Labelled diagrams • Observational drawings of rocks • Reports with factual information and diagrams • Tables of test results • Written evaluation and conclusions • Observational drawings and sketches	• Online simulations and animations • Take photos of fossil making process • Use digital microscope to look at soil
History	**British History (in chronological order)** • changes in Britain from the Stone Age to the Bronze Age **Finding out about the past** • develop a chronologically secure knowledge and understanding of history • understand how our knowledge of the past is constructed from a range of sources • use dates and vocabulary related to the passing of time	• Make a time line of prehistory – did dinosaur's live at the same time as humans? What about Mammoths? • Find out about Stone Age life – compare to now. What evidence do we have? Fossils? Tools? Cave paintings? • How did it develop into the Bronze Age – what was different? • Comparison table to show day in the life of Stone/Bronze/Modern age person	• Timeline • Comparison Grid • Labelled drawings and diagrams	• Internet research • PPT presentation
Geography	**Locational Knowledge** • locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle **Physical Geography** • describe/understand key aspects of: climate zones, rivers, mountains, volcanos, earthquakes, water cycle	• Locate physical features on a world map – plate tectonics and structure of the earth – layers etc • Find and label active areas – pacific rim, volcanic • Watch video clips of earthquakes and volcanic eruptions Describe how a volcanic eruption or earthquake happens - • draw cross-sectional diangrams to explain basic processes • Make Water Cycle diagrams from research about the process	• Labelled and annotated maps • Written descriptions and explanations	• Google Earth • Online animations and simulations
DT	**Design/Make** • generate, develop, model and communicate their ideas through discussion, annotated sketches etc • select from and use a wide range of materials and components, , according to their characteristics **Evaluate** • investigate and analyse a range of existing products	• Create a design drawing of a model volcano • Make a model of a volcano – papier mache? Use bicarb and vinegar to create an eruption (Mentos and coke bottle experiment) • Look at Seismographs – how do they work?	• Annotated Pphotos of DT outcomes •	• video clips of erupting volcano models • 2Animate animations
Art	• to improve their mastery of art and design techniques, including drawing, with a range of materials, eg pencil, • know about great artists, architects and designers in history	• Explore cave art - find out who/how they were made • Create cave art paintings and drawings using chalk and pastels • Look at Neolithic art – New Grange etc – spirals and rock carvings	• Art outcomes • Self evaluation	• Use digital painting tools