Greenfields Academy (Primary) - Long Term Planning – Topic

Academic Year Overview 2020/21 – Primary 3

Term	Autumn		Spring		Summer	
	1	**2**	**3**	**4**	**5**	**6**
	Hola! Mexico		**A Child's War**		**Darwin's Delights**	
	Geography/ Computing 5 weeks combined)	*MFL – Spanish (4 weeks)*	*History (4weeks)*	*MFL (5 weeks)*	*Geography (4 weeks)*	*Computing (2weeks)*
		History (2 weeks)	*Geography (2 weeks)*		*Computing (2 weeks)*	*History (3 weeks)*

Weekly Sequence	**KEY:** C – Coverage N – New Learning R – Recall of prior learning A – Assessment SC – Taught during COVID19 school closure					
1	Staff Training	C – MFL N – To identify countries around the world in which Spanish is a prominent language. N – To learn colours in Spanish	C – History N – Create a timeline showing major events of the Second World War between 1939 to 1945. Use a range of historical resources to find the dates for events such as the start of the War, the introduction of rationing, the first evacuations, the Battle of Britain, the Blitz, Japan's attack on Pearl Harbour, the official liberation of the prisoner of war camps,	C – MFL N – To identify countries around the world in which French is a prominent language. N – To greet people in different ways.	C – Geography N – Plan an expedition across Australia. N – Use a range of materials, including online tourism sites to find out about travelling, typical weather conditions, the range of physical and man-made landmarks and features, the local currency, the official language and the best places to stay.	C – Computing N – Use digital conservation maps, websites and books to identify and list animal species that are at risk of extinction. N – Choose three animals from the list, including one each from the UK, a European region and North or South America. Find out what factors are endangering these species, such as human

			Hitler's death, Churchill's replacement by Attlee and Japan's surrender.			activity, habitat or climate change.
2	Staff Training	C – MFL R – To identify countries around the world in which Spanish is a prominent language. R – To recall colours in Spanish N – To numbers to twenty in Spanish	C – History N – To understand who was involved in WWII and why war broke out. R – To create a chronological timeline of key events in WWII.	C - MFL R – To greet people in different ways. N – To use an English to French dictionary.	C – Geography N - Draw a detailed sketch map of their route, labelling places they plan to stop and stay. Make a list of things they would need to take, including clothing that would be suitable for the climatic conditions and physical terrain	C - Computing A - Create a poster to inform others about the factors that are endangering the three species. Write captions that explain the importance of the species to the world as a whole.
3	C –Geography/ Computing N - Use world maps and satellite images to locate Mexico, identifying which hemisphere it is in and the countries that surround it. Once found, draw a sketch map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, mountain ranges, airports, and tourist resorts.	SC – MFL R – To recall colours in Spanish R – To numbers to twenty in Spanish R – To complete maths problems in Spanish	C – History N – To gain an understanding about the Blitz and the Battle of Britain N - Find out about the London Blitz starting from the first day of bombing on Saturday 7th September, 1940. Use a selection of historical source materials including photographs and first-hand accounts to find out what happened. Find out what measures were taken to reduce the effects of bombing and what people had to do to survive. Create a safety guide to inform people how to protect themselves during the Blitz. N – To compare war time and modern life for a child.	C- MFL N – To exchange names in French. N – To discuss how they are feeling in French.	C -Geography R - Summarise, in their own words, why they think Australia developed such rich biodiversity.	C – History N - Use books and the web to find out about the British fossil collector and palaeontologist, Mary Anning.

4	C – Geography/Computing N - Use maps, atlases and globes to locate the Chihuahuan Desert. Work in groups to learn about the animal and plant species found there, what the climate is like, the people who live there and the difficulties they face. Decide how they will present their research to others, and when feeding back, point out how this area differs from their own area.	SC – MFL R – To recall colours in Spanish R – To numbers to twenty in Spanish N – To be able to greet each other in Spanish A – To carry out a short conversation in Spanish	C – History/Computing R – To gain an understanding about the Blitz and the Battle of Britain N - Use the web to find information about the Battle of Britain. Working in pairs, make a digital timeline of events. Download images to add illustrations and images to their timeline. N – To research war plans and WW2 areal warfare.	C – MFL R – To discuss how they are feeling in French. N – To use appropriate phrases for the situation. N – To know numbers to 20 in French and use them in sentences.	C -Geography N - Find out about the country's climate and biodiversity, then present their ideas in their journal using text, drawings, maps and digital images. Consider the main threats to the reef, including natural and human factors such as expanding populations, habitat destruction, tourism, rising sea levels, coral bleaching and the introduction of new species	C – History N - Locate the area where she carried out her work on a map and find out why it has such a wealth of fossils.
5	C – Computing N – Use a range of non-fiction books and the internet to find out about daily life in Mexico, especially what it's like for children of a similar age. Answer questions such as: What is a typical day like for a Mexican child? What are schools like? What meals do families like to eat? Compare life in cities to more rural areas. Compare their findings with the human geography of a region in the UK and one in Europe	C – History N - Look at a range of images that illustrate aspects of ancient Maya civilisation. Work in pairs to talk about what they can find and develop a list of questions that would form a basis for further research work. N – (Computing) Use their findings to create a digital presentation about the Maya using text and pictures. Organise their work in a clear and interesting way, adding transitions and backing music to create interesting effects. N – To explore who the Mayans were and how they lived.	C – Geography N - Look at UK maps to find the location on their evacuation label. Find out more about their destination using maps, online research, books and other sources. Use this information to help them add detail to their letters home. N - Locate the cities and ports bombed during the Blitz on a map of the UK. N - Look in detail at surrounding areas, considering why these places were vulnerable to bombing.	C – MFL N – To listen to and respond to instructions in French. N – To demonstrate their understanding with actions.	C -Computing N - Use photos, videos, websites, maps and digital mapping tools to identify the unique climatic conditions and geological make-up of Australia.	C – History R - Look back at their Darwin timeline and think about what else they could add to it now they have learnt more about his life. Consider adding more dates and events or whether extra detail could be added to what's already on the timeline

6	C – Geography/Computing N – Use web mapping technology such as Google Earth to explore Mexico from above. Visit the deserts, mountains or urban areas. Search the web for images, video clips, live webcams and current weather conditions. Draw comparisons with other areas of the world.	C – History R – To explore who the Mayans were and how they lived. N - Use the web to find out more about the ancient Maya writing system. Find, cut and paste examples of the Maya 'glyphs' into a Word document. Divide their name into Maya syllables by finding them in a syllabary chart. N – To develop an understanding of Mayan religion. N – To understand how to use historical sources to retrieve information	C – Geography A - Draw a sketch map of the UK showing the bombed locations and identifying other significant geographical features such as rivers and railways. N - Locate the cities and ports bombed during the Blitz on a map of the UK. Look in detail at surrounding areas, considering why these places were vulnerable to bombing. Draw a sketch map of the UK showing the bombed locations and identifying other significant geographical features such as rivers and railways.		C – Computing N - Identify what types of vegetation grows and what animal species live there. Record their findings in their journal, including text, illustrations, maps, photos and print outs.	Enrichment and Transitions
7	C – Geography N - Use Google Maps to visit Maya landmarks and main cities of Mexico, such as Chichén Itzá. Capture images from Street View and use simple language to describe key features of the landmarks. Type in their sentences into Google Translate and listen to the translation in Spanish. Record the translation and insert the the sound file with the image. Collect images of other interesting Maya places. Try	Enrichment Week				Enrichment and Transitions

translating common questions someone travelling in Mexico might ask.

N – To use appropriate geographical vocabulary

N – To research the climate and population of Mexico