



## BRABIN'S ENDOWED PRIMARY SCHOOL

**Class: Sycamore Year 3/4 Term: Spring 2**  
**Cycle A Curriculum Unit – Local Study**

### Key Learning Overview:-

Science: the children will study plants in depth looking at their parts and their functions, what plants need to grow as well as running experiments to help answer questions.

Geography: Population

History: The Roman Empire

Writing Opportunities- we will write: a folk tale based on one from the region, write a biography and write an information booklet about the local area that we live in.

### Class Novel, key texts and extracts-

A collection of Lancashire Folk tales, Folk tales from around the world e.g. Romulus and Remus, and a collection of biographies. We will also read an old dialect Lancashire poem.

## Curriculum Shapers

- Be Knowledgeable: Develop information processing skills.
- Be Adventurous: develop problem solving skills.
- Be Ambitious: Develop relevant attributes of learning.
- Be Creative: Develop creative thinking skills.
- Be Collaborative: develop empathy and social skills.
- Be Reflective: develop reasoning skills.
- Be Positive: consider one's place in the world.



## Key Questions

- Where do I live?
- Where is our local area and what is in it?
- Which are natural features and what has been built by people?
- What did our local area look like in the past at different times?
- What makes a plant a plant? (Considering the features of plants).
- What does each feature do to help the plant survive, grow and reproduce?
- What do plants need to grow healthily?
- Do seeds need soil to grow?
- Do plants need soil to grow healthily?
- How much water should we give plants? How long can they last without water?
- Where is the best location to keep our plants? Does a greenhouse help?
- Why do plants need leaves? What happens if we remove all the leaves from a plant?
- Why are plants important?
- What if all plants died out?
- How do plants produce new plants?
- How do plants help their seeds to spread?
- What are pollinators and how do they help plants?
- How do plants change as they grow?

## Key Skills Coverage - History

### Prior Knowledge

#### KS1

Changes within Living Memory

Great Fire of London

Famous British People and the changes they made - Tim Berners- Lee

World Explorers- Chris Columbus/Neil Armstrong

Local History Significant places and people in their locality - John Brabins

History of the Seaside

Old and New Toys

### Key Historical Skills

#### Events, People and Change-

- Develop a good knowledge of an aspect of history that is significant in their locality

#### Historical Enquiry, Interpretation and Sources-

- Use sources as a basis for research from which they will begin to use information as evidence.
- Use the library and internet for research with increasing confidence

#### Organisation and Communication-

- Construct informed responses that involve the organisation of historical information

#### Chronological Understanding-

- Describe dates of and order significant events from the period studied making some links between and across periods.

### Key Vocabulary

- **Region-** an area that is part of a county or the world that has distinguishable features.
- **Economic-** related to trade, money or wealth.
- **Social-** relating to society and organisation.
- **Locality-** an area or neighbourhood in your immediate area.
- **Heritage-** valued objects and qualities such as historic buildings and cultural traditions that have been passed down from previous generation.
- **Architecture-** the design of buildings and human features in the area.
- **Census-** an official count or survey of the people living in a particular area.
- **Historical Sources-** things we can gain information from about the past such as fossils, documents, cave paintings, artefacts relics and ruins.
- **Chronological Order/Chronology-** following events in the order of time that they occur.

## Key Skills Coverage - Science

### Prior Knowledge

In KS1 :-

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Key Scientific Skills

#### Key knowledge:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

#### Working Scientifically

- *Observe and measure:* Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Plants: measuring plants (Y3)

### Key Vocabulary

- Photosynthesis- The process by which a plant uses the energy from the light of the sun to produce its own food
- Pollen- A powdery yellow substance from the male part of a flower.
- Insect/wind pollination- The transfer of pollen from a male part of a plant to a female part of a plant
- Seed formation
- Seed dispersal- Spreading seeds over a wide area using wind, animals and water.
- Germination- To cause (a seed) to start growing
- Stem- holds the plant up and transfers water around the plant.
- Root- anchors the plant into the ground and absorbs water and nutrients from the soil.
- Leaves- contain chlorophyll and performs photosynthesis to produce sugars for the plant.
- Nectar- A sweet fluid in flowers that attracts insects

## **Key Skills Coverage - Geography**

### **In KS1:**

- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary to refer key physical and human features (forest, hill, fell, village, post office, house, shop, town, farm, office, valley, river)
- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Follow a route on a map starting with a picture map of the school.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Draw a simple map e.g. of a garden, route map, place in a story or the school.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Look down on objects and make a plan e.g. of the classroom or playground.
- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

## **Key Geographical Skills**

### **Locational knowledge:**

- Name and locate counties and cities of the United Kingdom.
- A region of the United Kingdom.
- Link to history by looking at Roman Roads and roman bath houses in Ribchester as human features.
- Look at the Forest of Bowland and the local fells for physical features.

### **Human/Physical Geography:**

- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary to refer key physical and human features.

### **Mapping:**

- Use a wider range of maps (including digital), atlases and globes.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Recognise patterns on maps and begin to explain what they show.
- Label maps with titles to show their purpose.
- Create maps of small areas with features in the correct place.
- Use plan views.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.
- Relate measurement on large scale maps to measurements outside.

### **Fieldwork:**

- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

### **Enquiry:**

- Ask more searching questions including, 'how?' and 'why?' as well as, 'where?' and 'what?' when investigating places and processes.

Vocabulary: continent, country, county, town, village, physical features, human features, map, scale, compass, 4 figure grid reference, symbols.