

Year 3 – Summer 1 – ‘Hello, Bonjour’

NC Geography TAF

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- describe and understand key aspects of physical geography: including: climate, rivers and mountains.
- describe and understand key aspects of human geography: types of settlement and land use and economic activity including trade links.
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

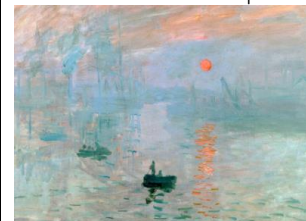
Immersion Day! I can identify the United Kingdom and France on a map. TAF 6 I can understand some key features of French culture.

What do we already know about France? Recap from MFL lessons. In small groups mind map key phrases or words. Using a map, children to identify France. Look closely at the different cities in France and size of the country. Look at the distance on the map from the UK. How might you travel to France? What is in between France and UK? Activities to immerse children in French culture. Listen to French songs and try French food. E.g. baguette or pastries. Create French flags. Dress in French clothing e.g. colours of the flag.

2 Who was Claude Monet? I can identify European countries on a map.

I can compare the physical and human characteristics of Wolverhampton with Giverny.

Introduce children to Monet – why was he famous? Show them examples of his art – what do you think he did for a job? What do you think about his pieces of art? Are there any similarities or differences between his pieces of artwork?



Research – Where did Monet live? Locate France on a map and identify surrounding countries. Locate Paris (where Monet was born) and London (where he moved with his wife) and Giverny (where he lived most of his life). Discuss differing physical and human characteristics between Giverny and Wolverhampton e.g. climate, population – [maths link](#). Locate Algeria (where Monet was based in the army). Compare UK/France/Algeria.

Diversity, Tradition, Belonging, Tolerance

3 Claude Monet I can research a French artist. I can compare Monet's artwork from different times. TAF 3 and 8

Research information about Claude Monet's life using a non-chronological report, photos, ipads PowerPoint for children to look through – [computing link](#). Why do you think he was famous? He introduced a new style of painting called 'impressionism'. He broke traditions and came up with his own style of painting. Do you think that was the right thing to do? Is it okay to do things differently? TAF 2 Children to record notes from research.

Feedback to class. Children to share some of their learning. What have you discovered?

Short video of Monet painting. <https://www.youtube.com/watch?v=BjFvCUIjNng&list=PL485182A901622EE844>

Diversity, Tradition, Belonging, Tolerance

4 Create water-lily painting – I can use a range of materials to create my painting. I can experiment with different tones and textures. TAF 9 and 5



Using watercolours for background and oil pastels to create the lily pads and flowers. Add salt to painting to investigate new texture. Looking closely at the pictures children to identify the different colours used to create the images. Which colours has he used to create the water? What shapes do we need to create? Look closely at patterns for lily pads and flowers. Are the lilies all one colour? Chn to look at different shades. TAF 9 peer



evaluate/adapt TAF II self eval to Monet Why do you think Monet recreated the same image repeatedly? Do you think he was happy with his paintings?

Diversity, Tradition, Belonging, Tolerance

NC Art: TAF

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history

NC Citizenship:

- recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

5 Identify famous landmarks in the U.K and France. I can understand key aspects of human geography. TAF 6 I can understand different economic activity in Paris and London. TAF 5

Children to identify what they are and which country/specific area they originate from through iPads and secondary sources. (E.g. Disneyland Paris, Big Ben, Eiffel Tower.) Plot on grid map and give 2-figure grid references.

Case study: population comparisons in Paris and London. Use data/population maps and create a fact file with Maths links: graphs, population comparisons. Look at different areas in Paris/London. Identify the most/least popular areas to live and why. Look at landscape images to support.

Are more populated areas better places to live? Why?

Diversity, Tradition, Belonging, Tolerance

6 Landforms in France – Water cycle TAF 4 I can identify physical geography in France including mountains and rivers.

I can complete a case study of the river Rhone.



Look at natural landforms in France e.g. the Alps, Gorges du Verdon Canyon, Massif Central, Loire river. Have pictures and children use iPads to identify what they are and maps to plot their location. Make comparisons with the U.K.

Case study: The River Rhone. Where does it start? How does this affect the amount of water in the river? What areas are prone to flooding? What has been done to reduce the risk?

Water cycle

<https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39>

Children to record new vocabulary with definitions.

Evaporation, condenses, precipitation and vapour.

Diversity, Tradition, Belonging, Tolerance



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Diversity, Tradition, Belonging, Tolerance

- reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- think about the lives of people living in other places and times, and people with different values and customs
- recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; recognise and challenge stereotypes

