



The River Tees



History Intent

Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order and embedded in our English curriculum through links with high-quality texts. We offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Visits and wider opportunities inspire pupils' curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

English – National Curriculum/Skills

Inspired by The River Tees

The children draft and write by composing and rehearsing sentences orally. They will assess the effectiveness of their own and others' writing and suggest improvements with grammar and use of pronouns, spelling and punctuation errors. Skills include:

- use capitals, full stops, question marks and explanation marks correctly
- write neatly in a consistent style and size
- understand purpose of writing and awareness of audience
- use simple organisational devices and correct layout in non-narrative writing
- edit content individually and with peers

Overview

To look at High Force and different parts of the upper course of the river. Children to use descriptive language to describe the rapids, High Force (waterfall) and then the river as it floats away. Children to learn what a Haiku poem is and recap what syllables. Children to use this language to write a Haiku poem about High Force.

Using Talk4Writing, children are to retell a story about Stickman falling into the River Tees.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Year Group: 3

Nunthorpe Primary Academy

- use *but* and *so* to link sentences
- use fronted adverbials sometimes using a comma to separate clauses
- identify the correct homophone
- Know determiners *a* or *an*
- Write a list sentence.

Children to write a story of Stick Man floating along the different parts of the River Tees and floating out into the North Sea. Children to think of similes and metaphors to describe the different parts of the river and what they might see.

Children to think of the Stick Man's feelings and use 'Show not tell' to share these emotions.

Geography – National Curriculum/Skills

- List the main events in the water cycle.
- Use the index in an atlas to find rivers.
- Describe the place in which the source of a river is found.
- List some features of a river's upper course.
- List some features of a river's middle course.
- List some features of a river's lower course.
- Describe how water erodes a riverbank.
- Describe how deposition changes the shape of a river.
- List some ways that rivers are used.
- List some advantages for different uses of a river.
- List some disadvantages for different uses of a river.
- Describe what a dam is.
- Give the location of one major dam.

Overview

The children will learn about their local river called the River Tees. They will learn where it's source and mouth are, and the journey that it takes.

The children will learn about the different courses of the river and it's features as well as how the river changes through erosion and deposition.

They will locate a major dam at Cows Green Reservoir.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 3

Art – National Curriculum/skills	Overview
<ul style="list-style-type: none">Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <p>Pupils should be taught:</p> <ul style="list-style-type: none">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]; about great artists, architects and designers in history.	<p>Children are to explore with materials such as tissue paper in their art sketch books, selecting different ways of using them, such as coiling, over lapping, scrunching etc. Children are to sketch a waterfall and select materials to create collage. Children should use a range of materials and skills to create a striking effect.</p> <p>Other materials such as pastels can be used to create depth and add the finishing touches.</p>

Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts