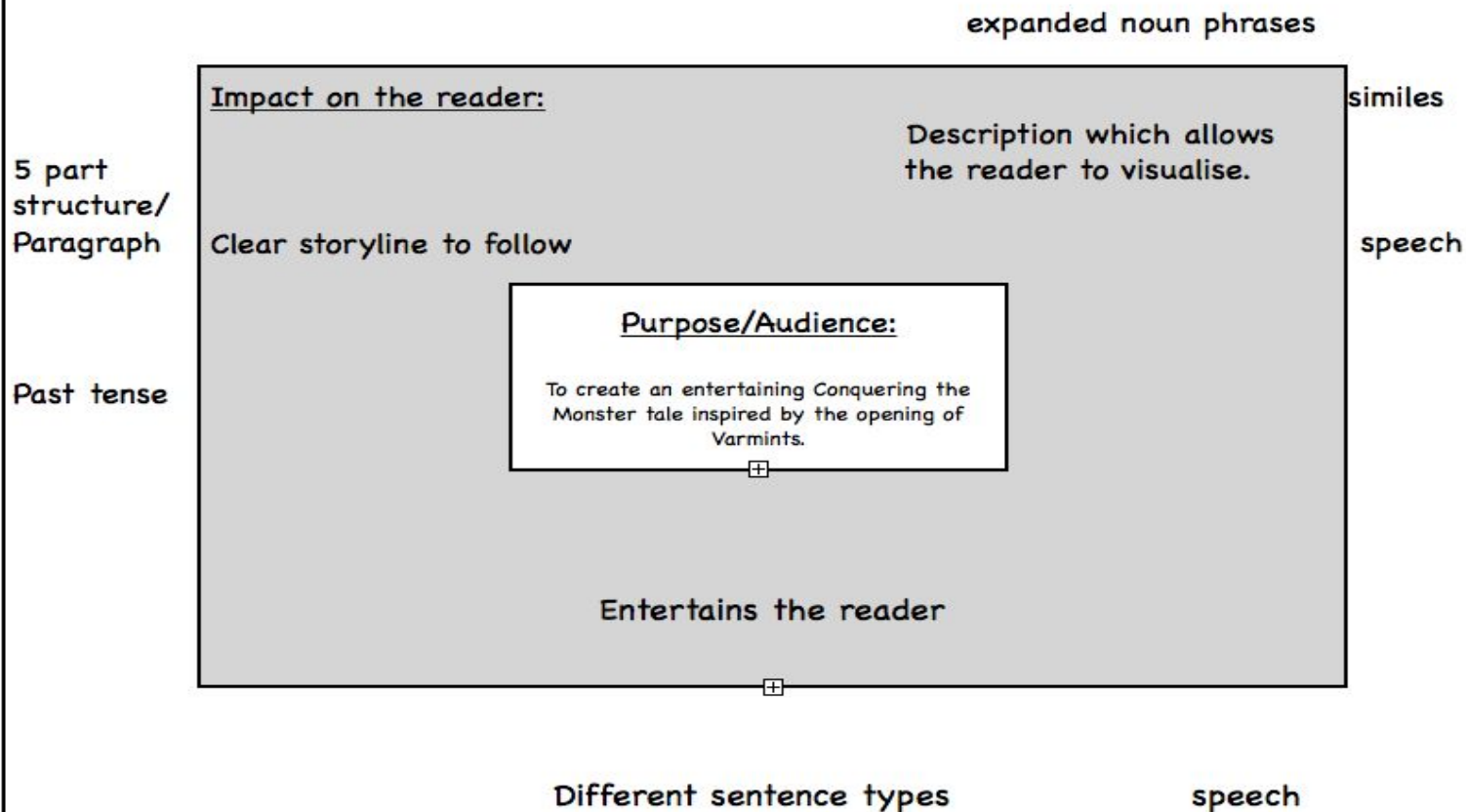


# **Does human geography ruin the beauty of our Earth?**

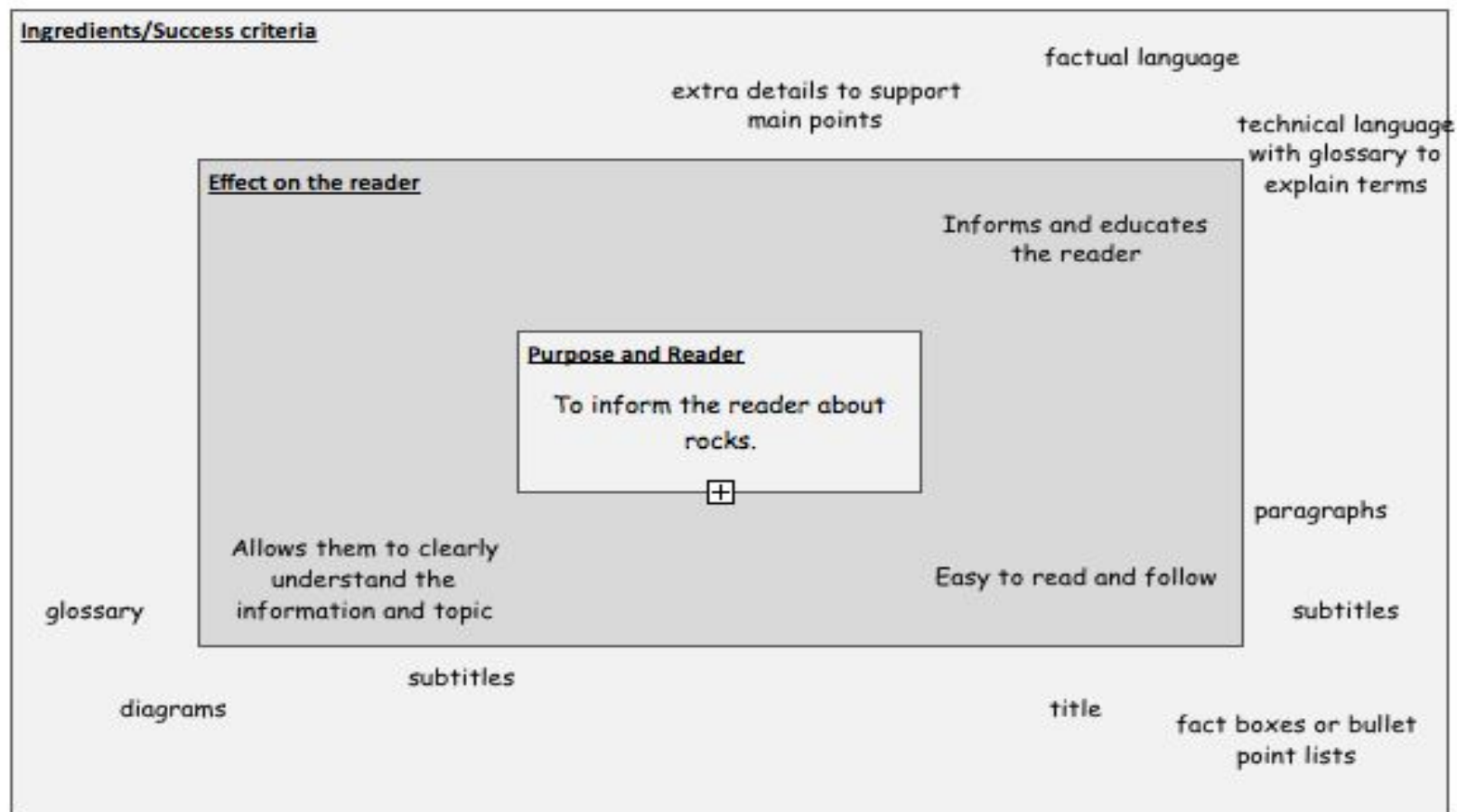
**Year 3 ~ Summer Term**

Project Summary:		Project Launch:	Essential Question:	SOLE Questions:
Children to understand the difference between local area and another country (Brazil). The similarities (rivers) and the differences around them.		Design your perfect place to live. What features have you chosen and why?	Does human geography ruin the beauty of our Earth?	What is important about the journey of a river?
Industry Experts:		Outdoor Learning Links:	Culture & Diversity:	Career/ Entrepreneurial Opportunities:
Artists		Plants, human and physical geography	Comparisons with Brazil	Exploring artists, developing artistic skills
Mini Outcome 1:				
Curriculum Areas:	Art		Peer Critique & Multiple Drafting:	Critique of Artwork and opportunities to create multiple drafts
To create a pop art inspired by self portraits with a twist on varmints art.				
Mini Outcome 2:				
Curriculum Areas:	Geography		Peer Critique & Multiple Drafting:	Critique of explanation and technical vocabulary used via Seesaw.
Create a 3D double page spread about how rivers are formed.				
Final Outcome:				
Curriculum Areas:	Science/Geography		Peer Critique & Multiple Drafting:	
Double page spread on impact humans have on nature and physical geography				

Skills/Grammar/Success Criteria to create impact (including specific vocabulary):



## Literacy - Impact Grid



Maths - S Plans (add a screenshot)

2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2 5 and 10 multiplication tables.  
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations.

3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures including quotative and partitioned division

