Year 3 Knowledge Organiser: European Rivers

Cross-curricular subject links: English – This Morning I Met a Whale, RE – Christian Miracles.

Curriculum Driver: Discovery, Success
Trips/Enrichment: Church Visit
GARP/GASP: How do our actions affect climate change and people around the world? (flooding).

Subject/Conceptual knowledge/skills:
Locational knowledge, geographical skills and fieldwork and human and physical geography.

LEAPS:
- I can name and locate some countries in Europe and their capital cities.
- I can name and locate the geographical regions and major cities of the United Kingdom.
- I can begin to describe and understand key aspects of physical geography including the water cycle and rivers.
- Use maps, atlases and globes to locate countries and start to describe features.

Core Knowledge

Europe is a continent that is located in the Northern Hemisphere. It is divided into forty five different countries and has a total population of 746 million.

The United Kingdom is made up of four countries; England, Scotland, Wales and Northern Ireland.

The water cycle is the journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again.
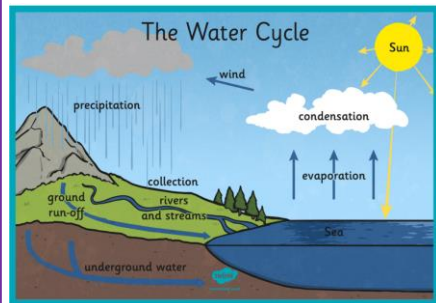
A river is a moving body of water that flows from its source on high ground, across land and then into another body of water. Rivers have sources, channels, tributaries and mouths.

An atlas is a book with multiples maps. Maps use symbols to show places, shapes of countries, locations of features and boundaries and distances between places. Some maps tell us about the climate and religious beliefs within an area.

Vocabulary

Words	Meaning
Human Features	Things that have been built by people e.g. houses, roads.
Physical Features	Physical features are natural e.g. seas, mountains and rivers.
Country	A nation with its own government.
City	A large urban area with a high population density.
Capital City	The city that functions as the administrative centre of a country.
Continent	One of the Earth's seven main division of land.
Europe	The continent we are part of.
Weather	The day-to-day temperatures, rainfall and conditions outside.
Evaporation	A process of turning liquid into vapour.
Condensation	Water which collects as droplets on a cold surface.
Precipitation	Any liquid or frozen water that falls to Earth.
Mountains	A landform that rises above its surroundings.
Coast	The part of the land adjoining the sea.
River	A body of water that flows downhill towards the sea.
Valley	A low area of land between hills or mountains.
Lake	A large area of water surrounded by land.
Course	The path a river takes to travel downstream.
Waterfall	The point in a river or stream where water flows over a vertical drop.

Key Visuals

The Water Cycle

Books/associated reading:

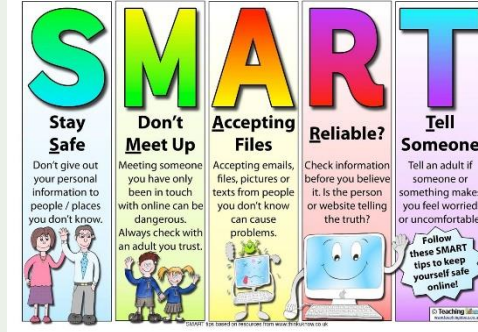Junior Atlas — Learn with maps

What is the Water Cycle?

Subject/Conceptual knowledge/skills: SCARF

Keeping myself safe, individual liberty, managing risks, drugs and their risks and staying safe online.

LEAPS:

Identify situations which are safe or unsafe.
Identify risk factors in given situations and strategies for keeping safe
Identify people who can help if a situation is unsafe.
Define the words danger and risk and explain the difference between the two.   Identify some key risks from and effects of cigarettes and alcohol.
Know that most people choose not to smoke cigarettes.
Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Evaluate the validity of statements relating to online safety.
Recognise potential risks associated with browsing online.
Give examples of strategies for safe browsing online.
Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.
Recognise and describe appropriate behaviour online as well as offline.
Identify what constitutes personal information and when it is not appropriate or safe to share this.
Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Understand and explain decision-making skills.
Understand where to get help from when making decisions.

Core Knowledge

Subject Key Vocabulary

Drugs, risk, cigarettes, internet, safety, online, cyber bullying

Subject/Conceptual knowledge/skills:
Science - Light

LEAPS:

Recognise that they need light in order to see things and that dark is the absence of light.
I can notice that light is reflected from surfaces.
I can recognise that light from the sun can be dangerous and should protect my eyes.
I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.
I can find patterns in the way that the size of shadows change.

Core Knowledge

Subject Key Vocabulary

Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.

Subject/Conceptual knowledge/skills:

PE - Quicksticks Hockey & Basketball

LEAPS:

I understand game tactics and can vary how I should respond.
I can vary skills, actions and ideas and link these in ways that suit the games activity.
I can begin to communicate with others and take part in invasion games.
I can use skills with co-ordination and control.
I can develop rules for new games.
I can make imaginative pathways using equipment.
I can identify what works well in a group to develop various games.
I am beginning to understand how to compete with others in a controlled manner.
I can begin to select resources independently to carry out different skills.
I can develop simple tactics and use them appropriately.
I understand and can identify attacking/ defending.

Subject Key Vocabulary

Defending, attacking, footwork, dodging, goal, defence, attack, blocking, goal, shooting, chest pass, bounce pass, shoulder pass, intercept
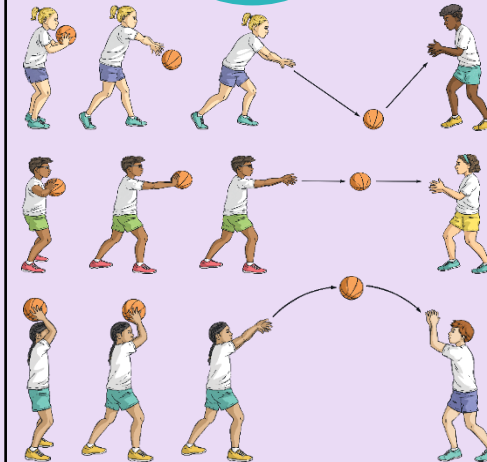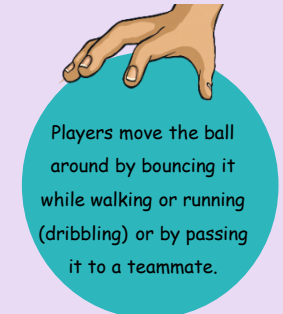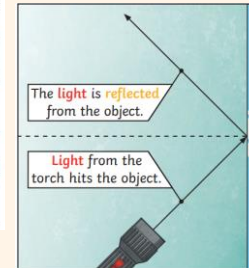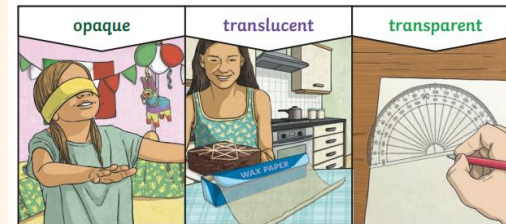
Core Knowledge
Quicksticks Hockey

Push Pass

Dribble

Basketball

Players move the ball around by bouncing it while walking or running (dribbling) or by passing it to a teammate.

Subject/Conceptual knowledge/skills: French -Animals

LEAPS:

Speaking
I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).
I can speak aloud familiar words or short phrases in chorus.
I am able to use the correct pronunciation when speaking.
I am starting to see links between pronunciation and spelling.

Listening
I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).
I understand the sounds of individual letters and groups of letters (phonics).

Reading
I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.
I am able to read aloud familiar words or short phrases in chorus.

Grammar
I am starting to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in French.

Core Knowledge

Subject Key Vocabulary
Le/un chat, le/un chien, le/un lapin, le/un cheval, le/un singe, le/un mouton, le/un cochon, le/un poisson, le/un canard, le/un éléphant, le/un oiseau, le/un lion, la/une souris, la/une vache, la/une chévre, la/une poule, la/une giraffe, la/une grenouille, la/une tortue.

Subject/Conceptual knowledge/skills: RE - Christianity

LEAPS:

Personal Resonance and Reflection
I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.

Knowledge and Understanding
I can explain one Christian viewpoint about one of Jesus' healing miracles.
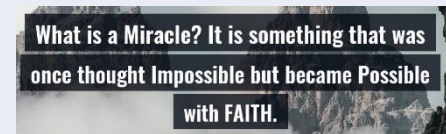
Evaluation and Critical Thinking
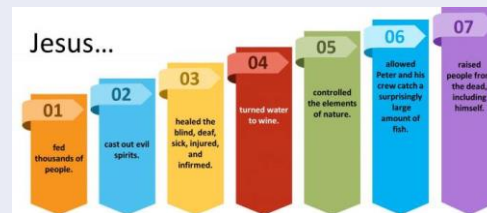I can start to say whether I believe Jesus actually healed people or not.

Subject Key Vocabulary
Miracle, healing, power, divine

Core Knowledge

What is a Miracle? It is something that was once thought Impossible but became Possible with FAITH.

Feeding the 5000

Jesus...

Subject/Conceptual knowledge/skills: Art – Thomas Cole

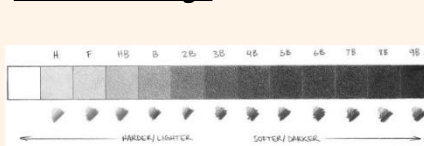Generating ideas, making, knowledge and understanding, sketching and evaluating.

LEAPS:
I can gather and review information, references and resources related to my ideas and intentions.
I can experiment with a range of pencils in order to create my own work, using leaf sketches.
I can express what I like and dislike about my work.
I can recognise the work of some artists.

Core Knowledge

Subject Key Vocabulary
References, resources, ideas, intentions, sketchbook, purpose, record, observe, plan, sketch, shape, form, shading, blending, express, like, dislike, improve, emotional response

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Subject/Conceptual knowledge/skills: Computing - iSimulate

LEAPS:
I can explore the effect of changing variables in a simulation using them to make and test predictions.
I know that computer simulations can represent real or imaginary situations.
I understand that simulations can help people try and understand things.
I can design and produce a computer simulation or adventure game.

Core Knowledge
Simulations let you try things out, using a computer, that would be difficult, expensive, dangerous or too slow to try in real life. There are rules to follow and problems to solve.

How would you use this machine so that a gauge goes from start to finish?

Subject Key Vocabulary
Simulation, imagery, computer, adventure game, debugging, gauge