

Year 3- Asia



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| Term: | Spring 1 |
| Subject focus: | Geography and Design Technology |
| Non-Fiction: | Persuasion |
| Fiction: | Narrative including speech |

| Concepts | |
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| Geography | Design Technology |
| People and Places/Global Citizenship | Innovate/Technique/Evaluation |
| <p>In this topic, children are introduced to another continent helping them piece together the different parts of the world. Children will therefore be able to make further comparisons between the different continents in relation to their physical and human features of the area.</p> <p>Their knowledge from <i>Amazing Africa</i> and <i>Arctic and Antarctica</i>, will help support their learning in this topic, understanding what a continent is and that they can anticipate to find a variation of physical and human features across a large land mass. Learning about Asia also creates a jumping off point for the topic <i>Shang Dynasty</i> in Year 4. The understanding of continents will develop further in upper KS2 when they learn about North America and Europe.</p> <p>A lot of children within the school's community are Asian which allows for members of the class to share their own knowledge as well as explore their own background and place in the world. Children are exposed to customs and values amongst Asian communities which allows them to be aware of one of the communities that makes up London as a society, and contributes to their knowledge as a global citizen.</p> <p>In D&T the children will research traditional dishes eaten during Chinese New Year celebrations. In this unit of study, the children will build on their previous skills, this time creating a savoury dish- after learning more about the culture. They will learn about Ching He Huang and take inspiration from her recipes, as well as those traditionally made at Chinese New Year.</p> | |

Geography

National Curriculum

Geography

- I can ask and answer geographical questions e.g. Describe the landscape, why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?
- I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures
- I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why
- I can communicate findings in appropriate ways
- I can understand why there are similarities and differences between places
- I can show some sense of how places relate to each other
- I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office
- I can use and interpret maps, globes, atlases and digital mapping to countries and key features
- I can use and interpret maps, globes, atlases and digital mapping to find countries and key features
- I can use four figure grid references
- I can use the 8 points of a compass
- I can make plans and maps using symbols and keys

D&T

- I can talk about the different food groups and name food from each group
- I can understand that food has to be grown, farmed or caught in Europe and the wider world
- I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely

Computing

- I can use a search engine to find web pages
- I can make choices on which program is best for a given task

Year 3 Geography Asia

Foundation subject Knowledge and skills

Where in the World?

- Identify countries and capital cities in Asia in general
- Know the regions of Asia
- Identify where in the world Asia is in relation to the UK
- Generate questions children have about Asia (based on previous knowledge of continents and climate)
- Research specific countries, capital cities and landmarks in Asia
- Know where China is in the world and the countries around it
- Use maps to identify countries in Asia
- Explore human and physical geography of at least three countries in Asia which differ (including China)

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| | <ul style="list-style-type: none"> • Make comparisons between countries in Asia with regards to physical and human geography • Know that Asia is 30% of the Earth's land mass • Know about some physical and human features of China, Japan and India and make comparisons between them • Know that countries in the same continent will have different climate zones, biomes and vegetation belts-identify these in the three countries • Know that different settlements can be found in the three countries and compare them • Know the trade links China, Japan and India have with the rest of the world • Know about natural disasters in these countries |
| Physical Features | <p>China</p> <ul style="list-style-type: none"> • Locate China on a map • Know that the vast land expanses of China include plateaus, plains, basins, foothills and mountains. Mountainous areas occupy two thirds of the land, higher in the west and lower in the east. • Draw a simple picture map of China • Know the Panda is native to China and know some of its characteristics, including its habitat. • Know some of the contributing factors to declining numbers and what can be done to save the animal • Know how climate change is having an impact on this country <p>Japan</p> <ul style="list-style-type: none"> • Locate Japan on a map • Know that Mount Fuji is in Japan: it is the tallest mountain in the country; it is a live volcano; it last erupted on 16 December 1707; it is considered a spiritual place; people go there to climb to its summit • Know that it is 70% mountainous • Know the bodies of water which surround it • Use an atlas to journey from China to Japan • Know how climate change is having an impact on this country <p>India</p> <ul style="list-style-type: none"> • Locate India on a map • Know the capital city of is New Delhi • The geography of India is extremely diverse, with landscape ranging from snow-capped mountain ranges to desert plains, hills and plateaus • Name rivers in the country, including the Ganges, the longest river in India • Know animal native to India and its habitat needs • Know how climate change is having an impact on this country |
| Human Features | <p>China</p> <ul style="list-style-type: none"> • Know that Beijing is the capital city of China • The population of China is 1.4 billion compared to UK 66 million • Beijing is the most populated city in the world • In 1979 policy was introduced which allowed couples to only have one child |

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| | <ul style="list-style-type: none"> • Explain how Chinese New Year is celebrated in China and around the World with an emphasis on the cultural, historical and financial implications on the economy • Know what the Great Wall of China is and why it was important • Compare what life is like for people in China compared to in the UK • Know what Chinese culture is like • Know what life is like for people in china and know that this is an aspect of human geography • 1/6 of the world's population is in China • Use chopsticks to eat Chinese food • Listen to traditional Chinese music • Know that tea and rice are grown in China • Understand how tea and rice are grown in China <p>Japan</p> <ul style="list-style-type: none"> • Know the population of Japan is 127 million • Know that in ancient Japan, farmers used the blooming of the sakura flowers to help them know it was time to plant their rice crops. The flowers were considered to be a representation of spring, hope, beauty and new life. Blossom viewing in Japan first started in the Nara period of Japan's history (710-794) • Know the sakura flower can be found in England and also signifies spring • Know that Tokyo is the capital city of Japan • Know some of the cultural dishes of Japan and that they use chopsticks to eat • Listen to traditional Japanese music • Know the foods which are farmed in Japan (rice, soybeans, wheat, barley, fruit and vegetable) • Know <p>India</p> <ul style="list-style-type: none"> • Know the population is 1.4 billion • Identify human and physical features of India • Know what crops are grown there • Know what their biggest exports are • Know traditional food |
| Comparison | <ul style="list-style-type: none"> • Make comparisons between the populations of the three Asian countries and that of the UK • Make comparisons between the climates of the three countries and the UK • Understand why different crops and exports come from the different countries • Understand the journey of some exports of these countries and that we use many product/foods from Asia in our day to day life • Consider the effects of global exportation from these countries, in regard to climate change |

Design Technology

Year 3

Design Technology- Cooking

Year 3 Asia

- Research food eaten to celebrate Chinese New Year and the meaning behind them
- Learn about the ingredients used to make different dishes
- Learn about the work of Ching He Huang and look at some of her recipes and the ingredients she uses
- Learn how they are grown and farmed and where in the world they come from
- Understand that rice is grown in China and is a staple dish
- Health and safety of preparing and combining ingredients
- Practise the cooking skills and techniques used to prepare ingredients for a chosen dish
- Flow chart of steps to follow
- Evaluate the finished product, likes/dislikes, similarities to known foods, how it could be changed/improved/alterred.

Writing Outcomes

Non-Fiction

Write a persuasive piece to encourage people to visit
China

Fiction

Text: Sam and the Lucky Monkey
Narrative including direct speech