

**Topic Name: Age of Empire (India)**  
**Class and Year Groups: Yellow Class Year 2/3**

<p><b>SUCCESS CRITERIA:</b>  On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> <li>Use different sources to research topic and find out about India and Indian Cultures. E.g. Books, the internet, holiday brochures and family photographs.</li> <li>Research geographical location of India and compare to our own country and locality. Find out about the differences in physical and human geographical features.</li> <li>Compare cultures in United Kingdom to cultures in India.</li> <li>Learn about Indian Traditions and life in a country different to ours, including leisure activities. E.g. Sports, Music and Art.</li> <li>Understand the different religions practiced in India and how this affects the way people live.</li> <li>Make, taste and compare Indian food to traditional food in Britain.</li> <li>Create artwork to represent famous Indian landmarks using different mediums.</li> <li>Learn about how plants grow and what they need-grow our own marigolds</li> </ul>	<p><b>KEY FOCUS AREAS:</b>  The world-continents, oceans and seas</p> <p>Our place in the world-comparing UK to India and looking at traditions</p> <p>Plants</p> <p>Significant historical figures-Gandhi</p> <p>Using different materials</p>	<p><b>SYNOPSIS:</b></p>	
		<p>Week 1</p>	<p><b>Where is India?</b>  Locating on a map, revisiting continents and oceans and looking at hot/cold areas of the world.</p>
		<p>Week 2</p>	<p><b>Physical and human features of India</b></p>
		<p>Week 3-  Healthy Living Week</p>	<p><b>Famous Landmarks</b></p>
		<p>Week 4</p>	<p><b>Chembakolli</b>  Where is it? What is the landscape like?</p>
		<p>Week 5</p>	<p><b>Chembakoli compared to UK</b>  School/homes/work</p>
		<p>Week 6</p>	<p><b>Indian Traditions</b>  Sport/Music/Art/Food</p>
		<p>Week 7</p>	<p><b>India Day</b></p>
<p><b>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</b></p>			
<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>Children will use a range of geographical skills to help them investigate the environments in India and consider how animals and communities adapt to these environments.</li> <li>Pupils will select and use appropriate ways of presenting information to help them investigate places and environments.</li> <li>Children will make comparisons between their own locality and that of a non-European country.</li> </ul>		<p><b>KEY QUESTIONS (linking to topic factsheet):</b></p> <ol style="list-style-type: none"> <li>What are the six different climates in India?</li> <li>What hills is the village of Chembakolli found in?</li> <li>What are the four main religions in India?</li> <li>What is the capital of India?</li> <li>Can you name one of the famous landmarks found in India?</li> </ol>	
<p style="text-align: center;"><b>Opportunities for Extension</b></p>			

<ul style="list-style-type: none"> <li>Children will describe the physical and human characteristics of an area by referring to regions, countries and continents and consider how similarities and differences in environments affect the lives of people who live there.</li> </ul> <p><b>Science</b> <u>Year 2</u></p> <ul style="list-style-type: none"> <li>Pupils will observe and describe how seeds and bulbs grow into mature plants</li> <li>They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>Pupils will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>Can show understanding through their answers to questions and will deepen this knowledge by asking their own questions.</p>
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<p><b>ENGLISH:</b> Lily's Garden of India Non-Fiction books about India Significant historical figure-Gandhi <b>Skills</b></p> <ul style="list-style-type: none"> <li>Children will write descriptions about people, experiences and places in India.</li> <li>Children will make written comparisons between locations.</li> <li>Children will write instructions for cooking.</li> </ul>	<p><b>MATHS</b></p> <ul style="list-style-type: none"> <li>Children will make simple measurements of time, capacity and weight.</li> <li>Pupils will collect, record and organize data about temperature.</li> <li>Children to investigate lines of symmetry to make effective Rangoli patterns.</li> </ul>	<p><b>SMSC/PSHE/BRITISH VALUES:</b> <b>Spiritual</b>-Children will be introduced to the idea that different societies have different beliefs and that these can be affected by the environments they live in. <b>Moral</b>- Children will be taught to think of others, listen well to others points of view and try to imagine others' points of view, especially those who live in difficult circumstances. <b>Social</b>-Children will work together collaboratively when designing, making and performing. -Children will communicate findings to others and showcase their learning our celebration event. <b>Cultural</b>- Pupils will consider how communities adapt to hot or cold environments. -Children will investigate differences in housing, food, and clothing and say how these are influenced by where they live.</p>
<p><b>ART/DT</b> Tasting, evaluating and making Indian foods  Indian pattern and textiles - research, design, draw, make and evaluate own printing stamp (clay, sponge, card, string)</p>	<p><b>READING KEY TEXT(S):</b> Jungle Book The Tiger Child  Whole Class Reading- Elephants</p>	<p><b>PHYSICAL EDUCATION and MUSIC</b></p> <ul style="list-style-type: none"> <li>Children will play a range of different rhythms on a drum and use it to accompany music and singing.</li> <li>Children will learn simple traditional dance moves from another culture.</li> <li>Children will learn the rules of cricket</li> </ul>

<p>and create own printed fabric. Addition of simple stitching and knots.</p> <p>Taj Mahal and study of architect (Ustad Ahmad Lahori)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Children will use symmetry to create traditional Rangoli patterns</li> <li>• Pupils will use line and shadow to create accurate drawings and use watercolour, bleeding tissue paper and pastel to create a Taj Mahal scene</li> <li>• Children will develop their own ideas and use a range of materials</li> <li>• Pupils will design, amend and evaluate their own ideas and products</li> </ul>	<p><b>COMPUTING:</b></p> <ul style="list-style-type: none"> <li>• Pupils will search for and use information from a range of sources and make decision about the usefulness of that information.</li> <li>• Children will be able to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Using espresso coding they will create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• and apply them in the context of a team game.</li> </ul> <p><b>ENRICHMENT and VERTICAL DRIVERS:</b></p> <p><u>Enrichment</u></p> <ul style="list-style-type: none"> <li>• India Day</li> <li>• Temple Visit</li> <li>• Growing own plants</li> </ul> <p><u>Vertical Drivers</u></p> <p>Celebration of diversity, Courageous advocacy, Our place in the world</p>
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**ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding**

<b>Geography Targets – As a Geographer</b>	<b>Geography Targets – As a Geographer</b>	<b>Art and Design Targets: As an Artist</b>
<p>Year 2</p> <ul style="list-style-type: none"> <li>• I can ask simple geographical questions: where is it? What is it like?</li> <li>• I can use NF books, stories, maps, pictures/photos and internet as sources of information</li> <li>• I can make appropriate observations about why things happen</li> <li>• I can make simple comparisons between features of different places</li> <li>• I can spatially match places (e.g recognise UK on a small scale and large scale map)</li> <li>• I can follow directions (N, E, S, W)</li> <li>• I can find land/sea on a globe</li> <li>• I can use basic geographical vocabulary to refer to key human and physical features</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• I can begin to ask/initiate geographical questions</li> <li>• I can use NF books, stories, maps, pictures/photos and internet as sources of information</li> <li>• I can investigate places and themes at more than one scale</li> <li>• I can begin to collect and record evidence</li> <li>• I can analyse evidence and begin to draw conclusions (e.g make comparisons between two locations using photos/pictures, temperatures in different locations)</li> <li>• I can locate places on a large scale map (e.g find UK or India on a globe)</li> <li>• I can match boundary of a country on different scale maps</li> <li>• I can begin to identify significant places and environments</li> <li>• I can use 4 compass points well</li> <li>• I can begin to use all 8 compass points</li> <li>• I can use junior atlases</li> <li>• I can use map sites on the internet</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>• I can record and explore ideas from first hand observation, experience and imagination.</li> <li>• I can ask and answer questions about the starting points for my work and the processes I have used.</li> <li>• I can develop my ideas.</li> <li>• I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>• I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• I can experiment with the visual elements; line, shape, pattern and colour.</li> <li>• I can mix a range of secondary colours, shades and tones.</li> <li>• I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• I can use ICT</li> </ul>

	<ul style="list-style-type: none"> <li>I can describe and understand key aspects of physical geography including rivers</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>I can question and make thoughtful observations about starting points and select ideas to use in my work.</li> <li>I can explore</li> <li>relationships between line and tone, pattern and shape, line and texture.</li> <li>I can make and match colours with increasing accuracy.</li> <li>I can use more specific colour language e.g. tint, tone, shade, hue.</li> <li>I can choose paints and implements appropriately.</li> <li>I can plan and create different effects and textures with paint according to what I need for the task.</li> <li>I can show increasing independence and creativity with the painting process.</li> </ul>
<p><b>Design Technology Targets: As a Designer</b> Year 2</p> <ul style="list-style-type: none"> <li>I can Generate ideas by drawing on my own and other people's experiences</li> <li>I can develop my design ideas through discussion, observation, drawing and modelling</li> <li>I can identify a purpose for what I intend to design and make</li> <li>I can identify simple design criteria</li> <li>I can make simple drawings and label parts</li> <li>I can begin to select tools and materials; use vocab' to name and describe them</li> <li>I can use hand tools safely and appropriately</li> <li>I can evaluate against the design criteria</li> <li>I can evaluate my products as they are developed, identifying strengths and possible changes they might make</li> <li>I can talk about my ideas, saying what I like and dislike about them</li> </ul>	<p><b>Design Technology Targets: As a Designer</b> Year 3</p> <ul style="list-style-type: none"> <li>I can generate ideas for an item, considering its purpose and the user/s</li> <li>I can identify a purpose and establish criteria for a successful product.</li> <li>I can plan the order of my work before starting</li> <li>I can explore, develop and communicate design proposals by modelling ideas</li> <li>I can make drawings with labels when designing</li> <li>I can select tools and techniques for making my product</li> <li>I can use hand tools safely and appropriately</li> <li>I can choose and use appropriate finishing techniques</li> <li>I can evaluate against the design criteria</li> <li>I can evaluate my products as they are developed, identifying strengths and possible changes I might make</li> <li>I can talk about their ideas, saying what I like and dislike about them</li> </ul>	