



Oh, Grow Up! – Term 6

Southville Primary School

Year 3

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Southville and the local school area, including the Orchard The Eden Project	Parent with a local allotments visited classes to explain how plants grow from seeds, supporting our work on plant life cycles and growth. — Hanna Jury (2025-6)	Tim Smitt - Eden Project and biomes in domes. David Attenborough	Record of growth of seeds in various substrates. Bar chart from fieldwork showing biodiversity in orchard.
Diversity, Equity and Inclusion		Linked Learning	
Allocation of world’s key resources Reflection: living in water-scarce biomes — Is this fair? Does resource-rich, temperate climate give us responsibility toward others with fewer resources?		KS1 - parts of a flower and life cycle of a plant Y5 - Asexual and sexual reproduction of plants and fertilisation	
Driver 1: Science <i>What helps a plant grow, survive and make seeds?</i>		Driver 2: Geography <i>How is land used in different ways in different places?</i>	
Driver 1 Objectives		Driver 2 Objectives	
Plants: <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants Explore requirements for life and growth Investigate water transport in plants Explore the role of flowers in reproduction (pollination, seed formation, dispersal) Compare factors affecting growth Observe plant life cycles and seed dispersal Living things and their habitats: <ul style="list-style-type: none"> Notice that animals, including humans, have offspring that grow into adults 		Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of biomes and vegetation belts investigate the distribution of natural resources including -- food. Locational knowledge <ul style="list-style-type: none"> name and locate land-use patterns Geographical Skills and Fieldwork: <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Driver 1 Disciplinary Knowledge and Skills		Driver 2 Disciplinary Knowledge and Skills	
This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes: <ul style="list-style-type: none"> Planning: Asking questions, fair testing, setting up simple tests Doing: Using different equipment safely, making systematic and careful observations Recording: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables) Concluding: Suggesting answers, reporting, presenting (in oral and written forms) 		The use of knowledge and how children become a little more ‘expert’ as a geographer. <ul style="list-style-type: none"> Asks geographical questions: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? Builds knowledge of a places, people, environments and processes and makes connections between them Considers the impact of human and geography on the environment, including the climate sustainability 	

<ul style="list-style-type: none"> ● Evaluating: Seeking patterns, making predictions for the future 	<ul style="list-style-type: none"> ● Compares the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? ● Collects and analyses data ● Looks at and interprets a range of sources: maps, diagrams, globes, aerial photographs ● Communicates geographical information: creating maps, graphs, presenting, writing
<p>Driver 1 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 1: roots, stem, leaves, flower, water, light, air, soil, temperature, seed ● Tier 2: pollination, fertilisation, life cycle, reproduction, nutrient, environment, seed dispersal, transportation, observation, prediction, fair test, variable, investigation, diagram, evidence, conclusion ● Tier 3: petal, sepal, stamen, stigma, anther, ovaries, filament, ovule, carpel 	<p>Driver 2 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 1: land farm farmer plants insects litter map scale bar chart pencil paper hoop ● Tier 2: climate distribute distribution observe measure record present tally data question questions pattern responsibility different support ● Tier 3: biome climate zone land use fieldwork physical features human features sketch maps plans graphs digital technologies

<p>Driver 1 Sequence</p> <p>What helps a plant grow, survive and make seeds?</p> <ol style="list-style-type: none"> 1. WALT: Understand the function of different parts of a plant. 2. WALT: Understand the part flowers play in the life cycle of a plant (e.g., pollination). 3. WALT: Notice how the patterns/structures of fruits relate to seed dispersal. 4. WALT: Explore the requirements of plants for life and growth by investigating what substrate plants need to grow well. 5. WALT: Plan an investigation (into plant growth). 6. WALT: Investigate the way in which water is transported within plants. 7. WALT: Explain the roles of the female and male parts of a flower. 8. WALT: Compare the fertilisation process of flowers with humans. 9. WALT: Make and record observations. 10. WALT: Describe the pollination and fertilisation process of a flower. 11. WALT: Use observations to draw scientific conclusions about plant growth and water transport. 	<p>Driver 2 Sequence</p> <p>How is land used in different ways in different places?</p> <ol style="list-style-type: none"> 1. WALT: Understand and explain the difference between climate zones and biomes. 2. WALT: Understand how different parts of the UK are used for different types of farming. 3. WALT: Name and locate land use patterns. 4. WALT: Use fieldwork to observe, measure and record geographical physical features (and human features).
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