



Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Value (2 year cycle)	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Justice Forgiveness	Friendship Service	Truthfulness Respect
	Inspirational Theme	Community	Diversity	Creation	Leadership	Children	Explorers
		Physical and Human differences (G)	Rocks (S)	Volcanoes & Earthquakes (G)	Romans (H)	Animals including humans (S)	Anglo-Saxons (H)
	Big Question	What is a settlement?	Are all rocks the same? (soil)	Why do we have volcanoes and earthquakes and where do they happen?	Why did the Romans settle in Britain and what was their legacy?	How do our skeleton, muscles and diet work together to keep animals (including humans) healthy and moving?	What was Anglo Saxon Britain like and what was their legacy?
	Experiences and Inspiration	Local visit walks	Space rocks visit school Make fossils	Making working volcanoes	Trip to Corinium Museum Make a Roman shield Try Roman recipes Design Roman jewellery using plasticine or clay	Invite radiographer to school	Visit to Anglo-Saxon town Malmesbury
Texts & Film	 The Barnabus Project The Fan Brothers	 The Secret of Black Rock Joe Todd Stanton	 Mrs Noah's Pockets Jackie Morris	 Sulwe Lupita Nyong'o	 Leon and the Place Between Angela McAllister Presto video	 Arthur and the Golden Rope Rope Joe Todd Stanton	

Writing Focus	Sequel to the Barnabus Project Recount- Diary from Barnabus Perspective Performance poetry	Narrative: New Plot Writing to Argue: Design a leaflet Poppy acrostic poetry	New story (sequel) Mrs Noah's garden Writing to Inform: Reports NCR about the animals on the ark	Innovation: Write the fable of Night and Day Writing to Argue: Letters Using supplementary text, write a letter current issue within the world. Letters of Peace Jill Morell	New chapter Re-write the middle of the story with Leon meeting someone else. Writing to Explain: Instructions Using Presto, write instructions to perform a magic trick.	Alternative version Different trials for Arthur to overcome Writing to Inform: Letters Letter from the King to Arthur and reply from Arthur to the King Simile poem My Family by Stacy Zeiger
Maths	Place Value Addition & subtraction	Addition & subtraction Multiplication & division	Multiplication & division Length & perimeter	Fractions Mass & capacity	Fractions Money Time	Shape Statistics
Times tables	Review x2, x5, x10	X3	X4	X8	Review x2, 5, 10, 3, 4, 8	X6
Reading	The rainforest grew all around Bold Women in Black History The Dairy of a Killer cat	The Iron Man Fantastic Mr fox	The Matchbox Diary The Dragons Hoard -The Swan Warrior	Roman Diary Romans on the Rampage Escape from Pompeii	Leon and the Place between Traction Man	The First Drawing Stone Age Boy The woolly Mammoth
Theme	Children will learn what a settlement is and that there are different types of settlement. Children will learn about the local area as a settlement and how it has changed over time. Children will use map skills and compass points to reference landmarks in the area. Children will conduct fieldwork in the local area.	Children will work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Children will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are	Children will learn about the structure of volcanoes and why they erupt. Children will classify types of volcanoes. Children will develop their map work skills by looking at where volcanoes are and identifying the ring of fire. Children will be taught about tectonic plates. The children will explore why people would live by a volcano as many people still do.	When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who else was around? Introduce the Celts. Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army – why were they a successful army? Why did the Romans want to invade Britain? Children will learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will	Children will continue to learn about the importance of nutrition and will be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Children will work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will compare and contrast the	Children will understand the terms 'invaders' and 'settlers' and be able to explain some of the reasons the Anglo-Saxons wanted to settle in Britain They will explore the features of an Anglo-Saxon settlement and consider what life might have been like for different people living in an Anglo-Saxon village. What did Anglo-Saxon clothing look like? They will know how Anglo-Saxons kingdoms were organised

			formed. Children will explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.	Children will create persuasive texts, encouraging people to live by a volcano. Children to use their knowledge of tectonic plates to then explore earthquakes and why they are caused. Explore tsunamis linked to earthquakes.	explore interpretations of Boudicca through the use of sources. What legacy did the Romans leave in Britain? Look at roads, Roman names of places. Reflection on other empires built over history and where they fit in relation to the Roman empire.	diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They will research different food groups and how they keep us healthy and design meals based on what they find out.	Children will explore the story of Anglo-Saxon King Alfred and consider why Alfred is remembered as 'The Great' Find out which foods were available in Anglo-Saxon times and follow an Anglo-Saxon recipe for honey bread They will know what runes looked like and explore how writing changed during the Anglo-Saxon period Children will find out about Anglo-Saxon religious beliefs and learn about key figures who helped the Anglo-Saxons to find out about Christianity.
RE	UC L2.1 What do Christians learn from the Creation story?	UC L2.2 What is it like for someone to follow God	L2.4 Why do people pray? (M/C)	L2.5a How do people from religious and nonreligious communities celebrate key festivals? (N/C/I or J)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)	
Working Scientifically	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 						
Science	Children should be taught to: - identify and describe	Children should be taught to: - compare and group	Children should be taught to:		identify that animals, including humans, need	Children should be taught to:	

		<p>the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> - 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 - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<p>the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> - identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change.
	Geography	<ul style="list-style-type: none"> - Know where London, Swindon, Bath, Cirencester, Gloucester, Exeter and Manchester are on the map of the UK - Know where England, Scotland, Wales and Northern Ireland are on a map - Know the capital cities of all four countries in the UK - Know what a settlement is - Know why people have often historically settled near rivers - Know the relevance of Roman history linked to the places located 		<ul style="list-style-type: none"> - Know what the difference between active, dormant and extinct means when talking about volcanoes - Know that volcanoes are a type of mountain - Know what the Richter scale is - Know what tectonic plates are - Know what causes earthquakes - Know about the ring of fire - Know that California is located in the ring of fire and how it affects the 		<ul style="list-style-type: none"> - Know 8 figure compass points - Know how to follow a route using 8 figure compass points - Know how to use letter/number grid references to find places on a map - Know some standard symbols for features on maps. - Know the difference between a physical and human feature. 	

	<ul style="list-style-type: none"> - Know how to use 4 figure grid references - Know how to use 8 compass directions to describe locations 		human and physical geography			
History				<ul style="list-style-type: none"> - Know how Britain changed from the Iron Age to the end of the Roman occupation. - Know how the Roman occupation of Britain helped to advance British society. - Know how there was resistance to the Roman occupation and know about Boudica. - Know about at least one famous Roman emperor - Know the Romans invaded Britain three times, however, they were only successful on their third attempt. - Know why the Romans invaded and settled. - Know the Romans introduced many things in Britain which influenced our life today. 		<ul style="list-style-type: none"> - Know about the Roman withdrawal from Britain in 410 AD. - Know the Saxons settled on the east coast and south coast. - Know the Anglo Saxons were set up in tribes and not united. - Know they had 5 Kingdoms each ruled by different people. - Know the Vikings started to raid part of England. - Know who Alfred the Great was and that he bought the Anglo Saxons time by paying the Vikings. - Know Christianity had become established in Britain by the end of the 7th century. - Know Pagan religion was still practised within the poor people.
Art & Design	<p>Drawing – Growing Artists</p> <p><i>Taking inspiration from botanical drawings and scientific plant studies by Charles Darwin and Carl Linnaeus, children then explore the techniques of artist Georgia O’Keefe to draw natural forms. They begin to develop an appreciation of the</i></p>		<p>Painting and mixed media: Prehistoric painting</p> <p><i>Exploring prehistoric art, pupils recreate the style of cave artists using charcoal and natural pigments. They experiment with colour mixing, make their own</i></p>	<p>Sculpture and 3D: Abstract shape and space</p> <p><i>Exploring how shapes and negative spaces can be represented by three-dimensional forms. Manipulating a range of materials, children learn ways</i></p>		<p>Craft and design: Ancient Egyptian scrolls</p> <p><i>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll.</i></p>

	<i>differences in drawing medium, scale and tonal shading.</i>		<i>paints and tools and create a large-scale artwork.</i>	<i>to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</i>		<i>Children may also extend their learning to create a modern response by designing a 'zine' (a mini-book made from folding a single piece of paper).</i>
Design and Technology	<p>Textiles – Cross Stitch</p> <p><i>Cross stitch and appliqué Cushions or Egyptian collars Pupils learn two new sewing skills: cross stitch and appliqué and then apply these to the design, decoration and assembly of their own cushions or Egyptian collars.</i></p>	<p>Structure</p> <p><i>Learning about the features of a castle, pupils design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a stable base.</i></p>	<p>Mechanical systems pneumatic toys</p> <p><i>Designing and creating a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupils are introduced to thumbnail sketches and exploded diagrams</i></p>	<p>Electrical systems – poster</p> <p><i>Electric poster An introduction to information design and electrical systems, pupils create an electronic poster using a basic circuit to develop a museum display.</i></p>	<p>Digital World: Wearable Technology</p> <p><i>Wearable technology Designing, coding and promoting a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.</i></p>	<p>Cooking and nutrition eating seasonally</p> <p><i>Discovering when and where fruits and vegetables are grown and learning about seasonality in the UK. Pupils respond to a brief to design a seasonal food tart using ingredients harvested in the UK in May and June.</i></p>
Computing	<p>Coding</p> <p>Online safety (Self-Image and Identity, Online Relationships, Online Bullying, Privacy and Security)</p>	<p>Spreadsheets</p> <p>Touch Typing</p>	<p>Email (including email safety)</p>	<p>Branching Databases</p> <p>Simulations</p>	<p>Simulations</p> <p>Graphing</p>	<p>Presenting (with Microsoft PowerPoint or Google Slides)</p>
PSHE	<p>Being me in my world</p> <p><i>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</i></p>	<p>Healthy Me</p> <p><i>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</i></p>	<p>Dreams and Goals</p> <p><i>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</i></p>	<p>Celebrating Differences</p> <p><i>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</i></p>	<p>Relationships</p> <p><i>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</i></p>	<p>Changing Me</p> <p><i>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</i></p>
PE	Multi- Skills	African Dance	Groovy Gymnastics	Cool Core	Skip to the Beat	Gymfit Circuits

<p><i>I can change and maintain centre of balance</i></p> <p><i>I can develop co-ordination whilst moving an object</i></p> <p><i>I can demonstrate agility by being able to twist and turn and change direction</i></p> <p><i>I can practise co-ordination and moving with others</i></p> <p><i>I can use co-ordination skills to move an object</i></p> <p><i>I can use all ABC skills learned so far, to the best of your ability</i></p> <p><i>Vocabulary: balance, bounce, send, dribble, control, travel, agility, speed, observation, safety, concentration, focus, utilise</i></p>	<p><i>I can count beats and change direction whilst dancing</i></p> <p><i>I can keep count and tempo while dancing.</i></p> <p><i>I can develop African dance steps with clarity and rhythm, using own ideas.</i></p> <p><i>I can learn new African steps and develop them.</i></p> <p><i>I can maintain a consistent tempo throughout the dance, using counting.</i></p> <p><i>I can learn how to work co-operatively with others to create a new dance.</i></p> <p><i>I can learn how to tell a story using dance.</i></p> <p><i>I can create a story of harvest using African dance steps.</i></p> <p><i>I can devise African style dance steps and patterns.</i></p> <p><i>I can tell a story using gestures and step patterns with fluency.</i></p> <p><i>I can dance to the beat and keep time.</i></p> <p>Vocabulary: Clock, direction, tempo, timing, tempo, direction, pivot, performances, formation, canon, unison, confidence.</p>	<p><i>I can jump with a stable, safe landing</i></p> <p><i>I can Explore a variety of jumps</i></p> <p><i>I can select and adapt gymnastics actions to meet the task</i></p> <p><i>I can work with a partner or a small group to create a sequence that develops jumping skills</i></p> <p><i>I can improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music</i></p> <p><i>Vocabulary: landing shapes, balance, roll, travel, teamwork, co-operation, co-operation, empathy, analyse</i></p>	<p>(Pilates)</p> <p><i>I can improve core strength and agility, and understand why they are important</i></p> <p><i>I can link agility and core strength activities together in an appropriate way</i></p> <p><i>I can understand how hula hooping helps to improve core strength</i></p> <p><i>I can develop activities into a circuit in order to improve fitness levels</i></p> <p><i>I can perform a circuit with accuracy</i></p> <p>Vocabulary: snake charmer, popcorn, bridge, squat thrust, burpee, running squat, Hoops, mats, benches</p>	<p><i>I can develop skipping techniques with control and balance</i></p> <p><i>I can develop skipping techniques with control and balance</i></p> <p><i>I can skip with a partner</i></p> <p><i>I can compose a sequence of skipping moves</i></p> <p><i>I can perform skipping moves in a routine</i></p> <p><i>I can teach a partner my routine</i></p> <p><i>I can perform rope and non-rope skipping with good technique and to songs or rhymes</i></p> <p>Vocabulary: cross over, boxer style, ready, in you go, now, timing, compose, skipping, timing, direction.</p>	<p><i>I can identify techniques to improve balance</i></p> <p><i>I can practise a range of gymnastic skills through a series of circuits</i></p> <p><i>I can perform a range of gymnastic skills with increased accuracy</i></p> <p><i>I can perform a sequence of gymnastic moves within a circuit</i></p> <p><i>I can perform a sequence of moves at each station within a circuit with increased accuracy</i></p> <p><i>I can evaluate my performance of gymnastic moves within a circuit</i></p> <p>Vocabulary: travelling, spotting, extend, flexible, stretch, reach</p>
<p>Boot Camp</p> <p><i>I understand how to prepare the body for exercise</i></p> <p><i>I can complete a range of circuit-based activities and understand the reason for doing them</i></p> <p><i>I can complete a circuit that includes activities practised in Lessons 1 and 2</i></p> <p><i>I can complete a circuit that includes activities practised in</i></p>	<p>Fitness Frenzy</p> <p><i>I can complete an agility and co-ordination circuit, spending 30 seconds at each station</i></p> <p><i>I can improve fitness by raising the heart rate in a circuit-based lesson</i></p> <p><i>I can develop skipping techniques with control and balance</i></p>	<p>Mighty Movers (Running)</p> <p><i>I can explore running at different speeds</i></p> <p><i>I can work as a team in a running situation</i></p> <p><i>I can learn how to hand over in an efficient manner</i></p> <p><i>I can complete a running circuit showing good balance, co-ordination and agility</i></p>	<p>Brilliant Ball Skills</p> <p><i>I can dribble a ball with greater control</i></p> <p><i>I can roll or throw a ball at a target with accuracy</i></p> <p><i>I can perform a range of actions, maintaining control of the ball</i></p> <p><i>I can master the basic catching technique</i></p> <p><i>I can catch with increasing control and accuracy</i></p>	<p>Throwing and Catching</p> <p><i>I can consolidate and develop a range of skills in striking and fielding</i></p> <p><i>I can throw accurately</i></p> <p><i>I can catch with cushioned hands</i></p> <p><i>I can practise the correct batting technique and use it in a game situation</i></p>	<p>Active Athletics</p> <p><i>I can run in different directions and at different speeds, using a good technique</i></p> <p><i>I can improve my throwing technique.</i></p> <p><i>I know how to perform a standing long jump, understanding the rules</i></p> <p><i>I can understand the relay and passing the baton</i></p>

	<p>Lessons 1–3 with balance and coordination</p> <p>I can complete a circuit that includes activities practised in Lessons 1–4 with balance and coordination</p> <p>I can complete a circuit that includes activities practised in Lessons 1–5</p> <p>Vocabulary: personal fitness, heart, circuit, exercises, stations, basic circuit moves, running, jumping jacks, ball pass, jumping from side to side</p>	<p>I can evaluate my performance of gymnastic moves within a circuit</p> <p>I can improve core strength and agility, and understand why they are important</p> <p>I can perform a sequence of moves at each station within a circuit with increased accuracy</p> <p>Vocabulary: basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, method, circuit, activity, honesty, strength and stamina,</p>	<p>I can use the correct running technique to complete a circuit</p> <p>Vocabulary: pace, stamina, speed, relay, catcher, zigzag, balance, relay</p>	<p>I can master the basic throwing technique</p> <p>I can throw and hit a ball in different ways (e.g. high, low, fast or slow)</p> <p>I can apply skills and tactics in small-sided games</p> <p>Vocabulary: awareness, tactics, defend, attack, position, movement, control, ball control, catch, throw, prepared, ready, catch, gather, receive, clockwise, anticlockwise</p>	<p>I can retrieve the ball effectively</p> <p>I can strike the ball for distance</p> <p>I know how to play a striking and fielding game competitively and fairly</p> <p>Vocabulary: Accuracy, underarm throw, overarm throw, wickets, stumps, soft hands, target hands, defenders, stumped, underarm bowling, run, long barrier, surface area</p>	<p>I can choose and understand appropriate running techniques</p> <p>I can compete in a mini-competition, recording scores</p> <p>Vocabulary: direction, overarm, underarm, take-off, landing, relay, change-over, technique, improve, competition</p>
Music	<p>Ballads</p> <p>Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p>Developing singing technique (Theme: the Vikings)</p> <p>Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p>Creating compositions in response to an animation (Theme: Mountains)</p> <p>Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.</p>	<p>Pentatonic melodies and composition (Theme: Chinese New Year)</p> <p>Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p>	<p>Jazz</p> <p>Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p>Traditional instruments and improvisation (Theme: India)</p> <p>Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>
Spanish	<p>Phonics 1 (X) I Am Learning (E)</p> <p>Pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.</p>	<p>Seasons (E)</p> <p>Pupils will learn the four seasons of the year along with a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.</p>	<p>Fruits (E)</p> <p>Pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p>	<p>Ice-Creams (E)</p> <p>Pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>	<p>Presenting Myself (I)</p> <p>Pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing</p>	<p>Goldilocks (I)</p> <p>Pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in the foreign language using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>

					<i>accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</i>	
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