



Year 3 - Autumn 2019

History (Stone Age—Roman Britain)	Geography (Europe and Settlements)	Computing (Programming)	Art (Portraits) /DT (Shell structures)	Science (Rocks & Animals inc. humans)	RE (Christianity)
<ul style="list-style-type: none"> •Changes in Britain from the Stone Age to the Iron Age. •Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> •Use maps to focus on Europe •Geographical regions and identify their physical characteristics. •Types of settlements and land use •Use atlases, globes and maps to locate countries and describe features studied. • Use field work to produce a sketch map of a local landmark 	<ul style="list-style-type: none"> •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts •Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p><u>Art:</u> Use sketchbooks to review and revisit ideas. Improve mastery of art and design techniques</p> <p><u>Design:</u> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make:</u> select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate:</u> investigate and analyse a range of existing products</p> <p>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Technical knowledge:</u> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<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 and repel and attract some materials but not others •Compare and group together materials based on 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. •compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •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"> •What can we learn from the story of St Cuthbert? •What is Advent?
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<ul style="list-style-type: none"> ◇What life was like in Stone Age Britain (use Stone Age Boy story) ◇How people in the Stone Age survived and what threats there were (Stone Age survival guide) ◇What people ate in the Stone Age and how this changed over time from foragers to farmers (Forest Schools and Stone Age poo) ◇The key changes that happened during the Bronze and Iron Age. ◇How the Romans arrived in Britain and the power they had. ◇To find out about a key aspect of Roman civilisation (gods, the Coliseum, life as a soldier, etc) ◇The impact of the Romans on Britain (Hadrian's wall, bathing, roads, architecture, etc) ◇How the people of Britain fought back against the Romans (focus on Boudicca) 	<ul style="list-style-type: none"> ◇To show the Roman Empire on a map (maps, atlases and globes) ◇To plot the Roman's invasion's route to England (maps, atlases and globes) ◇To find other places that Romans travelled to and look at why (trade links) ◇About different styles of home and settlements throughout the periods studied. ◇ Different key settlements across the UK and reasons why they built it there (Skara Brae, Hadrian's Wall, Binchester Roman Fort, Durham Cathedral/ castle) ◇To use field work skills to create a sketch map of a visited site (Binchester Roman Fort) 	<ul style="list-style-type: none"> ◇To explore a new program independently ◇To give simple commands using scratch junior ◇To write a program to make the character complete a specific goal. ◇To test a program effectively and spot any issues. ◇To debug a program that does not work and re-write the sequence ◇To give more complex commands using scratch junior. 	<p><u>Drawing/ painting portraits</u></p> <ul style="list-style-type: none"> ◇Sketching and shading to show detail ◇Shape and proportion of face ◇The use of colour to highlight and create tone ◇The use of different media to add colour (paint, pencils, pastels, etc) <p><u>Structures (shell structures)</u></p> <ul style="list-style-type: none"> ◇To investigate a range of different shell structures (looking at the shapes and materials used) and understand their purpose and user (understand that 3D shapes are made up from 2D nets) ◇To investigate different ways to stiffen or strengthen a shell structure (test these) ◇To create a simple design brief (including aesthetics and function) ◇How to use annotated sketches and instructions to give clear information ◇Select and use appropriate tools and materials to make the shell structure ◇To evaluate their product against the original design criteria (what was good and how would you make your product better next time?) 	<p><u>Forces</u></p> <ul style="list-style-type: none"> ◇What a force is ◇When magnets attract or repel and to use this knowledge to predict and test ◇Which materials are attracted to a magnet ◇To solve a problem using magnets (magnetic games) ◇Use of magnets on every day life (eg. scrap yard) ◇What stops an object moving ◇To plan and carry out an investigation to find the amount of friction created by different surfaces <p><u>Rocks</u></p> <ul style="list-style-type: none"> ◇To investigate different types of rocks and identify key differences ◇How different types of rocks are formed ◇What fossils are and how they are formed. ◇About the life and achievements of Mary Anning (Educate and Celebrate link) ◇How rocks can be useful—how to use rocks to filter water. 	<ul style="list-style-type: none"> ◇What the term 'saint' means ◇About the life of St Cuthbert ◇Why St Cuthbert is so important in our local area. ◇The links between St Cuthbert and the Vikings (link forward to Year 4) ◇Why Durham Cathedral is a place of pilgrimage for many. ◇About St Cuthbert's links with charities and how we can help others. <p><u>Advent</u></p> <ul style="list-style-type: none"> ◇What Advent is, when it is celebrated and what a church looks like during this time. ◇How a reverse Advent calendar can be used to give to others (link to Harvest festival and St Cuthbert)
<p><u>Language</u></p> <p>Invaders, settlers, threats, archaeology, Boudicca</p>	<p><u>Language</u></p> <p>Map, atlas, globe, key, route, invade, empire, settlement, fortification, resources</p>	<p><u>Language</u></p> <p>Command, algorithm, program, debug, function, typing, keyboard</p>	<p><u>Language</u></p> <p>Igneous, sedimentary, metamorphic, fossil, volcanic</p>	<p><u>Language</u></p> <p>Force, contact, non-contact magnet, magnetism, attract, repel, poles, friction,</p>	<p><u>Language</u></p> <p>Saint, St. Cuthbert, Lindisfarne, miracle, charity, Cathedral, Advent, wreath</p>