

Curriculum Overview – 2019-20 YEAR 3

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1. Identity Culture

What makes a good working community?

Create a community class charter.

Why did people in history live where they lived? What different communities are there in Britain today?

Call to action: How can we throw a community event that celebrates the diversity of the UK?

How can we share the history of communities?

How can I celebrate my community?

-How do humans feel part of their community? What are the similarities across time?

History: Settlements: Stone Age to Bronze Age

Changes in Britain from the Stone Age to the Bronze Age *How do communities develop in England?*

KA: Cave paintings underneath tables.

RE: What does it mean to be Hindu in Britain today?

Christianity and Hinduism

- Theme: Teaching and Authority

ART:

Computing: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

PSHE

- *To reflect on my role within society and to identify what I can do to help the world be the best it can be.*
- *To broaden knowledge of people who can help us in different situations and who we can trust.*
- *To understand there are many people who can help us.*

2. Environment and Sustainability

The premise - Look at how the Earth functions as a single entity (weather/climate, components of the earth (crust, core etc). Leads into the natural elements of the earth and classifying rocks. Look at Human and Physical geography and the effects of humans on the planet.

Science: Rocks

Pupils should be taught to:

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.

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geography: Types of settlements/ Human Geography

Name and locate counties and cities of UK.

Where do other people live?

Geographical regions and identify human and physical characteristics.

Why do people live where they live? Understand geographical similarities and differences through the study of human and physical of a region in the UK? Key topographical features and land use patterns.

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

History

- *(refer back) - Fertile Nile/ irrigation.*

	<p>English</p> <p><i>Beatrice's Dream - Account of life in the Stone Age/ Bronze Age</i></p>	<ul style="list-style-type: none"> • <i>-farming-shaduf</i> • <i>Similarities and differences against Stone Age</i> <p>PSHE</p> <ul style="list-style-type: none"> • <i>To reflect on my role within society and to identify what I can do to help the world be the best it can be.</i> • <i>To reflect on how we can be the most effective and responsible citizen</i>
<p>S pr in g</p>	<p>Music: 2 part song? Sing together at BET event-record a community song?</p> <p>Health and Wellness</p> <p>How does a sense of belonging contribute to mental well-being and physical health?</p> <p>The premise - The physiology of humans, what we need to survive, a healthy diet, functions of organs etc. This can relate to plants, similarities and differences, link to healthy eating - veg+fruit.</p> <p>Science:</p> <p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 <ul style="list-style-type: none"> • <i>describe the life process of reproduction in some plants (from yr 5)</i> <p>Computing</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Understand computer networks including the internet; how they can provide 	<p>Enterprise and Innovation</p> <p>The premise - Look at magnetisms and what it effects. Look at the function of magnets in modern day. Link with inventions and the age of computing and technology.</p> <p>Babcock Sequence - How to invent</p> <p>Science</p> <p>Forces and magnets</p> <p>Pupils should be taught to:</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Light</p> <p>Pupils should be taught to:</p> <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 <p>DT</p> <ul style="list-style-type: none"> • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work

	<p>multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>History: Egyptians-belief system - food/diet</p> <p>RE: How and why do people try to make the world a better place?</p> <p>DT</p> <ul style="list-style-type: none"> • Use research & criteria to develop products which are fit for purpose • Evaluate existing products and improve own work • Understand seasonality; prepare & cook mainly savoury dishes <p>PSHE</p> <ul style="list-style-type: none"> • <i>To understand what humans need for a happy healthy and safe life.</i> • <i>To understand the changes in the human body.</i> • <i>To broaden knowledge of how to be healthy.</i> 	<p>History</p> <ul style="list-style-type: none"> • Ancient Egypt-Technology and building • Stone Age-Building Stonehenge
<p>S u m m e r</p>	<p>Conflict & Resolution</p> <p>Computing:</p> <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 <p>Art and design-</p> <ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Learn about great artists, architects & designers <p>The Premise - Christianity and its role in authority, conflict and the movement of populations. Link with borders and geographic features.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	

<ul style="list-style-type: none"> ● 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 ● <p>PSHE</p> <ul style="list-style-type: none"> ● <i>To broaden knowledge of what is right and wrong, and legal and illegal.</i> ● <i>To reflect on how we can be the most effective and responsible citizen.</i> ● <i>To reflect on how we always have to take responsibility for our own actions.</i> 	
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To be decided:

Computing

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Geography

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Castleton? Salisbury?),

RE

Christianity and Hinduism

- Theme: Worship, Pilgrimage and Sacred Places
- Theme: Symbols and Religious expression
- Theme: Teaching and Authority

<https://docs.google.com/document/d/113PtMj6FzR7VD0oIU2yg9detSWKuczMxXEqlC4TvrUE/edit> PSHE