

## Year 3 Topic Coverage Long Term Year Plan (2019-2020)

	AT1	AT2	SP1	SP2	SU1	SU2
Topic Name	Savage Stone Age		Rotten Romans		Athersley North Past and Present	Rumbling Rainforests
History Objectives/ Themes	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p><b>Stone Age to Iron Age</b></p> <p>Begin to use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Give a broad overview of life in Britain from ancient until medieval times</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>		<p><u>The Roman Empire and its impact on Britain</u></p> <p><b>Roman Empire</b></p> <p>Begin to use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>		<p><u>Local History Study</u></p> <p><b>Dorothy Hyman/Barnsley FC</b></p> <p>Begin to use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>	

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<b>Geography Objectives/ Themes</b>	<p><b><u>Land Use</u></b></p> <p>To describe and understand key aspects of human geography including land use in the context of using sketch maps.</p> <p>To 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 in the context of drawing a sketch map.</p> <p>Use maps and atlases to describe land use in the context of thinking about urban and rural areas.</p>	<p><b><u>The UK</u></b></p> <p>To 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, in the context of maps of the UK.</p> <p>To 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, in the context of describing the position of UK cities.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, in the context of the UK's rivers and seas.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night), in the context of London's history.</p>	<p><b><u>Extreme Earth</u></b></p> <p>To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, tsunamis, tornadoes and earthquakes.</p>	<p><b><u>Rainforests</u></b></p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rainforests.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.</p>

					<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.</p>
<b>Art/ DT Links (or other subject areas)</b>	<p><b>Art- British Art- Geography</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history</p>	<p><b>DT- Stone age clothing-link to clothing designer.</b></p> <p><b>History</b></p> <p>§ 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>§ select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.</p> <p>§ 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</p>	<p><b>Art- Roman Sculptures- History</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p><b>DT- Roman Shield Craft/Construction</b></p> <p>§ generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>§ 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>§ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>§ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b>DT food technology – links to local history study</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Art- Insects - Geography</b></p> <p>Can make quick studies from observation to record action or movement with some fluency.</p> <p>Can use a visual journal/ sketchbook to support the development of a design over several stages.</p> <p>Uses line, tone, shape and mark with care to represent things seen, imagined or remembered.</p> <p>Explores shading, using different media to achieve a range of light and dark tones, black to white.</p> <p>Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.</p> <p>Can improve skills of overlapping and overlaying to place objects in front and behind.</p> <p>Can Interpret stories, music, poems and other stimuli and represent these using mixed media elements.</p> <p>Can describe the work of artists, craftspeople and designers to build</p>

		others to improve their work.			<p>understanding and discuss this with others.</p> <p>Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration.</p>
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