

## Year 3 Knowledge and Skills



### History

<b>Year 3</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	STONE AGE TO IRON AGE		ANCIENT GREECE		ACTIVE PLANET	

<b>Year 3 Areas of study</b>	<p><b>AOS-1 Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>AOS-2 The Roman Empire and its impact on Britain</b></p> <p><b>AOS-3 Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>AOS-4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>AOS-5 A local history study</b></p> <p><b>AOS-6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>AOS-7 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</b></p> <p><b>AOS-8 Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>AOS-9 A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</b></p>
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Use evidence to describe the culture, clothes, way of life and actions of people in the past.</p> <p>Also use evidence to describe buildings and their uses of people from the past.</p> <p>Compare similarities and differences to the way of life from the year 2 topic.</p>
<b>Historical enquiry</b>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Compare the similarities and differences between evidence – make connections/link to year 2 topic.</p>
<b>Chronological Understanding</b>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Make connections/link to year 2 topic.</p>
<b>Historical interpretation</b>	<p>Explore different historians, use the idea that there are different accounts of history on a particular event.</p> <p>Make connections/link to year 2 topic.</p>
<b>Organisation and Communication</b>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>

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### Geography

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Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and India. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<b>Locational Knowledge</b>	<p>LK1: 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</p> <p>LK2: 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</p>
<b>Place Knowledge</b>	PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District.
<b>Human &amp; Physical Geography</b>	<p>Pupils will describe and understand key aspects of:</p> <p>HPG2: Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>HPG3: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<b>Geographical Skills &amp; Field work</b>	<p>GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>GSF2: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</p> <p>GSF3: 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>

<b>Objectives to be weaved throughout KS1 &amp; LKS2</b>	<p>GES1: Ask geographical questions [i.e. 'What is it like to live in this place?']</p> <p>GES2: Observe and record [i.e. identify buildings in street]</p> <p>GES3: Express their own views about people, places and environments [i.e. about litter in the school]</p> <p>GES4: Communicate in different ways including through numerical and quantitative skills, maps and pictures.</p> <p>GES5: Communicate understanding through writing at length.</p> <p>GES6: Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]</p> <p>GES7: Use fieldwork skills [i.e. recording info on a school plan or local area map]</p> <p>GES8: Use globes, maps, plans at a range of scales [i.e. following a route on a map]</p> <p>GES9: Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]</p> <p>GES10: Make maps and plans [i.e. a pictorial map of a place in a story].</p> <p>There is an expectation that where possible links will be made within topic areas, between history, geography and core curriculum, -Maths, English and Science.</p>
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### Art

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#### LOWER KEY STAGE 2 SKILLS

<b>Work of Artists</b>	A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. A2 evaluate and analyse creative works using the language of art, craft and design.
<b>Exploring and evaluating ideas</b>	E1 create sketch books to record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.
<b>Drawing</b>	D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc D4 experiment with different grades of pencil to achieve varied tone
<b>Digital media</b>	
<b>3D design</b>	3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D5 create textures and patterns in malleable materials including clay.
<b>Painting</b>	P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint P3 use language of and mix primary and secondary colours and use tints and shades
<b>Printing</b>	PR1 create printing blocks using relief or impressed method PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method PR3 create repeating patterns PR4 print with two colour overlays.
<b>Textiles</b>	
<b>Collage</b>	

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### Design & Technology

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<b>Designing – Understanding contexts, users and purposes</b>	<p>D1 work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>D2 describe the purpose of their products</p> <p>D3 indicate the design features of their products that will appeal to intended users</p> <p>D4 explain how particular parts of their products work</p> <p>D5 gather information about needs and wants of particular individuals and groups</p> <p>D6 develop their own design criteria and use these to inform their ideas</p>
<b>Designing - Generating, developing, modelling and communicating ideas</b>	<p>D7 share and clarify ideas through discussion</p> <p>D8 model their ideas using prototypes and pattern pieces</p> <p>D9 use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>D10 use computer-aided design to develop and communicate their ideas</p> <p>D11 generate realistic ideas, focusing on the needs of the user</p> <p>D12 make design decisions that take account of the availability of resources</p>
<b>Making - Planning</b>	<p>M1 select tools and equipment suitable for the task</p> <p>M2 explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>M3 select materials and components suitable for the task</p> <p>M4 explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>M5 order the main stages of making</p>
<b>Making – Practical skills and Activities</b>	<p>M6 follow procedures for safety and hygiene</p> <p>M7 use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p> <p>M8 measure, mark out, cut and shape materials and components with some accuracy</p> <p>M9 assemble, join and combine materials and components with some accuracy</p> <p>M10 apply a range of finishing techniques, including those from art and design, with some accuracy</p>
<b>Technical knowledge – Making products work</b>	<p>T1 how to use learning from science and maths to help design and make products that work</p> <p>T2 that materials have both functional properties and aesthetic qualities</p> <p>T3 that materials can be combined and mixed to create more useful characteristics</p> <p>T4 that mechanical and electrical systems have an input, process and output</p> <p>T5 use the correct technical vocabulary for the projects they are undertaking</p> <p>T6 how mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>T7 how simple electrical circuits and components can be used to create functional products</p> <p>T8 how to program a computer to control their products</p> <p>T9 how to make strong, stiff shell structures</p> <p>T10 that a single fabric shape can be used to make a 3D textiles product</p>
<b>Evaluating – Own Ideas and Products</b>	<p>E1 identify the strengths and areas for development in their ideas and products</p> <p>E2 consider the views of others, including intended users, to improve their work</p> <p>E3 refer to their design criteria as they design and make</p> <p>E4 use their design criteria to evaluate their completed products</p>
<b>Evaluating – Existing Products</b>	<p>Pupils will be taught to investigate and analyse:</p> <p>E5 how well products have been designed and made</p> <p>E6 why materials have been chosen</p> <p>E7 what methods of construction have been used</p> <p>E8 developed ground-breaking products</p> <p>E9 how well products work to achieve their purposes</p> <p>E10 how well products meet user needs and wants</p>

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	<p>E11 who designed and made the products</p> <p>E12 where and when products were designed and made</p> <p>E13 whether products can be recycled or reused</p>
<b>Evaluating - Key Events and individuals</b>	E14 about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products
<b>Cooking and Nutrition – Where food comes from</b>	<p>C1 that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>C2 that seasons may affect the food available</p>
<b>Cooking and nutrition – Food preparation, cooking and nutrition</b>	<p>C3 how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>C4 how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>C5 that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate</p> <p>C6 that to be active and healthy, food and drink are needed to provide energy for the body</p>