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| **History Focus – Threshold Concepts** | **Year 3 – (The Boy With the Bronze Axe)** | **Art and Design – Threshold Concepts** |
| **History – The Bronze and Iron Age**  **Investigate and interpret the past:**  **-** Address historically valid questions about change, similarity and differences.  -Construct informed responses that involve thoughtful selection and organization of relevant historical information.  **Build an overview of world History:**  -Address historically valid questions about trends and significance.  **Understand chronology:**  **-** **Develop a chronologically secure knowledge and understanding of British history.**  **Communicate historically:**  **-Use common words and phrases relating to the passing of time.**  **- Develop the use of historical terms.**  **Science**  **Physics - Understand movement, forces and magnets.**  - 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 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.  **Working scientifically:**  - Ask relevant questions.  - Set up simple, practical enquiries and comparative and fair tests.  - Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.  - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | **English focus text:** The Boy With the Bronze Axe by Kathleen Fidler.  **Extended writing outcomes:**  - Non-Chronological report based on the stone settlement of Skara Brae.  -Diary entry re-telling the events at the end of chapter one where Kali and Brockan end up stranded and Tenko saves them.  **Shorter writing outcomes:**  -OSIE grid focusing on writing as a character thinking about observations, senses, imagination and emotion.  -Camp agreement between quarreling members of the village.  **Supporting Texts:**  https://images-na.ssl-images-amazon.com/images/I/41uuqjF1UWL._SX326_BO1,204,203,200_.jpghttps://images-na.ssl-images-amazon.com/images/I/51XQxBi6W6L._SX333_BO1,204,203,200_.jpg  English  History | **Myths and Legends**  **Artist Spotlight:** Peter Paul Rubens  **Art Period:** 1577-1640  **Art Style:** Baroque  **To develop ideas:**  -Collect information, sketches and resources. -Adapt and refine ideas as they progress. -Explore ideas in a variety of ways. -Comment on artworks using visual language.  **To master techniques:**  Drawing:  -Use different hardnesses of pencils to show line, tone and texture.  -Annotate sketches to explain and elaborate ideas.  -Sketch lightly (no need to use a rubber to correct mistakes).  -Use shading to show light and shadow.  Painting:  -Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively.  **Take inspiration from the greats:**  -Replicate some of the techniques used by notable artists, artisans and designers.  -Create original pieces that are influenced by studies of others. |
| **Cross Curricular Links**  **DT:** Food. A healthy and varied diet.  **RE:** Christianity. Jesus’ miracles.  **I.C.T:** touch typing and simulations.  **P.E:** Strivr Gymnastics 2.  **MFL:** Introduction into Spanish.  **Music:** Charanga Three Little Birds.  **PSHE:** Jigsaw dreams and goals. |