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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 EnglishHistory | **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 thickand 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. |