



## Year 3 Topic and Science Overview September 2021

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>	<p><b>Mining</b></p> <p><b>How would you like to spend all day underground?</b></p> <p>Local History: taking account of a period of history that shaped the locality.- Mining</p> <p><b>Achievements (scientific and cultural)</b> Technological advancements in the mines. Effect of coal on human lives.</p> <p><b>Housing and architecture</b> F pit, UCPS as mining school and Beamish</p> <p><b>Society (politics and class)</b> Victorian values and child labour. Population and jobs. Local significance – everything revolved around the mines.</p> <p><b>Food Farming and Trade</b> Whole area based around pit life</p> <p><b>Weapons and warfare</b> Mining tools</p>	<p><b>Stone Age to the Iron Age</b></p> <p><b>How much more advanced is iron than stone?</b></p> <p>Stone Age to the Iron Age, including: Hunter gatherers, Early farming, Bronze Age, and Iron Age</p> <p><b>Achievements (scientific and cultural)</b> Ability to shape and use metals. Discovery of fire. Invention of the wheel.</p> <p><b>Housing and architecture</b> Caves – living conditions Cave paintings telling stories.</p> <p><b>Society (politics and class)</b> Hunter gatherers to farmers.</p> <p><b>Food Farming and Trade</b> Hunter gatherers to farmers.</p> <p><b>Weapons and warfare</b> Stone to metal tools.</p>	<p><b>Ancient Egypt</b></p> <p><b>Could you discover Tutankhamun's tomb?</b></p> <p><b>Achievements (scientific and cultural)</b> Irrigation. Communication – hieroglyphs</p> <p><b>Housing and architecture</b> Pyramids and tombs. Construction techniques. Valley of the Kings.</p> <p><b>Society (politics and class)</b> Slaves and Pharaohs. Army only lower class. Upper class had powers and rights.</p> <p><b>Food Farming and Trade</b> Irrigation. Trade within and without the Egyptian empire. Growth of empire and end.</p> <p><b>Entertainment</b> Sports – especially swimming (importance of the Nile), board games, hunting, parties (jewellery and make up).</p> <p><b>Beliefs</b> God like pharaohs – all powerful. Polytheistic religion</p>			
<b>Geography</b>	<p><b>What is it like in the countryside? (Lake District)</b></p> <ul style="list-style-type: none"> <li>• <b>Land use / settlement</b></li> </ul> <p>What is the land like, what does the area look like? How can you locate mountain ranges on a map? Human and physical features how have these changed over time. what amenities are in the areas.</p>	<p><b>When the Earth fight back! (Natural disasters - Volcanoes, Earthquakes and Tsunamis)</b></p> <ul style="list-style-type: none"> <li>• <b>Land use / settlement</b></li> </ul> <p>Does anyone settle near volcanoes/earthquakes? Investigate how human features are affected by living close to volcanoes, earthquakes.</p>	<p><b>Is all of Africa a desert? (South Africa and Egypt)</b></p> <ul style="list-style-type: none"> <li>• <b>Land use / settlement</b></li> </ul> <p>What is the land used for? Identify human and physical features. How do the physical features differ. Link to importance of Nile.</p> <ul style="list-style-type: none"> <li>• <b>Weather and climate</b></li> </ul>			



	<ul style="list-style-type: none"> <li><b>Weather and climate</b> What is the weather like?           <ul style="list-style-type: none"> <li><b>Lifestyle and culture</b> What is it like to be a child living in the Lake District compared to where you live?</li> <li><b>Sustainability and environment</b> How has environment been affected by human activities linked tourism and plastics. How can we be sustainable?</li> <li><b>Trade / economy</b> Tourism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Lifestyle and culture</b> What is it like to live near a volcano and the impact on people's lives? Where do we find volcanoes, earthquakes etc.</li> <li><b>Sustainability and environment</b> Ash clouds</li> </ul>	<p>How does the climate compare to where you live / Lake District?</p> <ul style="list-style-type: none"> <li><b>Lifestyle and culture</b> Difference in culture across Africa and compared to UK.</li> <li><b>Sustainability and environment</b> Compare pollution, litter etc. In Africa and Europe. How do they tackle these issues in Africa?</li> <li><b>Trade / economy</b> What resources are there in Africa? What items do the countries look at sell a lot of? What items do they need to buy a lot of? Why are African countries regularly considered to be poor?</li> </ul>
Science	<b>Animals including Humans</b>		<b>Forces and Magnets</b> <b>Rocks</b> <b>Light</b> <b>Plants</b>
PE	<b>Games</b>	<b>Health &amp; Exercise</b>	<b>Dance</b> <b>Gymnastics</b> <b>Athletics</b> <b>Games</b>
SCARF	<b>Me and My Relationships</b>	<b>Valuing Differences</b>	<b>Keeping Myself Safe</b> <b>Rights and Responsibilities</b> <b>Being my Best</b> <b>Growing and Changing</b>
<b>Friends Resilience</b>	Friends Resilience- Meditation and relaxation/ Healthy eating/ Exercise/ Changing red thoughts to green thoughts		
RE	<b>Christianity:</b> What do Christians believe about Jesus? <b>Christmas:</b> Why is Advent important to Christians?	<b>General enquiry:</b> Why do religious people travel to sacred places? <b>Easter:</b> What do Christians remember on Palm Sunday?	<b>Judaism –</b> How do Jews use ceremonies and ritual to worship and express belonging?
Music	Glockenspiel 1		Let Your Spirit Fly -Glockenspiels
French	<b>Language Angels</b> Phonetics 1 & 2 I'm Learning French Animals	<b>Language Angels</b> Ancient Britain Fruits	<b>Language Angels</b> Musical Instruments I Can...
ICT	Creating of a multimedia presentation (topic: Mining) - sharing key information about Jackie Basset (a fossil found at Usworth Colliery).	Writing an algorithm to collect items in Scratch (e.g. Easter Eggs).  What is the difference between hardware and software? Research and present examples of hardware and software.	Capturing images, linked to Egypt, in different ways (right click, download, print screen).  Can you create 2D shapes without having to draw them? (Logo Programming).



	<p>Turning ourselves into a miner (Image Manipulation). Adding transparent pngs to an image,</p> <p>What is E-Communication and how do we use it? Use McWizard email resources to send an email to the character, reply and attach an image.</p> <p>How can we use Branching Databases to store information and answer questions?</p> <p>Staying SMART Online (sharing tips and creation of an avatar).</p> <p>What is Cyber-Bullying and what are the consequences of taking part? Mind map &amp; Venn Diagram.</p>	<p>What is a variable and how does it affect the outcome of simulations? Use simulator games to experiment with making choices to investigate and alter the outcome.</p> <p>Can you build a shelter using the best materials? Create a 3D shelter (CAD) and select appropriate materials for the walls, floor, roof and windows.</p> <p>Sharing tips to stay safe online (using effects for emphasis in PowerPoint). Revisit SMART tips and consolidate with Kara and the SMART crew resources.</p> <p>Using Sort and Filter in Excel to answer questions (data based on different rock types).</p>	<p>Use Satellite Mapping to locate and identify key features. Investigate if all Africa is desert (linked to Geography) – capture examples of different land uses and label in Publisher.</p> <p>Creating a map and key. Create a colour coordinated map of Africa (marking the main countries by altering tolerance when filling and using the pipette tool).</p>
Art	<p><b>Landscapes</b> Inspired by the natural world. (including volcanoes and tsunamis) Contemporary artists and great artists from the past.</p>	<p><b>Art from other times and cultures, Cave paintings.</b></p>	<p><b>Exploring materials and techniques inspired by Egypt.</b></p>
DT	<p><b>Structures and Mouldable Materials-</b> Volcanoes</p> <p><b>Mechanisms-</b> Wheels and pulleys linked to mining. Taught as part of a topic in class.</p>	<p><b>Use of Materials:</b> Design and make a Stone Age/Iron Age Shelter – cross curricular link to History topic</p>	<p><b>Textiles-</b> Egyptian fashion Using templates and different fabric joining techniques</p> <p>CAD – Design and creation of a 3D virtual model for a forest school vehicle.</p>