



## 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>	<b>Mining</b>  <b>How would you like to spend all day underground?</b> Local History: taking account of a period of history that shaped the locality.- Mining  <b>Achievements (scientific and cultural)</b> Technological advancements in the mines. Effect of coal on human lives. <b>Housing and architecture</b> F pit, UCPS as mining school and Beamish <b>Society (politics and class)</b> Victorian values and child labour. Population and jobs. Local significance – everything revolved around the mines. <b>Food Farming and Trade</b> Whole area based around pit life <b>Weapons and warfare</b> Mining tools		<b>Stone Age to the Iron Age</b> <b>How much more advanced is iron than stone?</b>  Stone Age to the Iron Age, including: Hunter gatherers, Early farming, Bronze Age, and Iron Age  <b>Achievements (scientific and cultural)</b> Ability to shape and use metals. Discovery of fire. Invention of the wheel. <b>Housing and architecture</b> Caves – living conditions Cave paintings telling stories. <b>Society (politics and class)</b> Hunter gatherers to farmers. <b>Food Farming and Trade</b> Hunter gatherers to farmers. <b>Weapons and warfare</b> Stone to metal tools.		<b>Ancient Egypt</b>  <b>Could you discover Tutankhamun's tomb?</b> <b>Achievements (scientific and cultural)</b> Irrigation. Communication – hieroglyphs <b>Housing and architecture</b> Pyramids and tombs. Construction techniques. Valley of the Kings. <b>Society (politics and class)</b> Slaves and Pharaohs. Army only lower class. Upper class had powers and rights. <b>Food Farming and Trade</b> Irrigation. Trade within and without the Egyptian empire. Growth of empire and end. <b>Entertainment</b> Sports – especially swimming (importance of the Nile), board games, hunting, parties (jewellery and make up). <b>Beliefs</b> God like pharaohs – all powerful. Polytheistic religion		
<b>Geography</b>	<b>What is it like in the countryside? (Lake District)</b> <ul style="list-style-type: none"> <li>• <b>Land use / settlement</b></li> </ul> 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.		<b>When the Earth fight back! (Natural disasters - Volcanoes, Earthquakes and Tsunamis)</b> <ul style="list-style-type: none"> <li>• <b>Land use / settlement</b></li> </ul> Does anyone settle near volcanoes/earthquakes? Investigate how human features are affected by living close to volcanoes, earthquakes.		<b>Is all of Africa a desert? (South Africa and Egypt)</b> <ul style="list-style-type: none"> <li>• <b>Land use / settlement</b></li> </ul> What is the land used for? Identify human and physical features. How do the physical features differ. Link to importance of Nile. <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?</li> <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 human activities linked tourism and plastics. How can we be sustainable?</li> <li><b>Trade / economy</b> Tourism</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 looked 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>			
<b>Science</b>	<b>Animals including Humans</b>		<b>Forces and Magnets</b>	<b>Rocks</b>	<b>Light</b>	<b>Plants</b>
<b>PE</b>	<b>Games</b>	<b>Health &amp; Exercise</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Games</b>
<b>SCARF</b>	<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					
<b>RE</b>	<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 us ceremonies and ritual to worship and express belonging?	
<b>Music</b>	Glockenspiel 1		Three Little Birds -Recorders		Let Your Spirit Fly -Glockenspiels	
<b>French</b>	<b>Salut!</b> Core Unit 1 Lesson 1, 2 and 3		<b>Salut!</b> Core Unit 1 Lesson 4, 5 and 6		<b>Salut!</b> Core Unit 2 Lesson 1, 2 and 3	
<b>ICT</b>	Creating of a multimedia presentation (topic: Mining)  What is E-Communication and how do we use it?		Why should we use ICT when storing, sorting and presenting data?  Can you build a shelter using the best materials? (Rocks and Soils –		What is a variable and how do they make a difference to simulations?  Can you create 2D shapes without having to draw them? (Logo Programming)	



	<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>Virtual Experiment)</p> <p>Using virtual experiments and recognising the advantages and some disadvantages.</p> <p>Using ICT to design a 3D model (volcano) – CAD</p> <p>Sharing tips to stay safe online (using effects for emphasis in PowerPoint).</p>	<p>Capturing images in different ways (linked to Egypt).</p> <p>Creating a 3D model of a vehicle (CAD)</p>
<b>Art</b>	<p><b>Landscapes</b></p> <p>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>
<b>DT</b>	<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>