

Year Three Term 1

Theme – Discover

Driving Subject - History

(Stone Age, Iron Age, Mining)

Discover theme key skills

Identify questions to answer and problems to solve.

Plan and research.

Analyse and evaluate.

Show empathy.

Show a commitment to justice.

Explore issues, events and problems from different perspectives.

Support conclusions using reasoned arguments and evidence.

Communicate learning in relevant ways.

Driving Question – *How do we learn about the past?*

Project Outcome – Make a model settlement with Stone Age achievements/ Timeline of significant breakthroughs.

Connecting concepts

Concepts to be explored across the project – **change, community, identity, well-being.**

Key Objectives/Subject specific skills.

History National Curriculum Objectives

Pre-Roman Britain

Hi2/1.1 Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

Local History

Hi2/2.1 A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (mining/ironworks).

History Skills

Chronological Understanding

Place the time studied on a time line.

Use dates and terms related to the study unit and the passing of time.

Sequence several events or artefacts.

Range and depth of historical knowledge

Find out about the everyday lives of people in time studied.

Compare with our life today.

Identify reasons for and results of people's actions.

Understand why people may have wanted to do something.

Interpretations of History

Identify and give reasons for different ways in which the past is represented. Identify the difference between fact and opinion.

Distinguish between different sources – compare different versions of the same story. Look

at different representations of the period, museum, cartoons etc.

Historical Enquiry

Use a range of resources to find out about a period.

Observe small details - artefacts, pictures.

Select and record information relevant to the study.

Begin to use the library and internet for research.

Organisation and Communication

Communicate their **knowledge** through:

Discussion

Drawing pictures

Drama/role play

Making models

Writing

Using ICT

PSHE

Children will learn

What makes a community?

how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups

what is meant by a diverse community; how different groups

make up the wider/local community around the school

how the community helps everyone to feel included and values

the different contributions that people make

how to be respectful towards people who may live differently to them

What keeps us safe?

how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe

how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers

that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable

how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)

how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)

how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns

what to do in an emergency, including calling for help and speaking to the emergency services

Science

Rocks

Sc3/3.1 Compare and group together different kind of rocks on the basis of their appearance and simple physical properties.

3.1b Describe in simple terms how fossils are formed when things that have lived are trapped within rock

3.1c Recognise that soils are made from rocks and organic matter.

Light

Sc3/4.1 Recognise that they need light in order to see things and that dark is the absence of light.

4.2 Notice that light is reflected from surfaces.

4.3 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

4.4 Recognise that shadows are formed when the light from a light source is blocked by a solid object.

4.5 Find patterns in the way that the size of shadows change.

Working Scientifically

-asking relevant questions and using different types of scientific enquiries to answer them

-setting up simple practical enquiries, comparative and fair tests

-reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

-using straightforward scientific evidence to answer questions or to support their findings.

Computing

CO2 1.4 understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

CO2 1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

CO2 1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

English

Reading

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

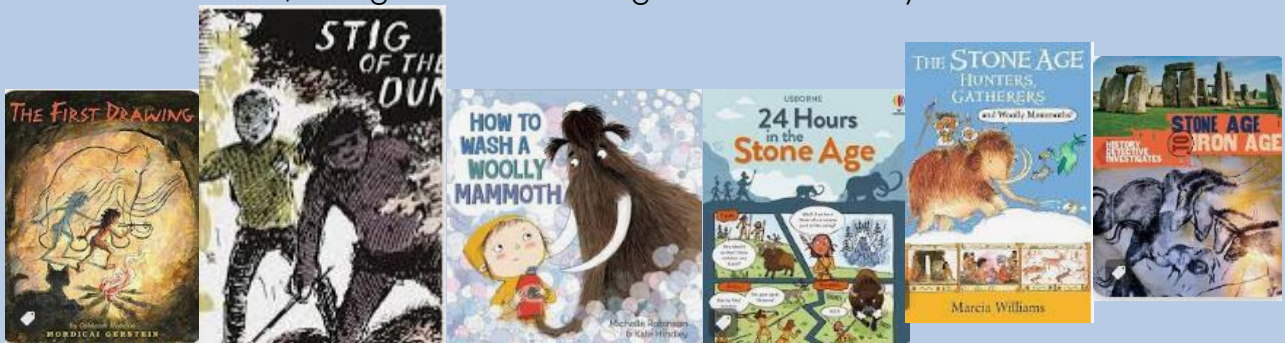
Discussing words and phrases that capture the reader's interest and imagination.

Reading books that are structured in different ways and reading for a range of purposes.

Asking questions to improve their understanding of a text.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than one paragraph and summarising these participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



Writing

Genres: Instructions, Narrative, Poetry, Persuasion

Use further prefixes and suffixes and understand how to add them.

Spell words that are often misspelt.

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discussing and recording ideas.

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Organising paragraphs around a theme.

Creating settings, characters and plot.

In non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Using conjunctions, adverbs and prepositions to express time and cause.

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Linked Objectives

GEOGRAPHY

Location Knowledge

Ge2/1.1b 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.

Place Knowledge

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and Physical geography

Ge2/1.3b 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

Design and Technology

Design – DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make – DT2 / 1.2a Select from and use a wide range of tools and equipment to perform practical tasks.

Evaluate – DT2/1.3a investigate and analyse a range of existing products DT2/ 1.3b Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Cooking and Nutrition - DT2 / 2.1a – understand and apply the principles of a healthy and varied diet.

Art and Design

AR 2 1.1 To create sketch books to record their observations and use them to review and revisit ideas

AR2 1.2 To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials

Music

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music

Mu2/1.4 develop an understanding of the history of music