

Spring Term Year 3

All subjects are directly linked to the National Curriculum's programmes of study.

Rampaging Romans

	History/Geography	Science	Art/DT	RE
<p><i>National Curriculum objectives and coverage</i></p>	<p>History Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Rome.</p> <p>Subject Endpoints</p> <p>Skills To be able to identify primary and secondary source of information and give reasons. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. Devise historically valid questions using a range of question types. To recall, select and organise information. Recognise that the past is represented and interpreted in different ways. To identify the key physical and human characteristics of countries and major cities. Describe places and features using simple geographical vocabulary.</p> <p>Knowledge Place key events, people and changes of the Roman Empire into correct periods of time on a timeline. Use dates and the passing of time in Ancient Rome. To sympathise with the ideas, beliefs, attitudes and experiences of the people during Ancient Roman times. Understand the social, cultural, religious and ethnic diversities in the past. Place growing Historical knowledge into different contexts. Identify and describe reasons for and against historical events, situations and changes. Make links between events and situations. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Geography Violent Volcanoes</p> <p>Subject Endpoints</p> <p>Skills Locate the countries of Europe. Use an atlas to find countries in Europe. Use an atlas to find the capital city of a country.</p> <p>Knowledge To know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Use geographical language to describe some aspects of human and physical features. To draw diagrams of volcanoes and produce writing, using the correct vocabulary. To be able to identify and explain the 8 compass points. Identify the environmental regions of Europe by their environmental conditions such as climate, landforms and soil etc.</p>	<p>Animals including humans (Nutrition and muscles)</p> <p>Identify where animals and humans get their food from. Know that muscles and bones are used for support, movement and protection.</p> <p>Subject Endpoints</p> <p>Skills</p> <p>Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Knowledge Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Light</p> <p>Subject Endpoints</p> <p>Skills</p> <p>Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Look for patterns when a light source moves, an object changes or the distance differs.</p> <p>Knowledge Explain what happens when light reflects off a mirror. Know why it's important to protect eyes from the sun/brightness. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows changes. Use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Art Stiff life drawing (drawing with pencil)</p> <p>Subject Endpoints</p> <p>Skills To be able to understand and use a range of values. To be able to understand and create the illusion of form. To understand the difference between geometric and organic shapes/forms. Evaluate and analyse creative works using the language of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Experiment, invent and create their own works of art, craft and design.</p> <p>Knowledge To learn about great artists, architects and designers in history. To be able to replicate Giorgio Morandi's work using grid drawing. To be able to create a still life drawing of a Roman Helmet. How art and design both reflect and shape our history. Learn about great artists, architects and designers in history. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>DT Edible Garden (cooking and nutrition)</p> <p>Subject Endpoints</p> <p>Skills To be able to use kitchen tools correctly prepare and make a tasty and nutritious drink. To be able to prepare and cook/assemble a healthy and tasty meal using tomatoes as my main ingredient. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Make- Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Knowledge To be able to name some herbs and know how to grow them. To be able to explain what makes a diet healthy and varied and can cook a healthy balanced meal. To be able to explain where, when and how strawberries are grown in the UK. To be able to explain when tomatoes are in season in the UK and say where and how they are grown. Cooking and nutrition- Understand and know where and how a variety of ingredients are grown. Understand and apply the principles of a healthy and varied diet.</p>	<p>Religion: Islam</p> <p>Subject Endpoints</p> <p>Skills Pupils understand the impact of inspiration Pupils can research and identify key points</p> <p>Knowledge Understand the importance of the Prophet Muhammad Understand how inspirational Muhammad is to Muslims Explore modern-day inspirational person Pupils can create their own inspirational person</p>
<p>Curriculum Enrichment</p> <p>A visit from a Roman workshop</p> <p>Rocks and Fossils show (volcanoes)</p>				

