

**Year 3: Violent Volcanoes**  
**Term: Autumn 1**

**Prime question:** Why is the Earth so angry?

**Subsidiary questions:**

1. What are earthquakes and volcanoes?
2. Where in the world do we find them?
3. What do volcanic eruptions and earthquakes look and sound like?
4. What causes earthquakes and how can they be measured?
5. How do volcanoes and earthquakes affect the lives of people?
6. What happened in Pompeii?

**Science: Rocks**

- Compare and group together different kinds of rocks on the basis of the appearance and simple physical properties. (Texture, colour, density and type, permeable, impermeable igneous, sedimentary, metamorphic rocks etc.)
  - Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. (fossils and Sedimentary rocks)
- Recognise that soils are made from rocks and organic matter (Humus layer, soil layer & bedrock, chalk, limestone mineral and nutrients, alkaline and acid soils etc.)

**Geography – Volcanoes**

- Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes (water cycle)
- Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied
- The physical geography of two earthquake and volcanic regions (Mount St, Helen's and Mount Etna/Mount Vesuvius, historic eruption of Pompeii – what are the causes and effects of earthquakes and volcanoes?)
- The human geography relating to the impact of living in an earthquake and volcanic region. (Explore the ways people protect themselves from earthquakes and volcanoes)

**Art: Investigating Patterns**

- To improve their mastery of art techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint]
- To create sketch books to record their observations

**Music: Electronic drums**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

**Computing: Connecting computers**

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- 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
- 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

**Year 3: Revolting Romans**  
**Term: Autumn 2**

**Prime question:** How did the Romans leave their mark on Britain?

**Subsidiary questions:** (linked to archaeological sites from the Stone Age to the Iron Age)

1. When and how did the Roman Empire start?
2. When did the Romans invade Britain and what battles did they fight?
3. What was Roman life like in Britain?
4. How did the Romans use science to heat their homes?
5. How did the Romans change Britain and what can we learn from the Romans?

**Science: Light and Shadow**

- Recognise that we need light in order to see things and that dark is an absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- 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.

**History: The Romans**

The Roman Empire and its impact on Britain

- Julius Caesar's attempted invasion in 55-54 BC.
- The Roman Empire by AD 42 and the power of its army.
- Successful invasion by Claudius and conquest, including Hadrian's Wall.
- British Resistance, e.g. Boudica (Queen of the Celts).
- 'Romanisation' of Britain: sites such as Crofton Roman Villa and its impact of technology, culture and beliefs including early Christianity.

**DT: Moving monsters**

- Evaluate and analyse creative works using the language of craft and design
- Know about great craft makers and designers, and understand the historical and cultural development of their art forms
- To investigate techniques for making simple pneumatic systems.
- To be able to investigate ideas for creating moving monsters.

**Music: Music theory with keyboards**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations

**Computing: Stop-frame animation**

- 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

**Year 3: Amazing Amazon**  
**Term: Spring 1**

**Prime question:** What is the Amazon Rainforest like?

**Subsidiary questions:**

1. Where is Amazonia?
2. What is it like?
3. What is its weather and climate like?
4. How is Amazonia connected to other places?
5. How is Amazonia changing?
6. How is Amazonia similar and different to our school locality?
7. What would it feel like to live in Amazonia?

**Science: Plants**

Pupils should be taught to:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, & room to grow) & how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.

**Geography: Amazon Rainforest (Brazil)**

Pupils should be taught to:

- Locate Brazil and the Amazon Rainforest on a world map and on a map of Brazil.
- Identify the position of the Amazon Rainforest and cities of Brazil using latitude and longitude and relative location of Equator, tropics of Cancer and Capricorn
- Understand the geographical similarities and differences through the study of human and physical geography of the Amazon Rainforest
- Use a range of digital and aerial images to locate countries and describe key features

**Art: Plant Art**

Pupils should be taught to:

- Create sketch books to record their observations
- Use sketchbooks to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Learn about great artists in history

**Music: Singing**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded Music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

**Computing: Sequencing sounds**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

## Year 3: Let's be an archaeologist!

Term: Spring 2

**Prime question:** How does archaeology help us find out about the past?

**Subsidiary questions:** (link these questions to one or more archaeological sites from the Stone Age to the Iron Age)

1. What was life like at this time?
2. What was life like at these times?
3. What can we learn from objects?
4. What did the people look like in these times?
5. What can we find out about the sites from maps and aerial photographs?
6. How are these sites being looked after?

### Science: Plants

Pupils should be taught to use the following practical scientific methods, processes and skills:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying

Using their observations and ideas to suggest answers to questions and gathering and recording data to help in answering questions

### History: Stone Age

Pupils should be taught about:

- Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae
- Bronze Age religion, technology and travel e.g. Stonehenge.
- Iron Age hill forts: tribal kingdoms, farming, art and culture.

### DT: Sandwich Snacks

- 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
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Music: Songwriting with glockenspiels

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  
Develop an understanding of the history of music

### Computing: Branching databases

- 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

## **Year 3: What can we learn about the world from our doorstep?**

### **Term: Summer 1**

**Prime question:** What is Croydon like and how is it changing?

**Subsidiary questions:**

1. Where is Croydon on a map of London/the UK/Europe?
2. What is Croydon like?
3. What does it feel like to live in Croydon?
4. How is Croydon connected to other places?
5. Can traffic congestion in Croydon be reduced?
6. How is Croydon changing?

#### **Science: Forces and Magnets**

- Compare how things move on different surfaces
- Notice that some forces need contact between 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.

#### **Geography: The Exceptional Arctic**

- Use latitude and longitude to locate the global position of the Arctic
- Use maps and atlases and digital mapping to record geographical features
- Locate the Arctic and N and S pole
- Locate physical and human features using 4 figure grid references (using OS maps)
- Understand geographical similarities and differences through the study of human and physical geography of the Arctic

#### **Art: Photograph frames**

- Create sketchbooks to record their observations and use them to review and revisit ideas
- 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]
- Learn about great artists, architects and designers in history.

#### **Music: Keyboards**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

#### **Computing**

##### **Desktop publishing**

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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

**Year 3: Love Local**  
**Term: Summer 2**

**Prime questions:** Where does our food come from?

**Subsidiary questions:**

1. What foods keep us healthy?
2. What does a balanced diet look like?
3. How are nutrients transported around our bodies?
4. Which foods make our bodies stronger?
5. How does food help our bodies to grow?
6. How does food and exercise keep us healthy?

**Science: Animals including humans**

Pupils should be taught to:

- 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 have skeletons and muscles for support; protection and movement (Focus on the similarities and differences of the skeletons of early man compared to modern man).

**History: Ancient China (The Shang Dynasty)**

The achievements of the earliest civilizations

- Understand the influence of The Shang Dynasty of Ancient China on the western world
- Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

**Art: Famous Buildings**

- To learn about great artists (The Basket of Apples and Still Life with Red Onions by Cezanne)
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]

**Music: Class jam**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notations

**Computing: Events and actions in programs**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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