

	History	Geography	Science	Design and Technology	Art and Design
Programme of Study	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Learn about Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Conduct a local history study.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p> <p>Describe and understand key aspects of 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.</p>	<p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Investigate and analyse a range of existing products.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>

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Year 3 Learning Intention (skills)	<p>Explain the cause and effect of a significant historical event.</p> <p>Sequence dates and information from several historical periods on a timeline.</p> <p>Sequence dates and information from several historical periods on a timeline.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Make choices about the best ways to present historical accounts and information.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Explain the similarities and differences between two periods of history.</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	<p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Locate significant places using latitude and longitude.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>Explain how the weather affects the use of urban and rural environments.</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Name, locate and describe some major counties and cities in the UK.</p> <p>Describe the meaning of the term ‘carbon footprint’ and explain some of the ways this can be reduced to protect the environment.</p> <p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Describe the type and characteristics of settlement or land use in an area or region.</p>	<p>Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments.</p> <p>Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments.</p> <p>Explain how sounds are made and heard using diagrams, models, written methods or verbally.</p> <p>Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time.</p> <p>Describe what damages teeth and how to look after them.</p> <p>Describe the purpose of the digestive system, its main parts and each of their functions.</p> <p>Identify the four different types of teeth in humans and other animals, and describe their functions.</p>	<p>Describe how key events in design and technology have shaped the world.</p> <p>Explain how an existing product benefits the user.</p> <p>Identify and name foods that are produced in different places.</p> <p>Describe how key events in design and technology have shaped the world.</p> <p>Develop design criteria to inform a design.</p> <p>Create shell or frame structures using diagonal struts to strengthen them.</p> <p>Prepare and cook a simple savoury dish.</p> <p>Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).</p> <p>Plan which materials will be needed for a task and explain why.</p> <p>Use appliances safely with adult supervision.</p>	<p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Plan which materials will be needed for a task and explain why.</p> <p>Use and combine a range of visual elements in artwork.</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Identify, mix and use contrasting coloured paints.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Identify, mix and use contrasting coloured paints.</p>

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Year 3 Knowledge	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.</p> <p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>	<p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> <p>The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.</p> <p>A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> <p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <p>Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.</p> <p>Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> <p>A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.</p>	<p>(LKS2 knowledge)</p> <p>Sounds are louder closer to the sound source and fainter as the distance from the sound source increases.</p> <p>Volume is how loud or quiet a sound is. The harder an instrument is hit, plucked or blown, the stronger the vibrations and the louder the sound.</p> <p>Pitch is how high or low a sound is. Parts of an instrument that are shorter, tighter or thinner produce high-pitched sounds. Parts of an instrument that are longer, looser or fatter produce low-pitched sounds.</p> <p>When an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear.</p> <p>Food chains show what animals eat within a habitat and how energy is passed on over time. All food chains start with a producer, which is typically a green plant. The producer is eaten by a primary consumer (prey), which is eaten by a secondary consumer (prey), which is eaten by a tertiary consumer. All food chains end with a top or apex predator. Changes within a food chain, such as an abundance or lack of one food type, have an impact on the entire food chain.</p>	<p>Key inventions in design and technology have changed the way people live.</p> <p>Particular products have been designed for specific tasks, such as nail clippers, the spinning top and the cool box.</p> <p>The types of food that will grow in a particular area depend on a range of factors, such as the rainfall, climate and soil type. For example, many crops, such as potatoes and sugar beet, are grown in the south-east of England. Wheat, barley and vegetables grow well in the east of England.</p> <p>Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user.</p> <p>Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure.</p> <p>Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p>	<p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p> <p>Visual elements include colour, line, shape, form, pattern and tone.</p> <p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.</p>

<p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p>Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</p> <p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p>	<p>Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.</p> <p>Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</p>	<p>Regular teeth brushing, limiting sugary foods and visiting the dentist are important for good oral hygiene.</p> <p>The digestive system is responsible for digesting food and absorbing nutrients and water. The main parts of the digestive system are the mouth, oesophagus, stomach, small intestines, large intestines and rectum. The mouth starts digestion by chewing food and mixing it with saliva. The oesophagus transports the chewed food to the stomach, where it mixes with stomach acid and gets broken down into smaller pieces. In the small intestine, nutrients from the food are absorbed by the body. In the large intestine, water is absorbed by the body. The remaining undigested waste is stored in the rectum before excretion through the anus.</p> <p>There are four different types of teeth: incisors, canines, premolars and molars. Incisors are used for cutting. Canines are used for tearing. Premolars and molars are used for grinding and chewing. Carnivores, herbivores and omnivores have characteristic types of teeth. Herbivores have many large molars for grinding plant material. Carnivores have large canines for killing their prey and tearing meat.</p>	<p>There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.</p> <p>Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p> <p>Electrical appliances must only be used under the supervision of an adult. Safety rules must also be followed when using electricity: fingers and other objects must not be put into electrical outlets, anything with a cord or plug should never be used around water and a plug should never be pulled out by its cord.</p>	
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