Newsome Junior Academy Curriculum Long Term Plan

Year 3

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
History / Geography Enquiry Question	Settlements How are towns and cities different? 	Ancient Egyptians What made Ancient Egypt a successful civilisation? 	Earthquakes and Volcanoes Why do people live next to volcanoes? 	Romans How much of our lives have been influenced by the Romans? 	Victorians Were the Victorian times a golden age or a dark age? 	Rivers What is the journey of a river from its source to sea? 
Golden Threads	Geography: Locational knowledge Mapping Physical and human geography	History: Conflict and disaster Power Monarchy	History: Society and community Migration, trade, civilisation, settlement and industry	Geography: Locational knowledge Physical and human geography Mapping	History: Society and community Conflict and disaster	Geography: Locational knowledge Mapping Physical and human geography
ROAP outcome	Answer the enquiry question and present field work	30 second speech depicting what made Ancient Egypt successful	Children to create a double page spread on why people live next to volcanoes. Also include any advantages or disadvantages to living there.	Design commemorative stamps for the Romans achievements.		Recreate the river from previous lesson. Children to answer the question what is a journey of a river from its source to sea? Record each groups explanation

Geography	• Identify UK seas. • Locate and name 5 key UK cities. • Describe and understand key aspects of human geography, including types of settlement and land use. • Order types of settlements – hamlet, village, town, city etc • Describe the different ways land is used in different types of settlements. • Make simple conclusions about locations based on evidence/sources. • Draw a simple sketch map including physical and natural features. • Use the 8 points of the compass to describe locations (NW, SW etc) • Describe features of two locations during fieldwork – including digital technology (webcams etc)	• Label 7 continents, 5 oceans, the equator and the north and south pole • Describe and understand key aspects of physical geography, including climate zones and biomes and vegetation belts detailing why they differ in one location to another. • Explain structure and formation of volcanoes and the cause of earthquakes. • Explain the effect of natural disasters on people's lives. • Explain the link between climate change & extreme weather. • Explain ways that people have adapted to manage extreme weather. • Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e., tree distribution in the Amazon Rainforest in 1950 and modern day)	• Describe and understand key aspects of physical geography, including rivers, mountains and the water cycle. • Sequence and briefly describe the water cycle. • Understand the role of renewable energy sources and the role of carbon capture. • Offer own ideas to geographical questions. • Use maps and atlases to fully study the UK and find routes across the UK. • Use the 8 points of a compass to build knowledge of the United Kingdom and the wider world. • Draw a sketch map of the local area including ordnance survey symbols. • Use the 8 points of the compass to describe locations in relation to others (the village hall is southeast of the church) • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and line graphs, and digital technologies.

<table>
<tr><td>History</td><td>The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy and rebellion. This unit will cover how early civilisation started within Egypt. It will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. It will look at the Egyptian gods and what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history. This builds from previous work on early civilisations (Stone Age) and when agriculture began.

• What is the chronology of Ancient Egypt?
• What was life like in early Egypt?
• Did Ancient Egyptians write anything down?
• How did the River Nile contribute to the power within Ancient Egypt?
• What did the Ancient Egyptians believe about the afterlife?
• What were the success of the New Kingdom?
• Who was Ramses III?
• How did the Egyptian Empire end?
• Egypt is in North Africa and that 90% is a desert area.
• The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.
• The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems
• to sustain their crops
• Ancient Egyptians used hieroglyphics to communicate.
• The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt.
• A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods.
• Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars'
• Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed.
• By around 1000BC Egypt was divided by war. Priests ruled in the south, and the pharaohs in the north.
• In 332BC Alexander the Great and his Greek army conquered Ancient Egypt. The family of his general, Ptolemy ruled for nearly 300 years.
• Finally, in 30BC the Romans invaded Ancient Egypt. They defeated Pharaoh Cleopatra and Egypt became part of the Roman Empire.</td><td>The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This builds from KS1 learning about the monarchy and the idea of a castle as a fort and year 3 learning on the Celts living in round house and developing strong defensive systems called Hill forts.

• How did early Rome grow to become the Roman Empire?
• How did Britons resist occupation?
• How did the Romans maintain control over Britain?
• The end of the Roman Republic eventually came in 31 BCE when the Battle of Actium (known as 'the last war of the Roman Republic') was fought between Octavia, Agrippa and Marc Anthony & Cleopatra. Octavian and his general, Agrippa, triumphed in battle and as a result Octavian took control of all of Rome's land and named himself Emperor Augustus, the first emperor of the Roman Empire.
• The Roman invasion coincided with the Iron Age
• To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain.
• To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion.
• That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca.
• To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links)
• That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for
• example, religion, public order, food, libraries, language, the calendar and mathematics).</td><td>The sub lenses for this unit are trade and industry and the effect it had on society and community. It will cover the Victorian era and the industrial revolution. The unit starts with timelining the main events of the monarch Queen Victoria and her life before the enquiry of whether the Victorian era was a dark or golden age. This unit builds from KS1 learning about a comparison of toys in the Victorian era and to now.

• Was the Victorian Era a positive or negative time period?
• How did life change for children in the Victorian era?
• What impact has the Victorian time period had on the UK today?</td></tr>
<tr><td>MFL</td><td colspan="3">French</td></tr>
<tr><td>RE</td><td>CL2.6 (6) How do Jews use stories to remember God's covenant?</td><td>CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)</td><td>CL2.2 How do different people express their spirituality? (Pathway 2)
FL2.11 How do creation stories help people understand the world? (Pathway 6)</td></tr>
<tr><td>Art</td><td>Line Focus/ Drawing & Sketching
Artist - Hilary Pecis
American - Contemporary
• To do some research on this artist and describe what can be seen in her still life paintings.
• Some objects in her paintings to symbolise her interests.
• To compare two of her paintings and find similarities and differences.
• To make a drawing of part of her artwork in pencil. (You could use a viewfinder to help choose a section), adding as much detail as possible.
• To use coloured pencils to add colour and shading.
• To use a coloured pencil, from light or intense.
• To continue to be aware of objects having a third dimension.
• A still life painting can sometimes be a type of self-portrait.
• To describe what objects, you would choose to create a still life about yourself.
• To position objects to form a still life.
• To make an observational drawing of a still life in colour.
• To extend use of drawing materials to include soft pastels for example.</td><td>Collage/textiles
Artist - Henri Matisse
French - Fauvism
 
• Show an awareness and name a range of different fabrics
• Use a sketchbook to plan, collect and develop ideas
• Use collage as a means for collecting ideas</td><td colspan="2">TAKE ONE...
Inspired by the National Gallery's Take One Picture programme</td></tr>
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Music	Ballads 	Creating compositions in response to an animation (mountains) 	Developing singing technique (Vikings) 	Pentatonic melodies and composition (Chinese New Year) 	Jazz 	Traditional instruments and improvisation (India) 
Science	**Scientific Enquiry**  - Comparative / fair testing means changing one variable to see the effect on another, whilst keeping all others the same. - Research means using secondary sources of information to answer scientific questions. - Observation over time means observing changes that occur over a period of time, ranging from minutes to months. - Pattern-seeking means identifying patterns and looking for relationships in enquiries where variables are difficult to control. - Identifying, grouping and classifying means identifying observations to name, sort and organise items. - Problem-solving means applying prior scientific knowledge to find answers to problems.	**Light**  - Dark is the absence of light. - We need light so that we can see things. - A source of light makes its own light. - Examples of sources of light: the Sun, stars, fires, torches, lamps, fireflies, and glow-worms. - Our main source of light is the Sun. - Reflection happens when light bounces off a surface. - A mirror is not a light source; it reflects light. - The Moon is not a light source; it reflects sunlight. - Some light sources are very powerful and can damage our eyes, so we wear sunglasses. - A shadow is a dark shape made when light is blocked by an object. - Opaque objects (like stone, metal, and mud) don't let light pass through.	**Rocks**  - Rock is a natural material that makes up the Earth. - There are three types of rock: sedimentary, igneous and metamorphic. - We can sort and compare rocks by how they look and by properties like hardness, texture, colour and whether water can pass through them. - Sedimentary rocks are made from tiny fragments of rock that are carried by wind, ice or water. - These fragments build up in layers and get squashed together over millions of years. - Igneous rocks are made when magma or lava cools down and goes hard. - Magma is melted rock that forms deep underground because of heat and pressure. - Magma can cool underground or erupt as lava and cool on the surface. - Metamorphic rocks are rocks that change because of lots of heat and pressure. - Different rocks have different properties, so we use them for different things (e.g., buildings, sculptures, roofs). - A fossil is a preserved remain or trace of a living thing, formed when it is buried by sediment and minerals replace the bones.	**Animals including humans**  - Humans and many animals have skeletons and muscles for support, protection, and movement. - Human skeletons are made of bones and cartilage. - Skeletons protect vital organs, for example the rib cage protects the heart and lungs. - Skeletons provide a structure that muscles attach to, to allow movement. - Muscles can only pull (contract), so they work in pairs: when one muscle contracts, the other relaxes. - Some animals, such as insects, have an exoskeleton on the outside of their body. - Animals, including humans, cannot make their own food and get nutrition from what they eat. - A balanced diet includes protein, carbohydrates, fats, fibre, vitamins, and minerals. - Protein helps muscles and bones grow and repair. - Carbohydrates provide energy. - Fats give energy and help keep the body warm. - Fibre helps keep the digestive system healthy. - Calcium keeps bones and teeth strong. - Iron keeps blood healthy (blood tastes of iron). - Vitamin C supports the immune system and healthy blood vessels and comes from fruit and vegetables. - Vitamin D helps keep bones and cartilage strong and comes from sunlight.	**Forces and Magnets**  - Objects move differently depending on the type of surface they move across. - Rough surfaces create more resistance and can slow objects down. - Smooth surfaces allow objects to move more easily and often travel further. - A force is a push or a pull that can make an object start moving, stop moving, speed up, slow down, or change direction. - Many forces require contact between two objects, such as pushing a door or pulling a toy. - Some forces, like magnetic forces, can act at a distance without touching. - Magnets can attract (pull) or repel (push away) other magnets. - Magnets only attract certain magnetic materials, such as iron, steel, nickel, and cobalt. - Materials can be tested and grouped into magnetic and non-magnetic materials. - All magnets have two poles called the north pole and south pole. - Opposite poles attract each other, while the same poles repel each other. - Magnets come in different shapes (such as bar, ring, horseshoe, and button magnets) and are used in everyday objects like fridge doors, compasses, and magnetic catches.	**Plants**  - Roots absorb water and nutrients from the soil. - The stem or trunk carries water and nutrients to the rest of the plant. - Leaves use sunlight to make food for the plant (this is called photosynthesis). - Flowers attract insects using bright colours, scent, and nectar, which gives insects energy. - A life cycle is the different stages of life of a living thing. - Pollination happens when insects carry pollen from one flower to another. - Pollination is needed for a plant to make seeds. - Bees and other insects help move pollen between flowers. - After pollination, the flower that loses pollen begins to die as seeds start to develop. - Seeds are dispersed (spread away) from the parent plant. - Seeds can be dispersed by wind, water, animals, or exploding pods. - Seeds are spread away from the parent plant so new plants have space and a better chance to grow.
	Working Scientifically					
Computing	Networks Online Safety	Scratch Online Safety	Emailing Online Safety	Journey inside a computer Online Safety	Desktop publishing Online Safety	Video Trailer Online Safety

DT	Mechanical Systems Levers and Linkages		A Healthy Sandwich Food		Banishing Broken Biscuits Shell Structures	
PE	'Perform dance using a range of movement patterns' inspire create perform	'Master basic movements.. Including striking and coordination' strike react rally	'Master basic movements.. Including agility, balance, coordination' agility balance coordination	'Use running, jumping and throwing in isolation and combination' run jump throw	'Team games developing simple tactics for attacking and defending' duel win lose	'Develop flexibility, technique, control and balance' jump shape create
	'Object control – developing coordination and control' hands feet equipment	'Team games developing simple tactics for attacking and defending' look run avoid	Modified games to develop fielding skills react roll retrieve	'Embed values such as fairness and respect' fair share dare	'Team games developing simple tactics for attacking and defending' pass position patience	'Throwing for distance, height and accuracy' accuracy power distance
PSHCE	ME and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing