

### KS2 Long Term Planner- Year 3

1 <sup>st</sup> Year	Topic 1	Topic 2	Topic 3	Topic 4
	<p>Stone Age to the Iron Age.</p> <p>Trip to communitree</p>	<p>Volcanoes.</p> <p>What makes the earth angry?</p>	<p>Why were the Romans so successful?</p> <p>Trip to DEWA centre</p>	<p>Where are we on the map?</p>
<p>Key learning for CCW children.</p>	<p>Identifying the changes in communities from the Stone Age to the Iron Age and compare to now. Identify how and why housing, gathering of food has improved. Investigate key areas in Britain i.e. Skara Brae.</p>	<p>Understand how volcanoes are formed and how they erupt. Structures of a volcano. Investigating famous volcanoes - Link to Pompeii and its destruction which links to Year 6 topic of Why visit the Mediterranean?</p>	<p>Roman settlement in Manchester - Mamucium. The impact that the Romans had on Britain- roads, calendars, aqueduct, currency. Identify the beliefs of the Romans and compare to a variety of religions and beliefs now. Understand the spread of the empire.</p>	<p>Identify where Manchester, Bury and Walshaw are on a variety of maps of different scales. Investigate the local history, Jesse Howarth and how the school and church was built, Robert Peel, Victoria Wood and other famous people. Investigate how the area has changed over time.</p>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> </ul> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates of and order significant events from the period studied.</li> </ul> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Use evidence to describe the culture and leisure activities from the past.</p>	<p><u>Historical enquiry</u></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p><u>Chronological understanding</u></p>	<p><b>Science, Music, RE, Computing-</b> See separate curriculum overview</p>	<p><u>Historical enquiry</u></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Use evidence to describe the culture and leisure activities from the past.</p>

	<p>Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past</p> <p><u>Historical interpretation</u> Explore the idea that there are different accounts of history.</p> <p><u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p> <p><u>Organisation and communication</u> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Describe dates of and order significant events from the period studied.</p>		<p>Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past</p> <p><u>Organisation and communication</u> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
<p><b>Geography</b></p>	<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Locational knowledge</u> name and locate counties and cities of the United Kingdom,</p>	<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Human and physical geography</u> 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><u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe</p>	<ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain.</li> </ul> <p><u>Chronological understanding</u> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u> Use evidence to describe the culture and leisure activities from the past.</p>	<p>Geographical skills and fieldwork use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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 graphs, and digital technologies. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Locational knowledge</u></p>

			<p>Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past</p> <p><u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p> <p><u>Organisation and communication</u> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</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><b>Art</b></p>	<p>Drawing close observation □ Draw both the positive and negative shapes □ initial sketches as a preparation for painting □ accurate drawings of people - particularly faces</p>	<p>Form Shape, form, model and construct ( malleable and rigid materials) □ Plan and develop □ understanding of different adhesives and methods of construction □ aesthetics</p> <p>Colour colour mixing □ Make colour wheels □ Introduce different types of brushes □ techniques- apply colour using dotting, scratching, splashing</p>	<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe <u>Locational knowledge</u></p> <p>name and locate counties and cities of the United Kingdom,</p>	<p>Pattern pattern in the environment □ design □ using ICT □ make patterns on a range of surfaces □ symmetry</p>

<p><b>Design and Technology</b></p>		<p>Technical knowledge that materials have both functional properties and aesthetic qualities</p> <p>Evaluating refer to their design criteria as they design and make • use their design criteria to evaluate their completed products</p> <p>Investigating how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants</p> <p>Making order the main stages of making select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Designing share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • use computer-aided design to develop and communicate their ideas</p>	<p>Colour - colour mixing □ Make colour wheels □ Introduce different types of brushes □ techniques- apply colour using dotting, scratching, splashing.</p> <p>Drawing close observation □ Draw both the positive and negative shapes □ initial sketches as a preparation for painting □ accurate drawings of people - particularly faces</p>	
			<p>Evaluating refer to their design criteria as they design and make • use their design criteria to evaluate their completed products</p> <p>Investigating how well products have been designed • how well products have been made • why materials have been</p>	

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			<p>chosen · what methods of construction have been used · how well products work · how well products achieve their purposes · how well products meet user needs and wants</p> <p><i>Making</i> order the main stages of making</p> <p><i>Designing</i> use annotated sketches, Share and clarifying ideas through discussion.</p>	
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