

YEAR 3 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
Ages and Ages	<p><b>Communicating Historically</b></p> <ul style="list-style-type: none"> <li>-Use appropriate historical words and phrases to communicate including: Dates, time period, era, change, chronology, civilisation, age</li> <li>-To begin to use core skills and ICT to communicate and present information from the past.</li> <li>-To contribute to discussions about history</li> <li>-Use new topic language to communicate.</li> </ul> <p><b>Understanding Chronology</b></p> <p>Place events, artefacts and significant people on a time line using dates.</p> <ul style="list-style-type: none"> <li>-Understand the concept of changing over historically significant periods of time.</li> <li>Ordering and showing these changes.</li> <li>-Use dates and terms to describe events.</li> <li>-To show how one period of time lead into another and what discoveries I</li> </ul> <p><b>Interpreting the Past</b></p> <ul style="list-style-type: none"> <li>-Use evidence to ask questions and find information about the past.</li> <li>-Suggest suitable sources of evidence for historical enquires.</li> <li>-Use multiple sources of evidence to gain a more accurate understanding of history.</li> <li>-Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>An Overview of World History</b></p> <ul style="list-style-type: none"> <li>-Give a broad overview of life in Britain.</li> <li>-Compare some of the times studied with those of other areas of interest around the world. (Comparing Bronze Age/Shang Dynasty).</li> <li>-Describe the social, ethnic, cultural or religious diversity of past societies and civilisations. (The Druids, Stonehenge including sacrifice and prayer, rituals)</li> <li>-Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p><b>To Communicate Geographically</b></p> <ul style="list-style-type: none"> <li>-Use basic geographical features to refer to:</li> </ul> <p><b>KEY PHYSICAL FEATURES:</b> Including: Beach rivers, coast, ocean, forest, hill, mountain, river, soil, valley, vegetation and weather</p> <p><b>KEY HUMAN FEATURES:</b> Including: City, town, village, factory, farm, house, office and shop, house, church, station, garden</p> <p><b>To Investigate Places</b></p> <ul style="list-style-type: none"> <li>-Ask and answers geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> </ul>	<p><b>To Master Techniques</b></p> <p><b>Colours/ tints and tones – Painting</b></p> <ul style="list-style-type: none"> <li>-Cave paintings chalk and paint dry brush</li> <li>-To use dry brush techniques and a range of brush sizes.</li> <li>-Mix colour effectively</li> </ul> <p><b>To Develop Ideas</b></p> <ul style="list-style-type: none"> <li>-Develop ideas form starting points</li> <li>-Collect information and sketches.</li> <li>-Adapt and refine ideas as they progress</li> <li>-Explore ideas.</li> <li>-Begin to comment on artwork using the language of art (line form, tone , shape.</li> </ul> <p><b>To Take Inspiration from Other Artists</b></p> <ul style="list-style-type: none"> <li>-Create original pieces that are influenced by studies of others.</li> </ul>	

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

	(Copper children, hunters and gatherers, farming, roles in the community and establishing communities)			
Chocolate		<p><b>To Communicate Geographically</b>  <b>HUMAN GEOGRAPHY:</b> Including:          Settlements and land use.          -To create maps with simple grid references and to label main physical and human features.</p> <p><b>To Investigate Places</b>          -Use a range of resources to identify the key physical and human features of a location.          -Explain own views about locations and draw similarities and differences. giving reasons.          -Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features and read atlas references</p>		<p><b>To Master Practical Skills</b>  <b>Food – Chocolate Bar</b>          -Prepare ingredients hygienically. Follow a recipe. Measure ingredients to the nearest gram accurately. Assemble/cook ingredients.</p> <p><b>To Design, Make, Evaluate and Improve</b>          -Design from a brief.          -Make products by working collaboratively and efficiently understanding why materials have been used or selected.          -Refine work and techniques as you progress.          -Use a range of design techniques          -Evaluate the process of making and the final product.</p> <p><b>To Take Inspiration From Designers and Inventors Throughout History.</b>          -Identify important designers, manufacturers or figures in design areas. (Cadbury, Nestle, Fry’s etc)          -Suggest improvements on existing designs, giving reasons for choices.          -Disassemble products to see how they work.</p>
The Myans	<p><b>Communicating Historically</b>          -Use appropriate historical words and phrases to communicate including:          Dates, time period, era, change, chronology, civilisation, age          -To begin to use core skills and ICT to communicate and present information from the past.          -To contribute to discussions about history          -Use new topic language to communicate.</p> <p><b>Understanding Chronology</b>          -Place events, artefacts and significant people on a time line using dates.          -Understand the concept of changing over historically significant periods of time. - Ordering and showing these changes.</p> <p><b>Interpreting the Past</b></p>		<p><b>To Master Techniques:</b>  <b>Printing:</b>          -Mono print and creating printing blocks          -To experiment with materials for mono printing.          -Use made object to create printing blocks for press print.          (Mayan Design)  <b>To develop Ideas:</b>          -Develop ideas form starting points          -Collect information and sketches.          -Adapt and refine ideas as they progress</p> <p><b>Explore ideas.</b>          -Begin to comment on artwork using the language of art (line form, tone , shape.          -To take inspiration from other artists.</p>	

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

	<ul style="list-style-type: none"> <li>-Use evidence to ask questions and find information about the past.</li> <li>-Suggest suitable sources of evidence for historical enquires.</li> <li>-Use multiple sources of evidence to gain a more accurate understanding of history.</li> <li>-Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>An Overview of World History</b></p> <ul style="list-style-type: none"> <li>-Describe the social, ethnic, cultural or religious diversity of past societies and civilisations.</li> <li>-Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>		<ul style="list-style-type: none"> <li>-Replicate techniques used by notable artists, artisans and designers.</li> <li>-Create original pieces that are influenced by studies of others.</li> </ul>	
<p>Spirit of Adventure</p>		<p><b>To Communicate Geographically</b> Describe key aspects of:</p> <p><b>PHYSICAL GEOGRAPHY:</b> Including: Rivers, mountains, volcanoes, earthquakes, typhoons, tsunamis, the water cycle, climate zones, tropical, temperate, polar, desert, fault lines, Rainforests, Canopy, forest floor, understory layer.</p> <p><b>HUMAN GEOGRAPHY:</b> Including: Settlements and land use.</p> <ul style="list-style-type: none"> <li>-Use the eight points of a compass symbols and keys to communicate knowledge of the United Kingdom and the wider world. Use Atlas references for countries.</li> <li>-Use the eight points of a compass symbols and keys to communicate knowledge of the United Kingdom and the wider world. Use Atlas references for countries.</li> </ul> <p><b>To Investigate Places</b></p> <ul style="list-style-type: none"> <li>-Ask and answer geographical questions about the physical and human characteristics of a location. (rainforests and layers)</li> <li>-Explain own views about locations and draw similarities and differences. giving reasons.</li> <li>-Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features and read atlas references.</li> </ul>	<p><b>To Master Techniques</b></p> <p><b>Drawing line, tone and shade –pen ink and charcoal</b></p> <ul style="list-style-type: none"> <li>-Use different thicknesses of pencil to create different lines and tones</li> <li>-Blend and charcoal to blend creating shades and tones form observation</li> </ul> <p><b>Using materials – Collage and Textiles</b></p> <ul style="list-style-type: none"> <li>-To use collage and materials to create a relief</li> <li>-To explore paper techniques to create textures and form.</li> <li>-Use coiling overlapping, tesslation, mosaic and montage</li> <li>-Select and arrange materials for effect</li> </ul> <p><b>To Develop Ideas</b></p> <ul style="list-style-type: none"> <li>-Develop ideas form starting points</li> <li>-Begin to comment on artwork using the language of art (line form, tone , shape.)</li> </ul> <p><b>To Take Inspiration from Other Artists</b></p> <ul style="list-style-type: none"> <li>-Replicate techniques used by notable artists, artisans and designers.</li> <li>-Create original pieces that are influenced by studies of others.</li> </ul>	

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

		<p>-Use a range of resources to identify the key physical and human features of a location.          -Name and locate the countries of Europe and identify their main physical and human characteristics  <b>To Investigate Patterns</b>          -Make comparisons between locations around the world in terms of climate and physical features.          -Name and locate the equator, northern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some characteristics of these areas.          -Describe similarities and differences between countries.</p>		
Natural Disasters		<p><b>To Communicate Geographically</b>          Describe key aspects of:  <b>PHYSICAL GEOGRAPHY:</b> Including: Rivers, mountains, volcanoes, earthquakes, typhoons, tsunamis, the water cycle, climate zones, tropical, temperate, polar, desert, fault lines, Rainforests, Canopy, forest floor, understory layer.  <b>To Investigate Places</b>          -Ask and answer geographical questions about the physical and human characteristics of a location. (rainforests and layers)          -Explain own views about locations and draw similarities and differences. giving reasons.          -Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features and read atlas references.          -Use a range of resources to identify the key physical and human features of a location.          -Name and locate the countries of Europe and identify their main physical and human characteristics.          -Show an awareness of contributing factors of natural disasters including: tectonic plates, volcano formation, fault lines and weather conditions</p>	<p><b>To Master Practical Skills</b>  <b>Materials</b>          -Cut materials accurately and safely by selecting appropriate tools. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material. Select appropriate joining techniques.          -Work with mouldable materials  <b>Construction</b>          -Choose suitable techniques to construct products. (volcanos)          -Strengthen materials using suitable techniques.  <b>Mechanics, electronics and computing.</b>          -Create and incorporate series circuits into designs.  <b>To Design, Make, Evaluate and Improve</b>          -Make products by working collaboratively and efficiently understanding why materials have been used or selected.          -Refine work and techniques as you progress.          -Use a range of design techniques          -Evaluate the process of making and the final product.</p>	<p><b>Communicating Historically</b>          -Use appropriate historical words and phrases to communicate including: Dates, time period, era, change, chronology, civilisation, age          -To begin to use core skills and ICT to communicate and present information from the past.          -To contribute to discussions about history          -Use new topic language to communicate.  <b>Understanding Chronology</b>          -Place events, artefacts and significant people on a time line using dates. (Comparison with Bronze Age)  <b>Interpreting the past</b>          -Use evidence to ask questions and find information about the past.          -Suggest suitable sources of evidence for historical enquires.          -Use multiple sources of evidence to gain a more accurate understanding of history.          -Suggest causes and consequences of some of the main events and changes in history.  <b>An Overview of World History</b>          -Compare some of the times studied with those of other areas of interest around the world.</p>

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		<p><b>To Investigate Patterns</b></p> <ul style="list-style-type: none"> <li>-Make comparisons between locations around the world in terms of climate and physical features.</li> <li>-Name and locate the equator, northern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some characteristics of these areas.</li> <li>-Describe similarities and differences between countries.</li> </ul>		<ul style="list-style-type: none"> <li>-Describe the social, ethnic, cultural or religious diversity of past societies and civilisations.</li> <li>-Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
The Shang Dynasty	<p><b>Communicating Historically</b></p> <ul style="list-style-type: none"> <li>-Use appropriate historical words and phrases to communicate including: Dates, time period, era, change, chronology, civilisation, age</li> <li>-To begin to use core skills and ICT to communicate and present information from the past.</li> <li>-To contribute to discussions about history</li> <li>-Use new topic language to communicate.</li> </ul> <p><b>Understanding Chronology</b></p> <ul style="list-style-type: none"> <li>-Place events, artefacts and significant people on a time line using dates. (Comparison with Bronze Age)</li> </ul> <p><b>Interpreting the past</b></p> <ul style="list-style-type: none"> <li>-Use evidence to ask questions and find information about the past.</li> <li>-Suggest suitable sources of evidence for historical enquires.</li> <li>-Use multiple sources of evidence to gain a more accurate understanding of history.</li> <li>-Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>An Overview of World History</b></p> <ul style="list-style-type: none"> <li>-Compare some of the times studied with those of other areas of interest around the world.</li> <li>-Describe the social, ethnic, cultural or religious diversity of past societies and civilisations.</li> <li>-Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<p><b>To investigate places</b></p> <ul style="list-style-type: none"> <li>-Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features and read atlas references.</li> </ul>	<p><b>To develop ideas</b></p> <ul style="list-style-type: none"> <li>-Mono print and creating printing blocks</li> <li>-To experiment with materials for mono printing.</li> <li>-Use made object to create printing blocks for press print.</li> </ul> <p><b>To take inspiration from designers and inventors throughout history</b></p> <ul style="list-style-type: none"> <li>-Develop ideas form starting points</li> <li>-Collect information and sketches.</li> <li>-Adapt and refine ideas as they progress</li> <li>-Explore ideas.</li> <li>-Begin to comment on artwork using the language of art (line form, tone , shape.</li> <li>-Replicate techniques used by notable artists, artisans and designers.</li> <li>-Create original pieces that are influenced by studies of others.</li> </ul>	<p><b>To Master Practical Skills</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>-Cut materials accurately and safely by selecting appropriate tools. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material. Select appropriate joining techniques. ?</li> </ul> <p><b>To Design, Make, Evaluate and Improve</b></p> <ul style="list-style-type: none"> <li>-Understand the need for a seam allowance.</li> <li>-Join textiles with appropriate stitching.</li> <li>-Select the most appropriate techniques to decorate textiles</li> </ul>

