

## Year 3: Woolly Mammoths and Courageous Cavemen (History)

### By the end of this unit what should pupils know?

To place key events from the Stone, Bronze and Iron Age into a simple timeline, and understand that the three ages span a period of approximately 10,000 years.

To understand and use the abbreviations BC/BCE and AD.

To know how Britain changed between the beginning of the Stone Age and the Iron Age

To know what is meant by hunter-gathers.

To explain why each age is named the Stone, Bronze and Iron age respectively and know the differences

To generate historically valid questions about life in the Stone, Bronze and Iron Ages and carry out research to answer some of these.

To compare people's clothing and settlements across all 3 ages, identifying similarities and differences between these and giving some simple explanations e.g. *Stone Age people did not have metal pins because they did not know how to work metal, but Bronze and Iron Age people did.*

To know that, in approx. 4000 BCE, farming was introduced into Bronze Age society and explain some ways in which this changed society and some ways it stayed the same.

# Year 3: Right Beneath Your Feet (Geography)

## By the end of this unit what should pupils know?

To locate the sites of volcanoes and earthquake zones on a map of the world, including Etna, Mauna Loa, Vesuvius and Eyjafjallajokull.

To explain why volcanoes and earthquakes only occur in certain parts of the world

- Know what causes an earthquake
- Label the different parts of a volcano

To explain, using a model or diagrams, how volcanic eruption occurs.

To explain, using a model or diagrams, how earthquakes occur.

To sequence the events of a volcanic eruption.

Using written sources (Pliny the Younger) and artefacts, describe how and why the volcanic eruption at Pompeii affected people's lives. (literacy focus)

Using their own research, describe the events of a well-known earthquake and its impact on the population.

Understand and explain some ways in which humans seek to protect themselves against earthquakes and volcanoes.

# **Year 3: Around the World in a Rainforest (Geography)**

## **By the end of this unit what should pupils know?**

**To correctly identify the layers of a rainforest using a labelled diagram – forest floor, understorey, canopy, emergent layer.**

**To know the names of four countries from the southern and four from the northern hemisphere.**

**To identify the different plants and animals that live in each layer of the rainforest and describe how they are suited to this habitat, including animals that pass between layers.**

**To know that there are three main type of forest biome and provide a basic description of the main features of each, including climate: tropical, temperate and taiga forests.**

**To locate temperate forests, tropical rainforests and Taiga forests on a world map.**

**To research the lives of people who live in the rainforest, and present their findings.**

**To understand and use the term vegetation belt to describe the plant life in a whole area.**

**To understand and use the term biome to describe an area which has a dominant climate or vegetation type.**

# Year 3: The Secrets of Plants (Science)

## By the end of this unit what should pupils know?

**Using scientific observations, name the parts of flowering plants and explain their functions using scientific language.**

**Name and describe different ways in which seeds are dispersed: wind; through animal faeces; through sticky burrs attached to animals' fur.**

**Describe the lifecycle of a flowering plant, using the correct scientific vocabulary: germination, pollination, fertilisation and seed dispersal.**

**Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.**

**Investigate the way in which water is transported within plants.  
Know how water is transported within plants.**

**Carry out simple experiments and use their observations to explain that water and minerals are absorbed by the roots of the plant, transported up the stem to the leaves and exits through the stomata in the leaves.**

**Plan an investigation to test whether changing the conditions in which a plant grows affects its healthy growth e.g. consider how germination might be affected by heat; varying the amount of water a plant gets to simulate different environments such as deserts or ponds.**

**Use the results of their experiment to generate further questions about how changing conditions may affect plant growth, and plan experiments to investigate these.**

# Year 3: Road Trip – A European Adventure (Geography)

## By the end of this unit what should pupils know?

To name and locate at least eight of the counties of the UK and at least six cities in England on a map or an aerial photograph.

Use the 8 points of the compass (N, NE, E, SE, S, SW, W, NW) to describe the location of counties and cities in the UK.

To name and locate some of the most populous cities in the UK on a map: Belfast, Cardiff, Edinburgh, London, Manchester, Birmingham, Leeds, Glasgow, Southampton, Liverpool, Newcastle and Bristol.

To know the names of and locate at least 8 European countries.

To use maps to locate European countries and capitals.

Use maps and aerial photographs to compare Oldham with a contrasting area of the UK, identifying similarities and differences between their physical and human features.

Interpret four figure grid references to locate cities and topographical features on maps.

To describe counties using their key topographical features e.g. *Greater Manchester is a highly populated county with lots of large towns and cities; Cumbria contains lots of lakes and mountains; Yorkshire and Northumberland have large stretches of farm land.*

Identify main transport links between cities in the UK and explain why some are suited to their specific areas e.g. *ferry links across the lakes because it is a more direct route than travelling around.*

## Year 3: It's a Mummification, Get Me Outta Here... (History)

### By the end of this unit what should pupils know?

Locate the modern country of Egypt on a world map and know that it is in the continent of Africa and that the world's longest river, the Nile flows through it.

Using pictures of paintings, carvings and statues, identify what these sources can tell us about Ancient Egypt.

Describe some Ancient Egyptian gods and goddesses and know that they believed that the gods were a mixture of animal and human.

Identify the location of major Ancient Egyptian settlements on a map and identify similarities between these e.g. *they're all along the river because they need water for the population to drink.*

To describe the structure and function of the pyramids using diagrams/models.

To sequence the steps of mummification and explain why Egyptians followed this ritual.

Examine artefacts from King Tutankhamun's tomb and explain what they can tell us about Ancient Egyptian society.

Compare the Ancient Egyptian and Christian creation stories and identify similarities and differences between these.