

## Passport to Europe Spring term Year 3

### Geography

#### **Location and Place Knowledge**

- Name and locate counties and cities of the United Kingdom.
- A region of the United Kingdom.

#### **Mapping**

- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Recognise some standard OS symbols.

#### **Fieldwork**

- Use the eight points of a compass.

#### **Human and Physical Geography**

- Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc.

#### **Communication**

- Use geographical language relating to the physical and human processes.
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.

#### **Use of ICT/Technology**

- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.

#### **Mapping**

- Use the index and contents page of atlases.

#### **Human and Physical Geography**

- Describe and understand key aspects of:

	<ul style="list-style-type: none"> <li>- human geography including types of settlement and land use.</li> </ul> <p><b>Use of ICT/ technology</b></p> <ul style="list-style-type: none"> <li>▪ Use the zoom facility on digital maps to locate places at different scales.</li> <li>▪ Add a range of text and annotations to digital maps to explain features and places.</li> <li>▪ View a range of satellite images.</li> </ul>
History	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> </ul> <p><b>Chronology</b></p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between hunter-gatherers and early farmers).</li> <li>▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (such as placing the construction of Stonehenge into chronological order).</li> </ul> <p><b>Events, People and Changes</b></p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> <li>▪ Understanding some significant aspects of history (such as the complexity of building Stonehenge).</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>▪ When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology.</li> </ul>

- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (*e.g. comparing the Pyramids of Ancient Egypt with Stonehenge*).

### **Enquiry, Interpretation and Using Sources**

- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (*such as about life in Ancient Britain*).
- Use some sources to start devising historically valid questions about change and significance (*such as the development of farming and of settlement*).
- Understand some of the methods of historical enquiry, (*such as maps*), and how these can be used to make historical claims (*such as about the transportation of the Bluestones*).

### **Chronology**

Show their increasing knowledge and understanding of the past by:

- Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (*e.g. between Roman Britain and other periods they have studied*).

### **Events, People and Changes**

Be able to describe some of the main events, people and periods they have studied by:

- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

### **Communication**

- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

### **Enquiry, Interpretation and Using Sources**

- Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.

Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may exist* (*artist's pictures, museum displays, written sources*).

Art	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>3-D</b></p> <ul style="list-style-type: none"> <li>Plan, design and make models from observation or imagination.</li> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Create surface patterns and textures in a malleable material.</li> <li>Use papier-mâché to create a simple 3-D object.</li> </ul> <p><b>Textile</b></p> <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. stitching to create different textural effects.</li> <li>Develop skills in stitching, cutting and joining.</li> </ul> <p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p><b>Drawing and Painting</b></p> <ul style="list-style-type: none"> <li>Use journals to collect and record visual information from different sources.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in journal.</li> </ul>
DT	<p><b>Evaluation of Existing Products</b></p> <ul style="list-style-type: none"> <li>Investigate similar products to the one to be made to give starting points for a design.</li> <li>Research needs of user.</li> <li>Draw/sketch products to help analyse and understand how products are made.</li> <li>Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Plan a sequence of actions to make a product.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Record the plan by drawing using annotated sketches.</li> </ul> <p><b>Evaluation (of their Finished Product)</b></p> <ul style="list-style-type: none"> <li>▪ Consider and explain how the finished product could be improved.</li> <li>▪ Discuss how well the finished product meets the design criteria of the user.</li> <li>▪ Investigate key events and individuals in design and technology.</li> </ul>
Music	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>▪ Respond to the strong beats whilst singing.</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▪ Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures.</li> <li>▪ Recognise changes in texture.</li> <li>▪ Identify the melodic line in a texture.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Recognise rhythm on rhythm in music.</li> <li>▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary.</li> <li>▪ Develop an understanding of the history of music.</li> <li>▪ Perform simple melody patterns.</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>▪ Respond to the strong beats whilst singing.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▪ Identify the melodic line in a texture.</li> <li>▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>▪ Differentiate between the contrasting sections of a song.</li> </ul>
<b>Global Links</b>	<p>Looking after the environment</p> <p>How the world has changed</p>