

Year 3 - Medium Term Planning

Aims:

Children need to be secure in their knowledge of the countries of the UK, major cities and these areas on the a map. They need to be able to recognise the UK on a world map or globe and have some understanding of its position in relation to the rest of the world. The children should also learn to use the points of the compass and follow a simple route. Gain understanding of the features of a river and name main attributes (source, mouth, meander). Fieldwork should be used to observe , measure, record and present features of the local area - using maps, plans, graphs and surveys. Use enquiring skills to investigate and gather evidence.

Children should be able to develop the use of chronological order for main periods in history from stone age to present day - with particular focus on Stone Age, Bronze Age, Iron Age to Anglo Saxons/Vikings. To gain a basic understanding of what life was like in these 3 periods and identify the differences be-

Geography: (1st 3 Weeks)

Map Work - UK

- Woodgate Valley—Map route taken, use compass directions, identify land use along the way, distance from school.
- Use map of UK to locate countries of the UK, major cities, rivers and mountain areas. Name the seas that surround the UK.
- Identify directions and distances of main cities and coastal areas from Birmingham.
- Chart the weather in the locality over a period of a week - rainfall, wind direction, temperature am/pm and make comparisons with London, Edinburgh, Cardiff, and Belfast. Check weather forecasts.
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History: Rest of the term

Changes in Britain (Stone Age to Iron Age)

- Recognise the differences between the materials - stone, bronze, iron and their properties.
- Aspects of Everyday life in the Stone Age - cave paintings, Stonehenge - construction, hunter gatherers, homes and culture.
- Aspects of Everyday life in the Bronze Age - homes and culture, beliefs.
- Aspects Everyday life in the Iron Age - homes, culture, beliefs - introduction to the Celts. Construct a model round house - see Ancient History BBC 'Celtic Roundhouse'.
- Explaining the evidence from historical sites and archaeological discoveries.
- Use a range of stories, poems and non-fiction sources.
- Use visit to Creswell Crag where possible o gain a deeper understanding of the Stone Age in history.

National Curriculum: Geography

Locational knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: **climate zones (UK Weather Patterns)**, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping **to locate countries (4 UK Countries)** and describe features studied
- 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

National Curriculum: History

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Year 3 - Medium Term Planning

Spring Term

Aims:

The purpose of this theme is to enable the children to use maps, atlases and globes to locate the countries of Europe. Also to use 8 points of a compass for places in the UK and position with Europe. To describe the main physical features of Italy and make comparisons with UK.

Geography: Map Work - Europe - Main focus on Italy

- Consolidate knowledge of countries, cities, rivers mountains of the UK.
- Use atlases and globes to name and locate all 7 continents.
- Focus on Europe and identify all countries including Russia and main capital cities.
- Locate main rivers, mountain ranges and surrounding seas.
- Use compass directions and distances from the UK. Birmingham to capital cities in France, Spain, Italy, Russia, Norway and Germany.
- Compare temperatures/climate with UK and other parts of Europe e.g. Spain, Italy, Russia and Norway.
- **Focus on Italy and research - climate, landscapes, main cities - Rome, Naples, Milan and Venice.**
- **Famous landmarks, culture, religion, food etc.**
- **Investigate Mount. Vesuvius Eruption and destruction of Pompeii (Historical Site)**
- **Identify other Volcanoes in Europe and wider world.**

National Curriculum: Geography

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America (**England V Italy**)

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes** and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Year 3 - Medium Term Planning

Summer Term

Aims:

The aim of this topic is to enable children to place events in chronological order and have an understanding of different time periods in history including distinguishing between the terms BC and AD. To understand how invasion affected the lives of Ancient Britons and the changes in society - link to previous work on the Stone Age—Iron Age. The children should be given opportunity to make comparisons and understand differences in culture and everyday life between different societies. They also need to understand how archaeological evidence has an important part to play and develop enquiry based activities.

History: Roman Invasion of Britain

- Make a human timeline of main time periods in Britain from the Stone Age to present day. (Stone Age, Bronze Age, Iron Age, Romans, Anglo - Saxons, Normans, Plantagenet's, Tudors, Stuarts, Georgians, Victorians, Edwardians, Windsors)
- Timeline overview of Roman Invasion of Britain.
- Find out who the Romans were and contrast with Celtic life in Britain. Include differences between Celtic and Roman settlements.
- Use enquiry based skills to understand why the romans invaded Britain - AD43 - by **Claudius** and why previous attempts at invasion in 55-54BC by **Julius Caesar** had failed.
- Investigate British resistance of the Celtic tribes led by **Boudicca** in AD61 - and learn how bias of events depends on the viewpoint. Discuss differences between fact and opinion.
- Locate **Hadrian's Wall** on a map and investigate why the Romans built this.
- Investigate the Romanisation of Britain - roads, settlements and introduction of early Christianity. Look at archaeological evidence.
- Conclude with a brief summary of why Roman power in Britain came to an end in AD367. Look at Roman historian accounts.

National Curriculum: History

- the Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity