

YEAR THREE New National Curriculum 2015 at West Park School

Year THREE		Science, Geography, History		Provision Audit across the Year/Key Stage		
Autumn		Spring	Summer	Science	Geography	History
<p>Where in the World...? Ge2/1.1 Locational Knowledge Ge2/1.1a Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Ge2/1.1b Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hill, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Sc3/4.1 Light Sc3/4.1a Recognise that they need light in order to see things and that dark is the absence of light Sc3/4.1b Notice that light is reflected from surfaces Sc3/4.1c Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Sc3/4.1d Recognise that shadows are formed when the light from a light source is blocked by a solid object Sc3/4.1e Find patterns in the way that the size of the shadows change Get Moving Sc3/4.2 Forces and Magnets Sc3/4.2a Compare how things move on different surfaces</p>		<p>Swards and Stones Hi2/1.1 Pre-Roman Britain Pupil should be taught about changes in Britain from the Stone Age to the Iron Age. This could include: Late Neolithic hunter-gatherers and early farmers, for example Skara Brae Bronze Age religion, technology and travel, for example Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Roaming Romans Hi2/1.2 Roman Britain Pupil should be taught about 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</p>	<p>Digging Down Under Sc3/3.1 Rocks Sc3/3.1a Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Sc3/3.1b Describe in simple terms how fossils are formed when things that have lived are trapped within rock Sc3/3.1c Recognise that soils are made from rocks and organic matters Sc3/2.2 Animals including humans Sc3/2.2a Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Sc3/2.2b Identify that humans and some other animals have skeletons and muscle for support, protection and movement Hi2/2.5 Non-European Study Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 Mayan civilization c. AD 900 Benin (West Africa) c. AD 900-1300 It's a jungle out there...! Sc3/2.1 Plants Sc3/2.1a Identify and describe the functions of different parts</p>	<p>Plants - Pupils should be taught to: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Animals including humans - Pupils should be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Rocks - Pupils should be taught to: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Light - Pupils should be taught to: Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected</p>	<p>Across Year 3 – 6 Children should be taught about 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 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 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 within North or South America Human and physical</p>	<p>Across Year 3 – 6 Children should be taught about Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization</p>

	<p>Sc3/4.2b Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Sc3/4.2e Describe magnets as having 2 poles</p> <p>Sc3/4.2f Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>		<p>of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Sc3/2.1c Investigate the way in which water is transported within plants</p> <p>Sc3/2.1d Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Ge2/1.1c Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.</p> <p>Forces and Magnets - Pupils should be taught to: Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>geography</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-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</p> <p>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.</p>	<p>c. AD 900; Benin (West Africa)</p> <p>c. AD 900-1300.</p>
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