



## Year 3: Autumn 1 Significant periods of time Stone Age

Topic Name: Stone Age Driver: History Parental involvement/trip/visit: Inviting parents to help paint our Stone age pots	<b>Big Writes / SPAG</b> <ul style="list-style-type: none"><li>Subordinating conjunctions- when, before, after, while</li><li>Coordinating conjunctions-and, but, or</li><li>Commas for lists</li><li>Suffixes-ly, ment, ness, ful, less</li><li>Spell some 3/4 words</li></ul>
<b>Previous learning</b> Children will draw upon the skill of interpreting secondary sources to gather information about the past in year 2. In year 3, children will build on this by making comparisons through enquiry. Children will draw upon the skill of recounting key events in year 2 and build on this in year 3 by sequencing key events. Children will draw upon the skill learnt in year 2, of how to answer a historical question. In year 3, children will build on this further by giving reasons for their answers and creating their own historical questions about the subject being explored.	
Week 1 – hook	Make a monolith, stonehenge, cave paintings
Week 2	Sequencing key events from the stone age
Week 3	Skara Brae exploration, what can we see
Week 4	Worship in the stone age, compare and reflect practices
Week 5	Explore practices used by early stone age hunters (objects, reflect and compare)
Art/DT projects	Using clay to make stone age pinch bowls

Sticky knowledge	Vocabulary	Local connection
The stone age began 2.6 billion years ago  Tools and weapons were made from stone  Stone Age people built and gathered around temples called henges  Cave painting is the art created by Stone age people on cave walls.	Blade Cave Spear Trade Flint Pyramid Farming Pelt Villager	The Rudstone Walk in Hull dates back to the Stone Age.



## Year 3: Autumn 2 Weather and Environment Oceans

Topic Name: Oceans Driver: Geography Parental involvement/trip/visit: Creating a continent exhibition and celebrating different countries.		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"><li>Subordinating conjunctions- when, before, after, while</li><li>Coordinating conjunctions-and, but, or</li><li>Commas for lists</li><li>Suffixes-ly, ment, ness, ful, less</li><li>Spell some 3/4 words</li></ul> Planning a story:
Previous learning Pupils will draw upon their knowledge of rural and urban areas (Year 1 and Year 2) Pupils will also draw upon their world knowledge of continents and deepened their knowledge by exploring countries within these continents (Year 2) Pupils will use maps to locate countries within continents, they will use this knowledge in their future topic Hurricanes. By the end of this unit, pupils will understand the impact of both physical and human geography which they will use in their future topics.		
Week 1 – hook	Under the Sea party	Write a description of Under the Sea (in preparation for story writing)
Week 2	Locate the Oceans and compare them by size. Use the equator to see if they are cold or warm	
Week 3	How the Oceans were formed	Who are the characters in your story? Write a description of some of the main characters.
Week 4	Equator - looking at hot and cold countries	
Week 5	Grid references locating and plotting landmarks	Plan and write a story "Adventure in the ocean ___"
Art/DT projects	Design and test floating boats	

Sticky knowledge	Vocabulary	Local connection
<p>There are 7 continents in the world. These are Asia, Africa, North America, South America, Antarctica, Europe, Australia</p> <p>There are 5 major oceans in the world</p> <p>The North Pole is at the top of the world and the South Pole is at the bottom</p> <p>The equator is across the middle. Countries near the equator are very hot.</p>	Ocean Equator Continent Landscape Desert Arctic Weather Locate Difference Similarity	How has the North Sea impacted on Hull's history?



## Year 3: Spring 1 Significant periods of time Romans

Topic Name: Romans Driver: History Parental involvement/trip/visit: Trip to Hull and East Riding Museum	<b>Big Writes / SPAG</b> <ul style="list-style-type: none"><li>Subordinating conjunctions-when, before, after, while</li><li>Coordinating conjunctions - and, but, or</li><li>Inverted commas for speech</li><li>Apostrophes for possession and omission</li><li>Adverbs and prepositions to start writing</li><li>Spell year 3/4 words</li></ul>
Previous learning <p>Pupils will draw upon their Year 2 work, finding similarities and differences. In Year 3, the pupils will explore similarities and differences over periods of time. Pupils will draw upon their Year 2 work, using photographs to retrieve information about the past. In year 3, pupils will use photographs, maps and written texts. Pupils will draw upon their Year 2 work, placing events in chronological order. In Year 3, pupils will place significant events on a timeline. Pupils will draw upon their Year 2 work, recalling the life of a significant person. In Year 3, pupils will study a significant person and how they have impacted that era of history.</p>	
Week 1 – hook	Gladiators - school friendly
Week 2	Placing the Roman period within world history and significant events on a timeline
Week 3	The difference between Roman and British way of life
Week 4	Religious beliefs of the Romans
Week 5	The role of the Roman army
Art/DT projects	Roman Mosaics

Sticky knowledge	Vocabulary	Local connection
Julius Caesar wanted to make Britain part of the Roman Empire because it was very wealthy  The Roman army was very skilled. They were always ready for battle  Boudica was queen of the Iceni tribe. She started a rebellion to defeat the Romans.  The Romans believed in many different Gods.	Roman Emperor Invade Rebel Highlands Legion Rome Empire Gladiator Amphitheatre	The city of York was an important Roman place.



## Year 3: Spring 2 Significant places Rainforests

Topic Name: Rainforests Driver: Geography Parental involvement/trip/visit: 'In the Rainforest' performance by the children.		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"><li>Subordinating conjunctions-when, before, after, while</li><li>Coordinating conjunctions - and, but, or</li><li>Inverted commas for speech</li><li>Apostrophes for possession and omission</li><li>Adverbs and prepositions to start writing</li><li>Spell year 3/4 words</li></ul>
Previous learning Pupils draw upon their prior knowledge of the impact of human geography on the landscape and deepen their understanding by exploring the impact the rainforest has on the world and the impact humans have on the rainforest. Pupils will also draw upon their world knowledge of continents and deepen their knowledge by exploring countries within these continents (Year 2 and Year 3).		
Week 1 – hook	Enterprise day to raise money for the rainforests	
Week 2	Identify and explain what a tropical rainforest is and locate	
Week 3	The weather found in tropical rainforests and layers of the rainforest	
Week 4	Animals found in a rainforest and why rainforests are important	
Week 5	Why rainforests are endangered	
Art/DT projects	Fair trade chocolate	

Sticky knowledge	Vocabulary	Local connection
Tropical rainforests are hot, moist and rain all year long  Tropical rainforests are located around the equator  Rainforests are home to 50 - 70% of all life forms on our planet. They keep our planet healthy  A quarter of the world's insects live in the rainforest.	Canopy Emergent Equator Endangered Camouflage Tropics Deforestation Continent Understory Humid	Having an eco focus in Hull. Looking at ways to save the planet in our local community.



## Year 3: Summer 1 Kings and Queens William I

Topic Name:	William I	Big Writes / SPAG
Driver:	History	<ul style="list-style-type: none"><li>Different sentence types- statements, commands, questions</li><li>Exclamation marks to show emotion</li><li>Uses phonic knowledge to spell most words correctly</li><li>Spelling- common exception words</li><li>Suffixes-ly, ful, es, s,ment, less, ness</li><li>Contractions</li></ul>
Previous learning	In Year 2, the pupils learned about the influences significant monarchs have had on society (Queen Victoria). In Year 1 and 2, the pupils explored primary and secondary sources to help them understand the period of history.	
Week 1 – hook	Drama re-enactment of the Battle of Hastings	A recount of the re-enactment of the Battle of Hastings
Week 2	Place events in chronological order - looking at secondary resources to gather information	
Week 3	Bayeux tapestry	A biography of William I
Week 4	Domesday book	
Week 5	The influence people had on Britain. Looking at castles. (Motte and Bailey)	A report about life in the time of William I
Art/DT projects	Printing on blocks	

Sticky knowledge	Vocabulary	Local connection
<p>There were 3 claimants to the throne after Edward the confessor died</p> <p>William the conqueror was the first Norman King of England (1066-1087)</p> <p>The Domesday book was a survey designed to record everything people owned</p> <p>The motte is a raised mound of earth which has a wooden or stone building on it, often referred to as a keep</p> <p>The bailey is an enclosed courtyard that is surrounded by walls and a ditch and palisade – which is a wooden stake fence.</p>	<p>Normans</p> <p>Rule</p> <p>Conqueror</p> <p>Domesday book</p> <p>Taxes</p> <p>Duke</p> <p>Revolt</p> <p>Battle of Hastings</p> <p>Rebellion</p> <p>Bayeux tapestry</p>	<p>William the Conqueror was responsible for the construction of the Norman castle in York.</p>



## Year 3: Summer 2 Natural Disasters **Tsunamis**

Topic Name: Tsunamis

Driver: History

Parental involvement/trip/visit: Shelter experiment with parents.

### Previous learning

Pupils will build on their understanding of the world by exploring the places most affected by tsunamis. In their previous unit pupils explored rainforests. Pupils will also draw upon their world knowledge of continents and deepen their knowledge by exploring countries within these continents. Pupils will explore the impact of tsunamis on the environment and on living things. This will build on the impact humans have on the oceans.

### Big Writes / SPAG

- Inverted commas for speech
- Apostrophes for possession and omission
- Adverbs and prepositions to start writing
- Present perfect tense
- Spell year 3/4 words

Week 1 – hook Water play, creating tsunamis over play cities

A description of a tsunami scene

Week 2 What is a tsunami and factors that cause them

Week 3 Countries affected by tsunamis (locate on a map)

A fact file about tsunamis

Week 4 The impact of tsunamis

Week 5 Protection from tsunamis

A persuasive poster about water safety

Art/DT projects Creating a pulley system to be used in tsunami rescues

Sticky knowledge	Vocabulary	Local connection
<p>A tsunami is a large ocean wave caused by an underwater earthquake or volcanic eruption</p> <p>Tsunamis occur mostly in the Pacific ocean</p> <p>If there is a sign of tsunami you must leave the area as soon as possible</p> <p>Tsunamis are sometimes called tidal waves</p> <p>Japan has the highest recorded number of tsunamis.</p>	<p>Crust</p> <p>Tidal wave</p> <p>Submerge</p> <p>Coast</p> <p>Tsunami</p> <p>Ring of fire</p> <p>Displace</p> <p>Wavelength</p> <p>Flooding</p> <p>Tectonic plates</p>	<p>Local people's reaction and fundraising efforts to help those impacted by the 2004 Boxing Day Tsunami.</p>