

## Thematic Long Term Planning - Summary of Year 3 Units

<p><b>AUTUMN 1 - What are the world's waterways?</b></p>	<p><b>AUTUMN 2 - What did the Ancient Greeks do for me?</b></p>
<p><b>History:</b> Children will understand the importance of canals throughout history and particularly the role that they played during the Industrial Revolution. They will then be able to identify how the purpose of canals has changed over time. Children will gain an understanding of the U.K canal system, particularly in Birmingham and the importance of key figures such as The Duke of Bridgewater and James Brindley.</p> <p><b>Geography:</b> Children will be able to explain, using technical vocabulary, how rivers are formed, linked to their part in the water cycle. They will show an understanding of the process of erosion and the part it plays in the creation of waterfalls. Children will be introduced to U.K counties and will be able to identify key rivers of the U.K, their origins and where they flow to. They will understand the process of flooding and the impact that it can have on communities in the U.K through case study research. Children will be able to identify the major rivers of the world and the continent that they belong to and will be able to compare these rivers based on their key features.</p> <p><b>Art:</b> Children will learn how to manipulate a range of paint brushes in order to create a desired effect which they will then apply into producing examples of traditional canal art.</p> <p><b>Design &amp; Technology:</b> Children will understand what an engineer is and the part that they play in our lives today and the part that they have played in history (linked to James Brindley)</p>	<p><b>History:</b> Children will understand that the past is split into periods of time and they will be able to locate Ancient Greece in comparison to others studied and in the context of BC/AD. They will be able to explain the importance of Mount Olympus and the Greek Gods who lived there and the impact that they had on various aspect of Ancient Greek culture. Children will study Ancient Greek schooling and will investigate how the origins of the Greek alphabet and the concept of libraries have influenced life today.</p> <p><b>Geography:</b> Children will be able to locate Greece on a map in the context of Europe and will be able to identify the human and physical features of the country today. Children will develop further their knowledge of rivers by comparing the features of the Haliacmon river in Greece to those previous studied. They will study the types of food and drink consumed in Ancient Greece, making links to the geographical position of the country, its climate and the land types found there.</p> <p><b>Art:</b> Children will represent the features of Ancient Greek architecture through careful composition of a range of textured materials in order to form a relief collage. Children will be able to infer facts about Ancient Greek life from ancient pots and will recreate their own design based on their learning.</p> <p><b>Design &amp; Technology:</b> Children will be able to identify the features of Doric, Ionic and Corinthian architecture and will be able to identify where their influences are still apparent today particularly within the county of the West Midlands.</p>
<p><b>SPRING 1 - What is life like for a child in Kenya?</b></p>	<p><b>SPRING 2 - How did the Romans change Britain?</b></p>
<p><b>History:</b> Children will learn about the history of Kenya's Maasai tribe and the traditions that are still apparent today. Children will be able to make comparisons between the lives of Maasai children and their own.</p> <p><b>Geography:</b> Children will develop their understanding of different types of maps, identifying the purpose of political and topographical maps explaining the advantages and disadvantages of both. They will be able to articulate a range of physical features of Kenya, particularly that it is part of the continent of Africa and the names of some other African countries that border it. Linking to an understanding of biomes and land use, children will study 'The Big 5' animals of Africa and will be able to discuss the importance that they have in developing Africa's economy through tourism. They will be able to confidently discuss the features of rivers of the world and will apply their prior knowledge when comparing the Tana River and The River Nile. The vocabulary 'urban' and 'rural' will be introduced and the lives of both urban and rural children will be considered. Children will be able to explain how 'Fairtrade' programmes help to support farmers and their families.</p> <p><b>Art:</b> Children will learn how to develop their knowledge of printing by adding string, objects or card to a printing block in order to create a relief print that is inspired by traditional African patterns. They will use a range of materials to recreate jewellery in the style of</p> <p><b>Design &amp; Technology:</b> Children will identify a range of crops, particularly fruits, that are grown in Kenya. Using their knowledge of the geographical features of Kenya and the UK they will be able to suggest why they are grown in one location and not the other.</p>	<p><b>History:</b> Children will deepen their understanding of chronology by placing the Roman civilisation on their class line and comparing the key Roman invasions of Britain in order. They will be able to explain the importance of Julius Caesar as a significant figure and why invading Britain was so important to him. Children will be able to articulate the differences between the Celts and the Romans and will understand how their physical appearance aided or hindered their success.</p> <p><b>Geography:</b> Children will be able to identify Italy on a map in the context of Europe and compare its location to that of Great Britain and Greece through geographical and directional language. Children will be able to locate Roman settlements on a map of the U.K and explain why these places were chosen to settle in based on the physical features of the place. Local places of interest will be studied e.g. Watling Street, Cannock and links made to events in history (The Battle of Watling Street).</p> <p><b>Art:</b> Children will identify the internal features of Roman homes, through images and will recreate their own section of Roman mosaic.</p> <p><b>Design &amp; Technology:</b> Children will investigate some of the great inventions in use today that were created by Roman engineers. In a collaborative challenge children will identify Roman structures such as aqueducts and columns, use cardboard to recreate them and using a range of materials, be able to design and make a structure that carries water over a given distance using the design features brought to us by the Romans.</p>

## SUMMER 1 - What can we learn about China?

**History:** Children will be able to locate the Shang Dynasty on their class timeline and will be able to compare it to other events that were occurring in the world at the same time. Children will understand the religious beliefs of the Shang people and through the story, 'The Dragon Bones' and by learning about the discovery of Fu Hao's tomb, will understand the importance of artefacts found from this time period and the part that archaeologists play in our understanding of history.

**Geography:** Children will be able to use an atlas and simple (A1) coordinates in order to locate China and its major cities. Using a range of maps and resources, children will be able to create a comprehensive table of information about the human and physical features of a Chinese city and will compare it directly one from the UK. Children will be able to note comparisons between The Great Wall of China and Hadrian's Wall and be able to state the impact that both of these landmarks have on the tourism of the country/locality. Children will locate the longest river in Asia and will independently be able to trace its journey from source to mouth using the correct terminology, as previously learnt. Using their knowledge of settlements and the purpose of rivers, children will be able to explain why the early Shang settlers settled near the Yellow River and how they solved the potential problems that living there caused.

**Art:** Children will investigate the silk painting techniques used during the Shang Dynasty. After experimenting with a range of media such as ink, pen and gutta paint children will select a preferred method to replicate these designs. Children will then work collaboratively to create blossom tree wall hangings.

**Design & Technology:** Children will identify a range the origin of a range of food from around the world. Using a range of utensils safely they will be able to develop food preparation techniques from Year 2 in order to create simple Chinese dishes.

## SUMMER 2 - How did prehistoric man live?

**History:** Children will be able to locate the Stone Age, Bronze Age and Iron Age on their class time line and be able to use the correct vocabulary to compare them to the periods of time previously studied. By taking part in a virtual tour of Skara Brae and interrogating images of the artefacts found there, children will be able to draw their own conclusions about life in Stone Age times before experiencing this way of life themselves during an off-site Stone Age experience day.

By investigating a range of resources and images, children will be able to explain how artefacts and homes developed from the Stone Age to the Bronze Age, to the iron Age made life easier.

**Geography:** Children will be able to match a range of Stone Age settlements to their place on a U.K map and will be able to draw on prior knowledge of settlements to explain why Stone Age man may have chosen to settle there and the need to move location regularly. Children will be able to identify the features of iron Age forts and will be able to identify the physical features of these settlements through the use of Google Earth.

**Art:** Children will have developed their knowledge of paint application techniques by investigating the effect created by a range of unorthodox materials which they will then use to create replica cave paintings on rolls of wallpaper. They will also be able to compare cave paintings found in the U.K with those found in Northern Europe by taking a virtual tour of the caves at Lascaux. Continuing to develop children's independence in selecting their own materials, they will select their own natural materials from the school environment in order to decorate a clay beaker foil pot that they have made.

**Design & Technology:** Children will follow Stone Age techniques in order to make bread and will cook it using traditional techniques, identifying how methods have changed between then and now. Children will develop their sewing techniques from Year 2 and will be able to use stitches taught in order to join together two pieces of fabric in order to make an item of clothing, following a simple pattern.