

Halfway Junior School

Year 3 Curriculum 2018/2019

Term	At1	At2	SP1 & 2	Su 1 &2
Duration	8	7	6/6	6/7
Topic	Stone Age	Romans	Raging Rivers	Egypt
Focus	History / Geography Who were early man and how did they live? How do we know? How has this changed over time?	History / Geography How did the Romans change Britain? Are we still a 'Roman Britain'?	Geography How are rivers made? Where are rivers? How are they used? How do rivers contribute to our lives?	History How did the Egyptians achieve so much? What were their obstacles and how did they overcome them?
Objectives	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 land-use patterns; and understand how some of these aspects have changed over time	'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 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)	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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied rivers & water cycle	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study

			<p>Rivers in Sheffield River Thames / Colorado</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>Science (Year 3 schemes of work)</p>	Rocks		<p>Plants Light</p>	<p>Forces Animals including humans</p>
<p>ART / DT</p>	<p>Weaponry</p> <p>Short activity</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Mosaics</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Bridges</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>	<p>Egyptian Death Mask</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>

			properties and aesthetic qualities	
ICT	1.3 What makes a good poster?	2.3 How do I use a computer as a musician?	3.3 How do we use databases to find out information? 4.3 How do I draw complex shapes in Logo?	5.3 How do I design simple programs?