



Archbishop Cranmer C of E Primary Academy
Foundation Subjects Medium Term Planning Front Cover Sheet



Year Group and Teacher:	Year 3 Miss Robinson	Term:	Autumn
<p>Unit Outcomes/ Objectives (Future):</p> <ul style="list-style-type: none"> • Science: <p>Term 1 Animals: Movement and Nutrition: Explain the role of a skeleton. Recognise the main bones in the body. Explain how muscles are used for movement. explain how food is an essential energy source for animals. Identify the main nutrient groups and their simple functions. Explain what makes a balanced diet.</p> <p>Term 2 Forces and Magnets: Describe the effects of contact forces. Recognise the effects and uses of forces. Interpret how and why things move differently on different surfaces. Describe the effects of magnets. Compare the properties of different types of magnets. Explain the uses of magnets.</p> <ul style="list-style-type: none"> • History: Would you rather live in the Stone Age, Bronze Age or Iron Age? <p>Recognise that prehistory was a long time ago and was the beginning of the history of mankind. Use archaeological evidence to learn about prehistoric houses. Use archaeological evidence to investigate the Bronze Age and Explain the limitations of this evidence. Explain how bronze transformed prehistoric life. Understand the importance of trade during the Iron Age. Compare settlements in the Neolithic and Iron Age.</p> <ul style="list-style-type: none"> • Geography: Why do people live near volcanoes? <p>Name and describe the layers of the Earth. Explain how and where mountains are formed. Explain why volcanoes happen and where they occur. Recognise the negative and positive effects of living near a volcano.</p>		<p>Cross Curricular Writing Opportunities: Description of prehistoric houses and of artefacts Iron Age survival list Diary entry recounting the event of a volcanic eruption/earthquake</p> <p>Quality Text: Rumblestar – Abi Elphinstine The Night Bus Hero – Onjali Q Rauf</p>	<p>Local Context Links: Nottingham Castle Museum and Art Gallery Ancient burial mounds, like those at Lambley and Blidworth, or even older sites like Creswell Crags, which have evidence of Ice Age inhabitants.</p> <p>Compare the geography of Aslockton to regions with active volcanoes. Discuss the differences and similarities between the two landscapes, such as mountainous terrain or geological formations, even though there are no active volcanoes nearby. Take virtual field trips to volcanic regions through videos, documentaries, or interactive simulations.</p>

<p>Explain what earthquakes are and where they occur. Observe and record the location of rocks around the school grounds and discuss findings.</p> <ul style="list-style-type: none"> • Computing: 3D Design, Document Editing and Creation, Esafety and Digital Art • Art and Design: Drawing: Growing Artists and Painting and Mixed Media: Prehistoric Painting • Design and Technology: Cooking and Nutrition: Eating Seasonally • French: French greetings and French adjectives of colour, size and shape 			
<p>SMSC links: Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life Knowledge of, and respect for, different people’s faiths, feelings and values Sense of enjoyment and fascination in learning about themselves, others and the world around them Use of imagination and creativity in their learning Willingness to reflect on their experiences Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others Understanding and appreciation of the range of different cultures in the school and</p>	<p>British Values/ PSHE links: Personal Development - promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy developing pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p> <p>Heartsmart Get Heartsmart - Kindness, self-care, positive wellbeing and the benefits of living a healthy lifestyle</p>	<p>Maths Missions: Comparing dates using place value and plotting these onto a timeline Use of number to record the intensity of earthquakes Analyse data collected through science investigations into forces and the effect of friction</p>	<p>Christian Values/ SIAMs strands: Showing thankfulness for our way of life and how lifestyles have progressed from prehistoric times Responsibility through an awareness of how human actions impact our world. Understand the importance of the Democracy, Rule of Law, Respect and Tolerance, Individual Liberty by exploring our British Values.</p>

<p>further afield as an essential element of their preparation for life in modern Britain</p> <p>Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>Don’t forget to let love in – making good choices, encouragement</p>		
<p>Global Citizenship and Diversity (inc BLM) links:</p> <p>How different cultures existed during the Bronze Age, Iron Age, and Stone Age, emphasizing their customs, languages, and ways of life.</p> <p>How ancient civilizations traded goods, interacted, and learned from each other, showcasing diversity's role in enriching cultures.</p> <p>Highlight how people moved for various reasons during these periods, leading to the mixing of cultures and the exchange of ideas.</p> <p>Show artefacts and art from different cultures, helping students see diversity in material culture.</p> <p>Foster discussions on the importance of respecting and valuing diversity and its role in shaping history.</p>		<p>Outdoor Learning Opportunities:</p> <p>Nature walk as part of English curriculum</p> <p>Creating paints using natural materials found in the school grounds to make prehistoric style art</p> <p>Observe and record the location of rocks around the school grounds and discuss findings</p>	

Hook (Engage): Residential trip to York – Prehistoric Britain workshop	Focus reading children: GDS	Focus writing children: GDS	SEN/ additional need /PP/EAL:
	Action: See Provision Map for targeted interventions Cross-curricular opportunities to read. Reading for Pleasure time through the day – these children as a focus. Opportunities to Read Aloud. Group work during reading tasks Modelled answers. Identified on the writing cover sheets for reading and writing.	Action See Provision Map for targeted interventions and writing cover sheet for writing specific actions Cross-curricular writing opportunities. Modelled, shared and scaffolded writes Opportunities to up-level writing within small focus group Writing conferences to edit writing Writing mats and scaffolds, WAGOLLS GDS Ad+on challenges Scaffolds removed GD writing mat Cross curricular writing opportunities Writing conferences Sharing WAGOLL/ expertise In class support Identified on writing cover sheets.	Action: See Provision Map for targeted interventions Visual timetable on display in classroom Visuals to support activities and outcomes Broken down instructions TA/ Small group support – inc. classroom zoning and cut aways Additional conferencing



Archbishop Cranmer C of E Primary Academy
History Sequence of Learning

Year 3 Autumn Term



National Curriculum Coverage	Key Vocabulary
Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence.	Stone Age BC AD prehistory

<p>Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.</p>		<p>Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence limitations Amesbury Archer Stonehenge artefacts deduction flint duration similarities differences bronze copper tin trade import export goods barter change continuity tribes</p>
<p>Building on Prior Learning</p>	<p>Preparing for Future Learning</p>	
<p>Within this unit, children will draw upon what they learnt in Year 1, How am I making history?</p>	<p>Pupils will have an understanding of the historical timeline of Britain which will help their chronological awareness in preparation for the unit, How hard was it to settle and invade in Britain?</p>	

king/chief
reconstruction

Key Knowledge and Skills ([Link to Progression Map](#))

To know that history is divided into periods of history e.g. ancient times, middle ages and modern.

Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.

To know that BC means before Christ and is used to show years before the year 0.

Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.

To know that AD means Anno Domini and can be used to show years from the year 1AD.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.

Using BC/AD/Century.

To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.

Placing the time studied on a timeline.

To know that change can be brought about by advancements in transport and travel.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

To know that change can be brought about by advancements in materials.

Noticing connections over a period of time.

To know that change can be brought about by advancements in trade.

Identifying reasons for change and reasons for continuities.

To know that significant archaeological findings are those which change how we see the past.

Identifying what the situation was like before the change occurred.

To know that archaeological evidence can be used to find out about the past.

Comparing different periods of history and identifying changes and continuity.

Describing the changes and continuity between different periods of history.

Identifying the links between different societies.

<p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p> <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p>	<p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Interpreting evidence in different ways.</p>
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To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations.

To understand that the traders were the rich members of society.

Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.

Making links and connections across a period of time, cultures or groups.

Asking the question "How do we know?"

Reaching conclusions that are substantiated by historical evidence.

Constructing answers using evidence to substantiate findings.

Identifying weaknesses in historical accounts and arguments.

Creating a structured response or narrative to answer a historical enquiry.

Describing past events orally or in writing, recognising similarities and differences with today.

Sequence of Knowledge and Skills

Lesson 1: How long ago did prehistoric man live?

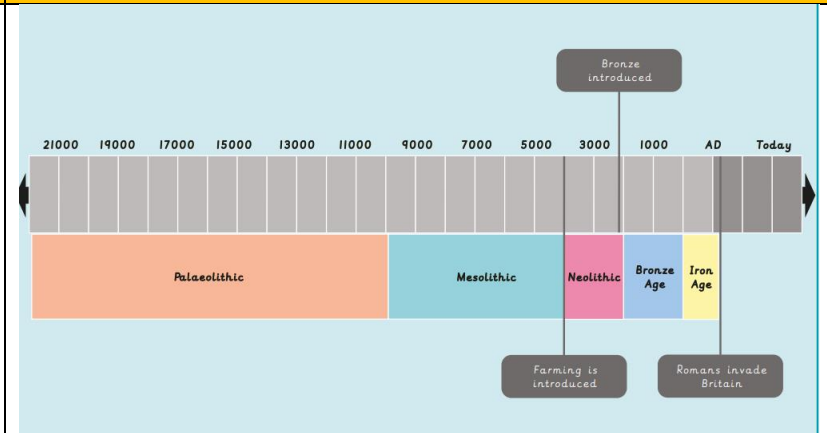
Recognise that prehistory was a long time ago and was the beginning of the history of mankind.

Up2	Recognise that prehistory was a long time ago and was the beginning of the history of mankind.
Ad+on	research and add additional key information to the Prehistory part of the timeline.
Go4: I can	correctly place dates onto an interactive timeline.
	explain why prehistory was a long time ago.
	find BC and AD on a timeline and explain why history is split into sections.

Lesson 2: What does Skara Brae tell us about life in the Stone Age?

Use archaeological evidence to learn about prehistoric houses.

Timeline of Events



Significant People

n/a to unit

Up2	Use archaeological evidence to learn about prehistoric houses.
Ad+on	Explain the differences between Activity: Skara Brae and the reconstruction of Skara Brae.
Go4: I can	explain the limitations of archaeological evidence.
	explain my observations.
	use evidence to make observations about Stone Age houses.

Lesson 3: Who was the Amesbury Archer?

Use archaeological evidence to investigate the Bronze Age and Explain the limitations of this evidence.

Up2	Use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.
Ad+on	Consider the types of evidence needed to answer questions.
Go4: I can	identify unanswered questions I still have about the Archer after investigating each object.
	make deductions about a Bronze Age man using evidence.
	identify limitations of archaeological evidence.

Lesson 4: How did bronze change life in the Stone Age?

Explain how bronze transformed prehistoric life.

Up2	Explain how bronze transformed prehistoric life.
Ad+on	Compare the way people found food in the Bronze Age with today and identify similarities and differences.
Go4: I can	identify similarities and differences between the Stone Age and Bronze Age.
	state three areas of life that bronze changed.
	describe how bronze came to Britain.

Lesson 5: How did trade change the Iron Age?

Understand the importance of trade during the Iron Age.

Up2	Understand the importance of trade during the Iron Age.
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Ad+on	explain why bartering was so difficult and record evidence to explain this.		
Go4: I can	explain why coins were introduced.		
	identify which items were exchanged during the Iron Age.		
	explain how trade increased during the Iron Age.		
<p>Lesson 6: What changed between the Stone Age and the Iron Age? Compare settlements in the Neolithic and Iron Age.</p>			
Up2	Compare settlements in the Neolithic and Iron Age.		
Ad+on	Identify why change has taken place and why some items have remained the same.		
Go4: I can	explain in which prehistoric period I would prefer to live.		
	identify changes and continuities between Neolithic and Stone Age settlements.		
	use pictures as historical sources.		



Archbishop Cranmer C of E Primary Academy
Geography Sequence of Learning

Year 3 Autumn Term



National Curriculum Coverage	Key Vocabulary
<ul style="list-style-type: none"> Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. 	<p>active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil</p>

<ul style="list-style-type: none"> List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. 		<p>fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs</p>
Building on Prior Learning	Preparing for Future Learning	
Pupils will draw upon their learning of the world map and physical features from Year 2, Why is our world wonderful?	Pupils will build on this learning in Year 4, Why are rainforests important to us? Pupils will have fieldwork experience as they progress into upper KS2.	
Key Knowledge and Skills (Link to Progression Map)		
To know the names of some countries and major cities in Europe and North and South America.		Locating some countries in Europe and North and South America using maps.
To know the names of some of the world's most significant mountain ranges.		Locating key physical features in countries studied including significant environmental regions.
To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.		Locating the world's most significant mountain ranges on a map and identifying any patterns.

<p>To know the main types of land use.</p> <p>To know some types of settlement.</p> <p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p> <p>To know ways in which communities respond to earthquakes.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know the different types of settlement.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To recognise world maps as a flattened globe.</p> <p>To know how to use various simple sampling techniques.</p> <p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p>	<p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Beginning to use maps at more than one scale.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Asking and answering one-step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Using simple sampling techniques appropriately.</p>
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	<p>Taking digital photos and labelling or captioning them.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</p> <p>Finding answers to geographical questions through data collection.</p>
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Sequence of Knowledge and Skills	Timeline of Events																								
<p>Lesson 1: How is the Earth constructed? Name and describe the layers of the Earth.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Up2</td> <td>Name and describe the layers of the Earth.</td> </tr> <tr> <td>Ad+on</td> <td>Stick my model onto paper to annotate with more facts about each layer.</td> </tr> <tr> <td rowspan="3">Go4: I can</td> <td>know what a tectonic plate is.</td> </tr> <tr> <td>state a fact about each layer of the Earth.</td> </tr> <tr> <td>name and order the four layers of the Earth.</td> </tr> </table> <p>Lesson 2: Where are mountains found? Explain how and where mountains are formed.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Up2</td> <td>Explain how and where mountains are formed.</td> </tr> <tr> <td>Ad+on</td> <td>Independently find and map four specific mountains.</td> </tr> <tr> <td rowspan="3">Go4: I can</td> <td>name a mountain range and state which continent it is.</td> </tr> <tr> <td>know that most mountains are found on or near plate boundaries.</td> </tr> <tr> <td>explain that a mountain is formed by tectonic plates.</td> </tr> </table> <p>Lesson 3: Why and where do we get volcanoes? Explain why volcanoes happen and where they occur.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Up2</td> <td>Explain why volcanoes happen and where they occur.</td> </tr> <tr> <td>Ad+on</td> <td>Conduct further research into the Ring of Fire.</td> </tr> <tr> <td rowspan="2">Go4: I can</td> <td>list the three ways volcanoes can be classified.</td> </tr> <tr> <td>describe where to find volcanoes globally.</td> </tr> </table>	Up2	Name and describe the layers of the Earth.	Ad+on	Stick my model onto paper to annotate with more facts about each layer.	Go4: I can	know what a tectonic plate is.	state a fact about each layer of the Earth.	name and order the four layers of the Earth.	Up2	Explain how and where mountains are formed.	Ad+on	Independently find and map four specific mountains.	Go4: I can	name a mountain range and state which continent it is.	know that most mountains are found on or near plate boundaries.	explain that a mountain is formed by tectonic plates.	Up2	Explain why volcanoes happen and where they occur.	Ad+on	Conduct further research into the Ring of Fire.	Go4: I can	list the three ways volcanoes can be classified.	describe where to find volcanoes globally.	<p>n/a to unit</p> <tr style="background-color: #FFD700;"> <th>Significant People</th> </tr> <p>n/a to unit</p>	Significant People
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Significant People																									

	explain how volcanoes form and describe their features.
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Lesson 4: What are the effects of a volcanic eruption?

Recognise the negative and positive effects of living near a volcano.

Up2	Recognise the negative and positive effects of living near a volcano.
Ad+on	extend the reasoning behind their choices, weighing up both decisions, explaining the pros and cons.
Go4:	
I can	summarise why people live near volcanoes.
	can describe the negative and positive effects of living near a volcano.

Lesson 5: What are earthquakes and where do we get them?

Explain what earthquakes are and where they occur.

Up2	Explain what earthquakes are and where they occur.
Ad+on	Label, with explanations, the features of my building.
Go4:	describe the negative effects of earthquakes.
I can	describe where earthquakes happen.
	state what an earthquake is.

Lesson 6: Where have the rocks around school come from?

Observe and record the location of rocks around the school grounds and discuss findings.

Up2	Observe and record the location of rocks around the school grounds and discuss findings.
Ad+on	
Go4:	identify the types of rocks and discuss where they have come from.
I can	use a symbol on a map to show where I found the rocks.
	observe different rocks and record them digitally.