



### Year 3 Curriculum Map



Topic	Geography	History	Art	DT	Science
<b>Surviving in the Stone Age</b>	<ul style="list-style-type: none"> <li>I can plan a journey to a place in England.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>I can research in order to find similarities and differences between two or more periods of history.</li> <li>NC late Neolithic hunter-gatherers and early farmers</li> <li>NC Bronze Age religion,</li> <li>NC Bronze Age Inventions</li> <li><b>NC</b> Iron Age hill forts: tribal kingdoms,</li> <li>NC: Iron age art and culture.</li> </ul>	<ul style="list-style-type: none"> <li>I can use different grades of pencil to shade and to show different tones and textures.</li> <li>I can recognise when art is from different cultures.</li> <li>I can recognise when art is from different historical periods.</li> <li>I can use sketches to produce a final piece of art.</li> <li>N.C. <i>Scaling up.</i></li> <li>N.C. <i>Use of Charcoal</i></li> <li>N.C. Art Weaving material</li> </ul>	<ul style="list-style-type: none"> <li>I can prove that my design meets some set criteria.</li> <li>I can select the most appropriate tools and techniques for a given task</li> <li>I can design a product and make sure that it looks attractive.</li> <li>N.C. DT Dyeing and weaving fabric.</li> <li>N.C. I can follow a step-by-step plan, choosing the right equipment and materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and group rocks based on their appearance and physical properties, giving a reason.</li> <li>I can describe how fossils are formed.</li> <li>I can describe how soil is made.</li> <li>I can describe and explain the difference between sedimentary and igneous rock.</li> </ul>
<b>An American Adventure</b>	<ul style="list-style-type: none"> <li>I can name a number of countries in the Northern Hemisphere.</li> <li>I can explain why people may choose to live in one place rather than another.</li> <li>I can use correct geographical vocabulary to describe a place.</li> <li>I can explain why some people may be attracted to live in cities</li> <li>I can name and locate many of the world's most famous mountainous regions in an atlas.</li> <li>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</li> <li>N.C. Locate the world's countries, using maps to focus on North America</li> <li>NC Locate the world's countries, using maps to focus on North America concentrating on their environmental regions.</li> <li>N.C. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North America</li> <li>N.C. use fieldwork to observe and present the human and physical features in the local area using digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>I can use research skills to find answers to specific historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the techniques used by different artists.</li> <li>I can identify the styles used by other artists.</li> <li>I can use sketches to produce a final piece of art</li> <li>I can identify techniques used by different artists</li> <li>I can use digital images and combine with other media in my art.</li> <li>N.C. Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>I can work accurately to measure, make cuts and make holes</li> <li>I can prove that my design meets some set criteria.</li> <li>I can describe how food ingredients come together.</li> <li>I can design a product and make sure that it looks attractive.</li> <li>I can select the most appropriate tools and techniques for a given task.</li> </ul>	
<b>The First Civilisations</b>	<ul style="list-style-type: none"> <li>I can explain why people may choose to live in one place rather than another.</li> <li>I can name a number of countries in the Northern Hemisphere.</li> <li>I can use the correct geographical words to describe a place.</li> </ul> <p>N.C. use maps, atlases, globes to locate countries and describe features studied</p>	<ul style="list-style-type: none"> <li>I can use my mathematical knowledge to work out how long-ago events happened.</li> <li>I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>I can research in order to find similarities and differences between two or more periods of history.</li> <li>I can describe events from the past using dates when things happened.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise when art is from different cultures</li> <li>I can recognise when art is from different historical periods</li> </ul>		



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		<ul style="list-style-type: none"> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can use research skills to find answers to specific historical questions.</li> <li>• N.C. Identify significance of events.</li> <li>• N.C. understand how our knowledge of the past is constructed from a range of sources</li> <li>• N.C. Identify similarity and difference between different periods of time</li> <li>• N.C. understand how our knowledge of the past is constructed from a range of sources.</li> </ul>			
<b>Extreme Survival</b>	<ul style="list-style-type: none"> <li>• I can name and locate the capital cities of neighbouring European countries</li> <li>• I can name a number of countries in the Northern Hemisphere.</li> <li>• I can use the correct geographical words to describe a place</li> <li>• I can explain why people may want to live in one place rather than another</li> <li>• I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc)</li> <li>• I can identify and explain different climate zones.</li> <li>• NC Arctic and Antarctic circles</li> <li>• N.C. Climate zones</li> <li>• N.C. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within a European Country</li> <li>• N.C. use maps, atlases, globes to locate countries and describe features studied</li> <li>• N.C. locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>		<ul style="list-style-type: none"> <li>• I can show facial expressions in my art.</li> <li>• I can use sketches to produce a final piece of art.</li> <li>• I can identify the techniques used by different artists.</li> <li>• I can use a range of brushes to create different effects in painting.</li> <li>• I can use digital images and combine with other media in my art.</li> <li>• I can use IT to create art which includes my own work and that of others</li> </ul>		<ul style="list-style-type: none"> <li>• I can describe the function of different parts of flowering plants and trees.</li> <li>• I can explore and describe the needs of different plants for survival.</li> <li>• I can explore and describe how water is transported within plants.</li> <li>• I can describe the plant life cycle, especially the importance of flowers.</li> <li>• I can explain how nutrients, water and oxygen are transported within animals and humans.</li> <li>• I can describe and explain the skeletal system of a human.</li> <li>• I can describe and explain the muscular system of a human.</li> <li>• I can describe the purpose of the skeleton in humans and animals.</li> <li>• I can explain the importance of a nutritious, balanced diet.</li> <li>• I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• N.C Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>• N.C. 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</li> <li>• N.C. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>• N.C. 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</li> </ul>



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<p><b>Discovering China</b></p>	<ul style="list-style-type: none"> <li>I can name a number of countries in the Northern Hemisphere.</li> <li>I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</li> <li>I can name and locate many of the world's most famous mountainous regions in an atlas</li> <li>I can identify and explain different climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>I can research in order to find similarities and differences between two or more periods of history.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>I can explain how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise when art is from different cultures.</li> <li>I can recognise when art is from different historical periods.</li> <li>I can compare the work of different artists.</li> <li>I can identify the techniques used by different artists</li> <li>I can use sketches to produce a final piece of art.</li> <li>I can use different grades of pencil to shade and show different tones and textures</li> <li>N.C. Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>I can prove that my design meets some set criteria.</li> <li>I can design a product and make sure that it looks attractive.</li> <li>I can work accurately to measure, make cuts and make holes.</li> <li>I can Select the most appropriate tools and techniques for a given task.</li> <li>I can explain how I have improved my original design.</li> <li>N. C. apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>N.C. Understand and apply the principles of a healthy and varied diet.</li> <li>N.C Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and explain how objects attract and repel in relation to objects and other magnets. I can predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>I can describe how magnets work.</li> <li>I can predict whether magnets will attract or repel and give a reason.</li> <li>I can describe magnets as having two poles.</li> <li>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>I can find patterns in the way that the size of shadows change</li> </ul>
<p><b>Rolls Royce Designers</b></p>	<ul style="list-style-type: none"> <li>I can name and locate the capital cities of neighbouring European Countries</li> <li>I can plan a journey to a place in the United Kingdom</li> <li>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</li> <li>N.C. 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.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe events from the past using dates when things happened.</li> <li>I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>I can use my mathematical knowledge to work out how long-ago events happened.</li> </ul>	<ul style="list-style-type: none"> <li>I can use sketches to produce a final piece of art.</li> <li>I can identify the techniques used by different artists.</li> <li>I can create a background using a wash.</li> <li>I can use digital images and combine with other media in my art.</li> <li>I can use I to create art which includes my own work and that of others.</li> <li>I can use a range of brushes to create different effects in painting.</li> </ul>	<ul style="list-style-type: none"> <li>I can prove that my design meets some set criteria.</li> <li>I can design a product and make sure that it looks attractive.</li> <li>I can select the most appropriate tools and techniques for a given task.</li> <li>I can explain how I have improved my original design.</li> <li>I can work accurately to measure, make cuts and make holes.</li> <li>I can create a product that uses electrical components.</li> <li>N.C. Exploded diagrams</li> <li>N.C. DT Annotated sketches</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what dark is (the absence of light).</li> <li>I can explain that light is needed in order to see.</li> <li>I can explain that light is reflected from a surface.</li> <li>I can explore and describe how objects move on different surfaces.</li> <li>I can explain how some forces require contact and some do not, giving examples.</li> </ul>