

Year	3	Term	Autumn Term 1
Theme	Urban Artists	Big Question	What is it like living in Normanton now and in the past?
<p>Focus of unit and scope of unit:</p> <p>This unit builds on the local history pupils were introduced to in KS1 History and links to the geographical knowledge related to the school and location that should have been covered in KS1. The choice of a city study and Arboretum Park reflects a particular school's community ethos and links to the cities context of industry. The design of the unit to include using the environment also further develops pupil understanding of the historic and local environment and sources. By linking local events and people to a wider context, pupils are encouraged to make connections and enrich their knowledge base. The unit looks at Urban life and art and encourages the children to create a personal 'piece' using drawing techniques.</p> <p>The science element looks at shadow and light including reflections and allows the children to observe and carry out an investigation</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p><b>Learn about the local community, land use. Respecting and sustaining the local heritage.</b></p> <p><b>Think about caring for the environment including graffiti in the local environment.</b></p> <p><b>To know how to keep themselves safe with light and sunlight.</b></p>	<p><b>Create a local heritage and geography map for the enjoyment of others.</b></p> <p><b>Explore a range of graffiti artists and drawing techniques to create own 'piece'.</b></p> <p><b>To respond and draw on conclusions from observations and about art.</b></p>	<p><b>Use a range of historical sources and ask questions. Use maps and carry out surveys to find out more.</b></p> <p><b>Observe, respond and evaluate own art and that of others.</b></p> <p><b>Make close observations and carry out a fair test to develop scientific knowledge.</b></p>	<p><b>SMSC/ Equalities</b></p> <p>To develop a sense of enjoyment and respect for the locality in which they live. Investigate issues in the local environment and how they can make it better. Understand the cultural influences that have shaped Derby and Normanton and how we can continue to respect and look after our local environment.</p> <p>To take joy and pleasure from art and respond to art work of themselves and others in a respectful and sensitive way, understanding there are different points of view and looking at artists from a range of backgrounds and cultures including a female, American Graffiti Artist originally from Ecuador. To work with others to observe and carry out an investigation.</p>
Big Start		Big Finish	
City and Graffiti Trail		Graffiti and Park trails for parents	
		Experience	
		Local History Library Graffiti and city trail	

## Geography

Year 3	Autumn Term: Why do people live in cities?		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Pupils should have developed their knowledge about the world, the United Kingdom and their locality. They should have understood basic subject-specific vocabulary relating to human and physical geography and begun to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		<p>The children will develop their fieldwork skills to investigate their local area.</p> <p>The children will move onto developing other places of the UK and Europe and comparing the human and physical elements of these environments.</p>
Knowledge and Skills	Locational Knowledge		Place Knowledge Human and Physical Knowledge
	<p>1. Know, name and locate the main countries and at least six cities in the UK: London, Cardiff, Belfast, Edinburgh, Derby, Birmingham</p>		<p><u>Local Area Study – Derby and Normanton</u></p> <p>1. Know some reasons why places change.</p> <p>2. Know that some natural events and human activity have changed Derby and Normanton.</p> <p>3. Know how land is used in the local area and how it might have changed.</p> <p>4. Understand the importance of looking after local environments.</p> <p>5. Make suggestions for changes and improvements to the local environment.</p> <p>6. Know why people may be attracted to live in cities.</p>
	Mapwork		Fieldwork
	<p>Know how to use the eight points of a compass to locate a feature or place on a map.</p> <p>7. Know how to use Ordnance Survey (OS) map symbols for: footpath, secondary road, vegetation, garden or Arboretum, school abbreviation.</p>		<p>Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Construct bar graphs and tables to present data with support.</p>
Vocabulary	Compass City Local	Key Grid reference	Ordnance survey map Symbols

## History – Local History

Year 3	Term			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>Pupils should have developed an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use historical terms. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>Children will develop their knowledge of local history further using a range of sources including a visit to the local history library. They will begin to understand there are lots of ways to find out about the past.</p> <p>They will move on later in the topic to learn about the history of their country and other countries and cultures.</p>	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<p><i>A local history study (focusing on Arboretum and Normanton)</i></p> <ul style="list-style-type: none"> <li>• <i>Research to find answers to specific historical questions about our locality.</i></li> <li>• <i>Know how our locality today has been shaped by what happened in the past.</i></li> </ul>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• describe changes to ways of life which happened within the period studied.</li> <li>• describe things which stayed the same within the period studied.</li> </ul> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li>• describe similarities and differences between the daily life of people in the past and people today</li> </ul>		<p>Building of Arboretum Park Joseph Strutt</p> <p><b>Significance of events / people</b></p> <ul style="list-style-type: none"> <li>• accurately describe some events and important people in the past</li> </ul>
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> <li>• ☑ know that periods of time are divided into centuries. .</li> <li>• ☑ Know the meaning of BC and AD</li> <li>• ☑ are able to use a timeline to locate the centuries when the history topic being studied occurred.</li> </ul> <p>☑ Place key events on a timeline with support.</p>		<ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>• Ask questions and find answers about the past.</li> </ul> <p><b>Historical Interpretation</b></p>	
Vocabulary	Century BC and AD Timeline	Archive Historical source	Local history historian	

Year 3 -Science

Year 3	Autumn Term 1: Light and Shadow		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have not previously studied light and sound. They are aware of different materials in their environments.</p> <p>Children have previously carried out simple structured science investigations to find simple answers to questions.</p>		<p>Children will continue to develop their physics knowledge. Understanding other concepts such as gravity and other forces.</p> <p>They will begin to more independently offer predictions based on previous knowledge and carry out investigations to find information.</p>
Knowledge and Skills	Planning an Investigation	Carrying Out an Investigation	Presenting Evidence and Drawing Conclusions
	<p><i>I can set up a simple practical enquiry and I am beginning to understand how to make a test fair.</i></p>	<p><i>I am beginning to make systematic and careful observations.</i></p> <p><i>I sometimes use standard units.</i></p> <p><i>I gather data and using a pre-prepared table, I can record data.</i></p> <p><i>I record my findings using a drawing and/or words.</i></p>	<p><i>I can use my results when I talk about what happened and am starting to link to mysceince knolwedge</i></p>
	Substantive Knowledge		Famous Scientists
	<p><b>Light</b></p> <p><i>Know what dark is (the absence of light).</i></p> <p><i>Know that light is needed in order to see.</i></p> <p><i>Know that light is reflected from a surface.</i></p> <p><i>Know and demonstrate how a shadow is formed.</i></p> <p><i>Explore shadow size and explain the changes.</i></p> <p><i>Know the danger of direct sunlight and describe how to keep protected.</i></p>		
Vocabulary	Source of light observe shadow fair test	Opaque Translucent Transparent Reflect	

## Art and Design

Year 3	Term: Urban Artists		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p style="text-align: center;"><b>In Key stage 1 children will have;</b></p> <p style="text-align: center;">Used a range of materials creatively to design and make products</p> <p style="text-align: center;">Used drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p style="text-align: center;">Developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p style="text-align: center;">Learnt about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines</p>		<p>Children will continue to develop their knowledge of artists in Year 3, looking at artists and designers who use sculpture (including historic sculpture) to continue to develop their artistic knowledge and skills.</p> <p>They will apply the line drawing and use of hatching and blending in the drawing unit in Year 4 on mountains.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	<p><i>Know how to use sketches to produce a final piece of art</i></p>	<p><b>Drawing – Graffiti Art</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil, cross hatching, blending</li> <li>• Use different grades of pencil to apply tone to drawings</li> <li>• Make marks using different drawing implements – oil pastels, charcoal</li> <li>• Create textures with different drawing implements, pencil, oil pastels, charcoal Use pencil, charcoal and oil pastels to draw different form and shape</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Construct a variety of patterns –</b></li> <li>• Use a variety of tones to create different effects.</li> </ul>
	Work of Artists - Appreciation		Work of Artists - Art History
	<ul style="list-style-type: none"> <li>• <b>Reflect upon the artists' work, and their own art work and share your response verbally ("I liked... I didn't like... understand... it reminded me of..")</b></li> <li>• <i>Know how to identify the techniques used by different artists.</i></li> </ul>		
Vocabulary	Cross hatching Blending	Texture tones	

