Year 3	Autumn 1 Basingstoke	Autumn 2 Earthquakes and Volcanoes	Spring 1 Food Glorious Food	Spring 2 Stone Age to Iron Age	Summer 1 The Iron Man	Summer 2 Romans
Maths						
Literacy						

History	Main focus – a local history study – a study of a site dating from a period beyond 1066 that is significant in the locality
	Key objectives – enquiry skills
	(Palace to Ruins - Tudor life to Civil War in Hampshire)
	To ask and answer questions
	To develop enquiry skills
	To use a range of sources to find out about a period
	To use the skills of an archaeologist to look at Tudor artefacts from Basing House
	To investigate the differences between the lives of rich and poor in Tudor times at Basing House
	To examine the remains of Basing House to reconstruct the lives of people living there in Tudor times
	To explore evidence from the past
	To examine the remains of the house and site to understand the events and effects of the Civil War on
		-	-	Stone Age to Iron Age (visit to Danebury Hill Fort)
				Main focus – changes in Britain from the Stone Age to the Iron Age
				Key processes/skills – chronology, key features of period, continuity and change, interpretation of the past, enquiry
				Key Questions and objectives
				1. What do you think Stone Age life was like?
				   - To ask and answer questions
				   - To look at representations of the period
				2. Which would you choose (stick or twist) – The Stone Age, Bronze Age or Iron Age?
				   - To place the Stone Age, Bronze Age and Iron Age on a timeline
				   - To sequence
					-	Roman Empire and impact on Britain e.g. Boudicca
						Main focus – the Roman Empire and its impact on Britain
						Key processes/skills – chronology, key features of period, cause and consequence, impact on Britain
						Key Questions and objectives
						1. Why do people move away from where they were born?
						   - to relate their own experience to the concept of settlement
						   - to recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today
						2. Who invaded and settled in Britain a long

the people and house at Basing				pictures/arte facts - To collect information about the Stone Age through to the Iron Age from a range of sources - To observe small details in artefacts, pictures 3. What was it like in the Stone Age, Bronze Age and Iron Age? What developments took place? - To sort and process information from a range of sources - To select and record information relevant to the study 4. Which period would you choose to live in and why? - To identify and give reasons for choices To use evidence to support reasoning		time ago? - to use the terms 'invade' and 'settle' - to locate the Roman period on a timeline - to recognise characteristics that place Romans as having lived a long time ago in the past - that Romans invaded Britain and that the period of conquest was followed by a period of settlement 3. Who were the Celts and who were the Romans? - to select and record information about Celtic and Roman ways of life - to make comparisons between these lifestyles - to learn about aspects of life in Celtic and Roman Britain, using a variety of resources - to be able to suggest some characteristic features of every-day life in the Roman

				5. Which of these pictures is the most reliable historical source? - To look at different representations of the period - To distinguish between different sources and compare different versions of accounts 6. How had life improved by the Iron Age? (visit to Danebury Iron Age hill fort?) - To communicate knowledge about the different periods through letters, blog as Iron Age person(how life had improved fron the Stone Age to the Iron Age), pictures, models		period 4. Who was Boudicca? - to distinguish between different sources – compare different versions of the same story - to understand that sources about Boudicca contradict each other - that there are different opinions about Boudicca 5. What happened in AD 60? - the main events in Boudicca's revolt - the reason for the revolt - that there are different interpretations of the revolt 6. What were the short-term and long-term results of Boudicca's revolt? - to learn about the results of Boudicca's revolt - to appreciate that people have points of view about events in the

						past
						7. How did the Romans change Britain when they settled here? - about evidence that tells us about life in Roman Britain - ask and answer questions about what survived from the Roman settlement of Britain - to present information to show an understanding of the impact of Roman settlement in Britain
Geography Ongoing- What's in the news diary	Basingstoke top of town- in depth study to include map work, field work and compass points. **<u>Basingstoke</u>** Main focus – **Place knowledge, geographical skills and fieldwork**, **human and physical geography** and locational knowledge Key objectives – **<u>Locational Knowledge/Place Knowledge</u>** To name and locate Basingstoke on a large scale map.	Physical geography of earthquakes and volcanoes Main focus - **Physical geography – volcanoes and earthquakes, geographical skills (Google earth, maps, globes, atlases, compass points)** and locational knowledge Key objectives – **<u>Physical</u> and Human <u>Geography</u>** To describe and understand key aspects of the physical geography of volcanoes and earthquakes. To understand that the earth has different layers. To understand how tectonic plates work.	Link to economic and trade routes e.g. journey of the banana Main focus – **Human geography,** geographical skills **<u>Human Geography</u>** To describe and understand economic activity including trade links (linked to the journey of the banana) To understand how places like St Lucia are connected to Basingstoke. <u>Geographical skills/Locational</u>	Ancient maps- locating Stone Age to Iron Age places in the U.K. e.g. Stonehenge. Maps and skills Main focus – **Geographical skills and locational knowledge** Key objectives – **<u>Geographical skills</u>** To use maps, atlases and globes and ICT to locate some of the Stone Age and Iron Age settlements in Britain. To make maps to show some of the key places linked to the stone Age and Iron Age.	Co-ordinates map work?	Map skills Main focus – **Geographical skills and locational knowledge** Key objectives – **<u>Geographical skills</u>** To use maps and ICT to identify and locate Roman settlements in Britain. <u>Locational Knowledge/ Human and Physical Geography</u> To name and locate places in Roman Britain.

To use the vocabulary north, south, east and west to describe the position to Basingstoke in relation to other places. To locate and name the nearest towns to Basingstoke. To name and locate the county of Hampshire on a map of England. To identify the main physical and human characteristics of the top of the town/Basingstoke. To look at land use patterns at the Top of the Town and understand how the Top of the Town has changed over time. **Geographical skills and fieldwork** To use large scale maps (1:1250 and 1:2500) to locate places and features in and around Basingstoke To use and interpret information on maps and aerial photos of the local area. To identify features using a simple key. To use large scale map or ICT (Google Earth, Google maps, Bing maps) to locate childrens houses on map. To draw a large map of the area by adding pictures of own houses, writing and other features seen on journey to school or around Basingstoke.	• Volcanoes - identify the layers of the earth and how volcanoes are formed. - recognise where volcanoes can be found and the traits of active, dormant and extinct volcanoes.. - understand and label some of the parts of a volcano - understand the difference between magma and lava and understand the physical effects when a volcano erupts - understand how eruptions affect the world and the people who live nearby. (Look at specific volcanoes ie Mount Vesuvius and Pompeii or different volcanoes for different groups) • Earthquakes - understand how and why earthquakes happen. - understand how earthquakes affect the world and the people who live nearby (Look at recent	Knowledge/Place Knowledge To use maps (including Google Earth, Google maps), atlases and globes to locate St Lucia and other places where our food comes from. To plot the journey of bananas from the island to the UK via the Windward Terminal in Old Portsmouth to the distribution centre in Basingstoke. To identify some of the key human and physical characteristics of St Lucia.	Locational Knowledge/ Human and Physical Geography To name and locate places related to the Stone Age and Iron Age in Britain.		

	To use photographs to identify features in Basingstoke. To follow a simple map around the local area. To use fieldwork to make observations, collect and record information about the top of the town. To record and communicate geographical information about the top of the town using pictures, sketch maps, plans, digital technologies (i.e PowerPoint, Digimap for schools – own annotated maps) and writing. To draw a simple map of the top of the town. To use a variety of maps and aerial photographs from different times to collect geographical information about changes to the town. **Human and Physical Geography** To identify land use and economic activity at the Top of the Town. To use appropriate geographical vocabulary to describe the features of places To recognise and explain geographical patterns related to where the children live.	earthquakes i.e. 2011 Christchurch, New Zealand) **Geographical skills** To use a range of sources including maps (including Google Earth, Google maps) and aerial photographs to locate and identify volcanoes around the world. To plot some volcanoes on a map of the world. To name the countries where volcanoes are located. To plot earthquake zones on a map of the world. To use ICT to locate and explore information about volcanoes and earthquakes. Locational Knowledge/Place Knowledge To locate volcanoes and earthquake zones around the world. To name some volcanoes and the countries they are in. To relate location of volcanoes and earthquake zones to position in Northern/Southern Hemisphere.				

Science	-	**Rocks and soils** (Rocks) Refer **National Curriculum** for topic objectives.	**Skeletons** (animals including humans) Refer **National Curriculum** for topic objectives.	**Light and Shadows** (Light) Refer **National Curriculum** for topic objectives.	**Forces and magnets** Refer **National Curriculum** for topic objectives.	**Plants** Refer **National Curriculum** for topic objectives.
		Working Scientifically: • Asking relevant questions and using different types of scientific enquires to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units and a range of equipment including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Using straight forward scientific evidence to answer questions or to support their findings.				
Computing	E Safety introduction and review - Digital leaders will present a quiz to the class that will lead to discussion and agreement of e-safety dos and don'ts that will be handed in for whole school collation. • be aware of e-safety rules Word and photo editing combined + manipulating files •logon and logoff •save and retrieve work from different sources •print work when necessary •annotate work (edit) •record, edit, and present their ideas in textual, audio and	Scratch (doll dress up and car game) • create a sequence of instructions that follow each other contained in one block that pupils can easily describe just by reading the blocks or telling you what they do. • spot that there is something wrong with code but maybe couldn't tell you where in the code the problem is.	Dazzle •record, edit, and present their ideas in pictorial formats Databases (chd add to a database and use them to search)- Information workshop? •use database software to sort and organise information and present it in different forms;	Video •record, edit, and present their ideas in textual, audio and pictorial formats •share their work with others.	Lego •use control devices such as programmable robots to achieve specific outcomes •use control software and equipment Logo/roamer •use on-screen logo software to achieve specific outcomes	Excel •record, edit, and present their ideas in textual and pictorial formats

	pictorial formats				
DT	**Structures – Shell Structures (inc CAD)** *Time capsule* **Prior learning** • Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. **Designing** • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. **Making** • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to		**Food – Healthy and Varied Diet** **Prior learning** • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and *The eatwell plate.* • Have used some equipment and utensils and prepared and combined ingredients to make a product. **Designing** • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Plan the main stages of		**Textiles – 2D shape to 3D shape** *Roman Bulla Bags* **Prior learning** • Have joined fabric in simple ways by gluing and stitching. • Have used simple patterns and templates for marking out. • Have evaluated a range of textile products. **Designing** • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. **Making** • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic

functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. **Technical knowledge and understanding** • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project.		a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. **Evaluating** • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. **Technical knowledge and understanding** • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary		qualities e.g. pattern. **Evaluating** • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. **Technical knowledge and understanding** • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.

			appropriately.			
Art and design	Colour wheels Brush strokes Henri Matisse	Expressionist (Colours- emotions and feelings)	Pottery- clay (egg cups) Artist? 3D fruit sketching (Artist?)		Pencil sketching (Iron Man) Artist	Mosaics Artist?
Music						
PA						
PSHE/SEAL *See SEAL booklets for planning objs* **See PSHE units of work for objs**	E-Safety – Passwords/digital footprint To use technology safely, respectfully and responsibly, understanding and creating passwords To recognise acceptable/unacceptable behaviour To identify a range of ways to report concerns about content and contact and understand that everything put on the internet leaves a digital footprint or 'trail' • use ICT safely to explore digital and online resources to find information and answer questions; *New beginnings*	*Relationships* **Making Friends** (Anti-bullying week)	*Going for goals* **People and Their Work**	*Good to be me* **Keeping Safe in School**	*Getting on and falling out* **Focus on Feelings**	*Changes* **In Someone Else's Shoes**

	Settling In					
RRR	RRR Day – Class Charter What is Basingstoke like?- right to relax and play and focus on the town as an environment, voicing opinions through the blog			Food Glorious Food – right to healthy food		Invaders and Settlers – the rights of children joining the army and how children were looked after
FAB	Ritual Sukkot/ Jewish celebrations	Angels		Belief (Easter)	Authority Torah Scrolls	Sacred (Romans link)