Littleham CE Primary School Year 3 Rolling Programme

	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	Tribal Tales 	**Gods and Mortals** 	**Rocks, Relics and Rumbles** 
Key Vocabulary Tier 3 words Tier 2 words	anthropologist, archaeologist, artefact, awl, barrow, **bronze**, bronze age, burin, Celts, civilization, curator, cursus, deity, druid, earthwork, excavation, fertilisation, **flint**, **fort**, geologist, germination, harpoon, historian, monument, palaeontologist, pollination, prehistoric, preserved, settlement, source, Stone Age, **tribe**	amphora, anoint, artefact, cavalry, city-state, conquer, council, decoy, deity, displacement, discus, divine, formation, **god**, **hero**, hoplite, hydria, invasion, jury, kantharos, krater, kylix, labyrinth, legend, lekanis, marathon, meander, minotaur, mortal, Olympic games, Pandora's box, papyrus, peltast, phalanx, psiloi, sceptre, skyphos, synchronise, temple, **trial**, volute krater, **warrior**	active, ash cloud, crater, dormant, eruption, extinct, lava, magma, molten rock, summit, tectonic plate, vent

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Project overview	Take a moment to step outside and stand quietly and still. Turn off all your technology and try to forget the modern world. Imagine this place 5000 years ago. What would you have seen? Head back to prehistoric times (it's a long time ago) to gather berries and hunt down dinner. Unearth ancient objects and visit astonishing mystical monuments that reveal the secrets of an ancient time. Learn how the people of Britain developed over thousands of years, from the Stone Age to the Roman invasion. Work as a tribe to build a seasonal monument to celebrate the coming of spring. Then sit quietly and reflect, waiting for the sunrise. What tribal tales will you have to tell?	From nothingness came chaos; from chaos came air and water; from air and water came life! Then, rising majestically from the darkness, came Gaia, Mother Earth, a beacon of warmth and light. Discover a fantastical world full of mythical creatures and legendary heroes. Poseidon, Apollo, Artemis and Zeus reign almighty from Mount Olympus, watching mere mortals on dusty Athenian streets. Meet Theseus, the hero, and Helen of Troy, the beautiful face that launched a thousand ships. Explore the terrains of Greece, where in pure blue skies, the Sun scorches waxen wings and melts the fortunes of Icarus and Daedalus. Then decide your own fate when a mysterious box is found and stirs your curious mind.	This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

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Term 1 - Autumn	
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**	
Main Topic	**Tribal Tales**
History	Dates and events can be sequenced on a timeline using AD (Anno Domini) or BC (Before Christ). AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar. Know how to put dates and information from several historical periods on a timeline. Arrange pictures and dates on a timeline to show the chronology of the Stone Age, Bronze Age and Iron Age. Use source materials to find out the characteristics of each of these periods. Consider why finding out about these periods of history is challenging. Compare these time periods to how we live today in our community.
Geography	Maps, globes and digital mapping tools can help to locate and describe significant geographical features. An atlas is a collection of information and maps that shows geographical features such as rivers, coastlines and human settlements, topography, boundaries, the climate and the social and economic statistics of an area. Know that maps, atlases and globes, including digital mapping can be used to locate countries and describe features studied. Look at a range of maps and aerial images to find and observe Iron Age hillforts (Woodbury). Make diagrams and plans of an Iron Age hillfort and describe its features. Imagine they are a local chief deciding where to build a new hillfort. Identify a suitable location on a local map and draw a plan of it. Look at Escot (Devon) in particular to show how features of the land and location lend itself to being an iron age settlement.

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	Woodbury Castle is an iron age fort on Woodbury Common. It is approximately 185m above sea level with views up and down the Exe Estuary and across Lyme Bay. Woodbury Castle dates back to 500-300BC.
Science	Tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge. The properties of iron are that it is a shiny, bright white metal that is soft, malleable, ductile and strong. Its surface is usually discoloured by corrosion. Corrosion (rust) happens when iron combines readily with the oxygen of the air in the presence of moisture. In absolutely dry air, it does not rust. Malleable is when a material can be hammered in to shape without breaking or cracking. Ductile when is when a metal such as iron can be deformed without loosing toughness and wont become brittle. Know how to set up and carry out some simple, comparative and fair tests, making predictions for what might happen. Find out about the properties of iron, handling examples of contemporary and traditional ironwork and describing their characteristics. Watch videos showing the process of iron smelting and find out how iron can be shaped, what its melting temperature is and how iron has been used in everyday life, both in the past and present. As a class, think of and discuss questions that could be answered by carrying out a scientific enquiry before independently planning and performing an investigation to test their ideas. Visit the forge in our partner school village of Branscombe.
Art and design	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. If the grades of pencil and media are changed there will be variation in the line, texture, tine, colour, shape and pattern. Know the use of preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Look at examples of patterns and symbols carved, by Neolithic people, into rocks, boulders, panels and monuments, describing how patterns are similar or different between the examples. Consider how the carvings might have been created and what tools might have been used to make them. Copy examples of carvings into their sketchbooks, then design their own using a black marker pen on clean, smooth pebbles. Explore use of different grade HB pencils, charcoal and chalk to create images on white and black card. Also experiment with using an eraser to remove or soften the lines.

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Music	Composers of romantic music worked between the 1830s and 1900s. Their music included dramatic symphonies and operas, and complex piano music. Romantic composers were inspired by nature, art and poetry and broke the strict rules laid down during the Classical period. For example; Beethoven and Symphony No 9 or Choral, Richard Wagner and The Flying Dutchman, Giuseppe Verdi and Aida. Know about the lives and music of romantic composers. Describe the lives and music of romantic composers. Listen to various composers and discuss similarities and differences. What makes them different? Is it the selection of instruments, the tempo, atmosphere and feeling of the piece? Use key words to help build sentences that respond to the music. Allow time for discussion of their own opinions of the music. Play a game of musical charades. What job or action do they imagine fits with the music. Do we agree that for example when we listen to Aida it reminds us of a soldier marching or following orders.
Computing	Data can be organised in different ways. A spreadsheet is an electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations. Use a spreadsheet and a database to collect and record data about materials and their properties. Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them. Create graphs from the spreadsheet about the properties of materials. E.g. Hardness and resistance to scratching and pressure. Strength and the amount of force needed to break a material usually by pushing or pulling. Toughness and the resistance to breaking by cracking. Stiffness and the amount of force needed to change the shape of the material. Absorbency and the material's ability to soak up a liquid.
Design and Technology	Design criteria are the exact goals a project must achieve to be successful. For example the shape, weight size and material of a tool was importantly thought out before making to ensure it was a useful and productive tool. Criteria might also include the product's use, appearance, cost and target user. For example an electric carving knife in modern times has been designed for efficiency and to aid those with a disability. Know that design criteria are used to inform a design. Look at images of stone and bone tools from across the Stone Age, including hammerstones, hand axes, stone awls, flint blades, burins, needles, scrapers and harpoon points. Explain how they might have been made and used, and how effective they were for the tasks they

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	had to do. Explore cutting, scraping, sharpening, grinding and mark making with different types of stone, and describe what is difficult or easy about using stone for these tasks. Compare to tools and equipment we use today, look at findings from the local area. Children to make a promotional leaflet or short video depicting strength, precision, sharpness and how versatile the tools are.

	Term 1 – Autumn
	What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated. **Text in this colour describes example activities to support the main theme of the topic.** **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.**
Sub-themes	**How far can sound travel?**
Science	**Discrete science teaching and learning.**

Term 2 – Spring
What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic? **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**

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Main Topic	Gods and Mortals (History)
History	The Ancient Greeks lived about 4000 years ago. Ancient Greece was made up of many City States. These City States were protected by a powerful City. Each City State had its own laws, customs and rulers. Many of the City States were at war with each other. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre. Know that the 2012 Summer Olympics, formally the Games of the Olympiad and commonly known as London 2012, was an international multi-sport event that was held from 27 July to 12 August 2012 in London, United Kingdom. Know that on 4 August 2012, 'Super Saturday' saw British trio Jessica Ennis-Hill, Greg Rutherford and Mo Farah all strike gold within just 44 minutes of each other. Watch extract of Super Saturday and learn about the aspirations of British athletes. Discuss the causes of a significant event are the things that make the event happen and directly lead up to the event. Explore the consequences of a significant event which happened after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.
Geography	Know how to analyse maps, atlases and globes, including digital mapping, to locate countries in particular Greece and describe features studied. Know how to make comparisons between different locations. Know that Mount Olympus is the mythical home of the gods in Greek mythology. Locate Greece on a globe or map, identifying the continent on which it lies and its surrounding countries. Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain and settlements. Plot the journey made by Icarus and Daedalus from the island of Crete to Sicily.

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	Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. Make a simple sketch map to show the states of ancient Greece, including important geographical features, such as islands, seas and mountains. Compare with finding the United Kingdom on maps too and see how close the 2 countries are – compare with the UK and our local area.
Science	Animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals. Know that different animals have different diets in our locality including woodland, sea and commons. Compare and contrast the diets of different animals, including humans. How can we make sure we are having a healthy, balanced diet? Each child to self-assess and choose one way to improve their diet. i.e. to eat more fruit. Meet Vanessa Land our kitchen manager to discuss how lunches are created for school and how she ensures a balanced menu.
Art and design	Malleable materials**,** such as clay, papier mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Make a giant 3-D head of their chosen god or goddess using a wire former and papier mâché or modroc. Look at images of the Easter Island carvings for scale and inspiration and Greek sculptures for authenticity and style. Before sculpting, make drawings to decide on features, expressions and headwear. Once dry, paint with colour or use sponges to create the effect of stone or marble. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Know about artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. Look at images of Greek plates, pots and patterns. Make sketches of scenes and patterns seen, and consider if any of the images and patterns relate to the myths and legends covered during the project.

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Music	Different instruments can be used to layer sounds to create original compositions so that music can describe and depict contrasting moods and emotions. (For example some athletes listen to music to calm or motivate depending on before or after an event.) Listen to a piece of music, create, practise, refine and perform an original composition. Perhaps consider the music from Chariots of Fire (Vangelis – Greek Musician) and create their own compositions to accompany an Olympic event.)
Computing	Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation. Know several pieces of software can be used together to complete one task, such as adding a video to a word-processed document. Use PowerPoint presentation to reflect on their learning throughout the project. Create a presentation to share with others the part of the project that most interested or fascinated them, then share this with an invited audience. Computing success criteria to include the following, are the effects and font size consistent through out the presentation, consider headings, colour and layout. Was the symmetry tool used to create any patterns, photos or images sized and pasted correctly.
Design and Technology	Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost. (Specific properties to focus on are hardness, toughness, strength, toughness, plasticity and elasticity. Know that specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples or a combination. Safety rules must be followed to prevent injury from sharp blades. Use their modelling and making skills to create a crown, shield or sword fit for a god or goddess. Use a range of modelling materials including card, foils, gems, gold, silver paper and wire. Children to collectively agree and adhere to DT success criteria which should include the following; Does the product match their planned measurements? Were they able to combine more than one material together by sewing, gluing, stapling? Is the product fit for purpose e.g. does the crown fit? Does the shield block out unwanted items? Know which materials will be needed for a task and explain why.

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	Imagine that they are Daedalus, the master craftsman. Invent a pair of wings for Icarus that would withstand the Sun's heat. Experiment with design options, labelling moving parts. Identify which materials they will use to make their designs and construct the finished wings using a variety of techniques. Explain how they will test their wings.

	Term 2 – Spring
	What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated. **Text in this colour describes example activities to support the main theme of the topic.** **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.**
Sub-themes	**Urban Pioneers**
Geography	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Making comparisons. Near and far-Describe the type and characteristics of settlement or land use in an area or region. • Promotional speeches. City of the future- Describe the type and characteristics of settlement or land use in an area or region. 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. • Urban visit-Use four-figure grid references to describe the location of objects and places on a simple map. • Carrying out a survey. My city-Analyse primary data, identifying any patterns observed.

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	• Fantasy city centre. City of the future-Use four-figure grid references to describe the location of objects and places on a simple map.
History	Conduct a local history study. • The history of our town. Past perspectives-Analyse a range of historical information to explain how a national or international event has impacted the locality. • Prominent urban buildings. Past perspectives-Analyse a range of historical information to explain how a national or international event has impacted the locality. • The future of our town. City of the future-Skill Analyse a range of historical information to explain how a national or international event has impacted the locality. Exeter has a rich history, having been heavily influenced by the Romans, Tudors and Victorians. Exeter has had different industries during instrumental revolutions such as agriculture which is one industry that thrived e.g. the wool industry. Between 16th and 18th Century, it exported and processed woollen cloth. The combination of farmland and the canal made for a successful partnership Exeter Cathedral was constructed in 1114 and is the centre of Exeter.

Term 3 – Summer
What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic? **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**

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Main Topic	Rocks Relics and Rumbles
History	Mount Vesuvius, on the west coast of Italy, is the only active volcano on mainland Europe and is still visited today. Mount Vesuvius is considered to be one of the most dangerous volcanoes in the world because of its proximity to the city of Naples and the surrounding towns on the nearby slopes. In the past, Mount Vesuvius has had a roughly 20-year eruption cycle, but the last serious eruption was in 1944. Mount Vesuvius has experienced eight major eruptions in the last 17,000 years. The 79 AD eruption is one of the most well known ancient eruptions in the world, and may have killed more than 16,000 people. Ash, mud and rocks from this eruption buried the cities of Pompeii and Herculaneum. (Know the cause and effect of a significant historical event). The volcano also caused earthquakes and a tsunami, which also helped destroy the environment in Pompeii. Share The eruption of Mount Vesuvius audio with the children. After listening, use the Mount Vesuvius sorting cards to help the children discuss the causes and effects of each stage of the eruption. Ask them to write a short explanation of the causes and effects, using the statements to help them. Gather the children together to compare their findings and allow them to add to and edit their work. Invite them to word process their explanations and illustrate them using images found online.
Geography	There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. Key vocab and definitions: Permeable "allowing liquids or gases to pass through it." Magma, "hot fluid or semi-fluid material below or within the earth's crust from which lava and other igneous rock is formed on cooling." Tectonic plate "is a massive, irregularly shaped slab of solid rock, generally composed of both continental and oceanic lithosphere". Know the types, appearance and properties of rocks (link to Jurassic Coast). Situated along the undulating shoreline between the towns of Exmouth in East Devon and Studland in West Dorset, the Jurassic Coast is renowned for the nearly continuous 185-million-year record of

	Earth's history exposed in its sensational sea cliffs. This is the only place on Earth where 18 million years of the Earth's history are sequentially exposed in dramatic cliffs, caves, coastal stacks and barrier beaches. The 'tilt' of the rock crease a 'wade through time' from 250 million -65 million years ago, through the Triassic, Jurassic and Cretaceous periods as you move eastwards along the site. Triassic rocks extend eastward from the World Heritage Site's western boundary at Exmouth, where seasonal Jurassic Coast Cruises provide excellent views of the coastal exposures. Between this port and the resort town of Sidmouth, the sinuous shoreline is distinguished by dramatic, ochre-coloured cliffs that rise sharply from the restless English Channel to form rugged promontories and isolated sea stacks. Invite a geologist into school to run a rocks workshop. Provide opportunities for the children to explore, sort and classify different types of rock and investigate their properties. Encourage them to take on the role of assistant geologists, taking photographs of rocks and writing captions and labels to make an informative rocks display – look at rocks of the Jurassic Coast.
Science	There are three different rock types: sedimentary, igneous and metamorphic. Sedimentary rocks form from mud, sand and particles that have been squashed together over a long time to form rock. Examples include sandstone and limestone. Igneous rocks are made from cooled magma or lava. They usually contain visible crystals. Examples include pumice and granite. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard. Examples include slate and marble. Know how to compare and group rocks based on their appearance, properties or uses. Remind the children of the appearance and properties of the rocks they looked at previously and explain that their different properties mean they are suitable for different uses. Show them the uses of rocks presentation and discuss examples of properties that define a rock's use. Instruct the children to use what they have learned to complete the uses of rocks recording sheet.
Art and design	Progression of skills where appropriate to focus on selecting and recording from first hand observations, experience and imagination and explore ideas for different purposes.

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Music	Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation. Pitch can be a degree of highness or lowness in tone, rhythm may include a strong, regular repeated sound and dynamics refer to the flow, regularity and whole composition. Know how to improvise and compose sequences of sounds and vocals and record them using notes or pictures. Play the children the Rumbles audio and explain that they are listening to the sounds of an earthquake. Display the Rumbles graphic score diagram and discuss how the score could be interpreted to play an earthquake soundscape. Allow the children to test out their ideas, then discuss how easy it was to follow the score and what changes or improvements they would make.
Computing	Online communication should be done respectfully and responsibly, considering the impact on others. Know how to compose clear and appropriate messages in online communities. Compose clear and appropriate messages in online communities. Consider who in their local community they might write an email to and for what purpose. MP? Head Teacher? Friend? Children are able to explain the ways in which they communicate on line and note the advantages and disadvantages of this.
Design and Technology	Progression of skills where appropriate to focus on communicating ideas to others ensuring that subject specific vocabulary is used to articulate design ideas.

	Term 3 – Summer
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Sub-themes	**How mighty are magnets?**
Science	**Discrete science teaching and learning.**

Purple – Key knowledge linked to our Curriculum Intent.

Green – Suggested activities

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