

Long Term Plan 2022-2023

Year 3 (KW, SH)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PBL</b>	How can we show respect, tolerance and consideration for others?  How new was the 'new' Stone Age (Neolithic era)?	How new was the 'new' Stone Age (Neolithic era)?		How has Evington changed since 1888?	How was life in Ancient Egypt different from life in Egypt today?	
<b>Science</b>		Rocks and fossils	Forces and magnets	Plants		Animals including humans Light
<b>History</b>	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age		Local History	Ancient Egypt	
<b>Geography</b>		Geography of the Stone Age Map work		Map work UK, regions, counties, cities Compare a Region in France Human Geography settlements and land use Field Work		
<b>Art</b>	Self -portraits Cave paintings using natural tools and media Tools sketching	Rocks observational drawing Shape – Stone Henge sketch Fossils sketch using black outline pens Layers of the Earth-inspired by Rebecca Vincent		Plants- Texture-sketching Using a variety of media including pastels, pens and watercolours Trellis artwork – inspired by Henry Morris Map art inspired by Mondrian	Ancient Egyptian art inspired by artefacts	

<b>RE</b>	How is new life welcomed into the world?	What does dark mean? What does light mean? (Hindus, Sikhs and Muslims)  Which special days and festivals are important for Christians? Christmas	Who is my neighbour?	Which special days and festivals are important for Christians? Easter	Values: What matters most? (All religions and humanists)	
<b>RSE</b>	Being safe including online relationships: What are the rules that keep us safe?  Families - What is the same and different about us?	Careers: What job would you like? (Archaeologists)  What can we do about bullying?	How can we describe our feelings?	Being safe including online relationships: What are the rules that keep us safe? (how to avoid risks, hazards and danger, both at home and outside)	What are the rules that keep us safe? (Peer pressure)	How can I improve my healthy lifestyle?
<b>Computing</b>	E-Safety: Hector's World Digital communications and passwords Explain how to respect online Design a 3D	Design a 3D Photo as logo/Collage: Identify how we can show respect, tolerance and consideration. O: Create a logo and a collage.	Intro Tinker, Predict, Test & Review programming: Try different map games O: Explain taught skills and why certain algorithms were used to sequence.	Virtual Map & Web Search/ Spreadsheet: O: Explore virtual map, know how to conduct a web search & begin to use Edexcel S to calculate & create graphs	Uses of technology: Compare Egyptian technology to present. S: Web, iMovie, 2simple O: Explain how changing technology impacts on society.	Programming LOGO: Plan & create a modern Pyramid City. O: Programme a LOGO so it follow a set of commands
<b>Design and Technology</b>		Neolithic Pouches sewing unit	Moving monsters pneumatics	Healthy Sandwich	Shadufs Moving mechanisms	Packaging Including computing design
<b>French</b>	Phonetics 1&2 (C) I'm Learning Fr/Sp/It (E)	Animals (E)	Musical Instruments (E)	Fruits (E)	Ancient Britain (E)	I Can... (E)
<b>PE</b>	Ball skills and cricket	Gymnastics	Dance	Basketball	Athletics	Tennis
<b>Music</b>	Ukulele Lesons with Leicestershire music services					

# MAYFLOWER PRIMARY SCHOOL



**Year 3**

**Project Based Learning**  
**How 'new' was the New Stone Age (Neolithic)? 6 weeks**

**Key focus:** Changes in Britain from the Stone Age to the Iron Age  
**Faculty:** Humanities

**Thinking Skills Focus:**

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

**Sustainable Development Goals Focus:**

Gender Equality – assumption v evidence  
 Life on land – how used the land to survive/land use  
 Life below water – settlements near water/animals followed

**RRSA Articles:**

A2. No discrimination  
 A27. Food, clothing, a safe home

**RSE: Careers: What job would you like? (Archaeologists)**

**International link:**

**Diversity Focus:**

World populations not just in Britain

**Outdoor learning:**

Collecting natural resources for their art work

**Essential Questions:**

What Britain was like after the last Ice Age?  
 What was life like in the 'Old' Stone Age (Palaeolithic)?  
 What was life like in the Middle Stone Age (Mesolithic)?  
 What was life like in the New Stone Age (Neolithic)?  
 Why were few people living in Britain at the time?  
 Why were they nomadic?  
 Can I draw conclusions using the evidence I have?  
 Do I realise that for some questions there are no clear answers?

**Summary of the project:**

Children will be introduced to the idea that people have been living in Britain for a very long time. They will learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils will be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

The children will research the 3 different eras within the Stone Age and compare their findings to answer the PBL question.

They will record their answers using drawings, artwork and homework tasks.

<p><b>Key Vocabulary:</b>  Palaeolithic  Mesolithic  Neolithic  Shelters  Roundhouse  Hunter gatherer  Nomad  Nomadic  Hide – animal skin  Skara Brae  Stonehenge</p>	<p><b>Prior Learning:</b>  In planning to ensure the progression teachers have introduced pupils to historical periods that they will study more fully at key stage 2.  Pupils have been taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the <b>Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>
<p><b>Key Skills</b></p> <p><b>Chronology</b>  Place the time studied on a timeline.  Sequence several events or artefacts.  Use dates relating to the passing of time.</p> <p><b>Range and Depth of Historical Knowledge</b>  Find out about everyday lives of people in time studied.  Compare with our life today.  Identify reasons for and results of people’s actions.  Understand why people may have had to do something.  Study change through the lives of significant individuals.</p> <p><b>Interpretations of History</b>  Identify and give reasons for different ways in which the past is presented.  Distinguish between different sources and evaluate their usefulness.  Look at representations of the period – museum, cartoons etc</p> <p><b>Historical Enquiry</b>  Use a range of sources to find out about a period Select and record information relevant to the study  Begin to use textbooks and the internet for research</p> <p><b>Organisation and Communication</b>  Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p>	

Begin to construct own responses that involve thoughtful selection and organisation of relevant

**Historical information.**

Use Historically accurate terms to talk about the passing of time.

**Launch:**

Start to read our whole class text  
in English – Stone Age Boy  
Complete a KWL grid  
Watch a video about Prehistory

**Outcome:**

Share their findings through history, English, art and design on the school's website.

# MAYFLOWER PRIMARY SCHOOL



**Year 3**

**Project Based Learning**  
**How was life in Ancient Egypt different from life in Egypt today?**

**Faculty:** Humanities – History and Geography STEAM – Art and D&T

**Thinking Skills Focus:**

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

**Sustainable Development Goals Focus:**

SDG 5- Gender equality  
 SDG 14 -Life on Land  
 SDG 15-Life under water

**RRSA articles: 24, 4, 6**

**RSE:** How can I improve my healthy lifestyle? (Following on from Science and D&T in Summer 1)

**International link: Egypt today**

**Diversity Focus:** How diverse was Ancient Egypt? What does the evidence tell us?

**Outdoor learning:**

**Essential Questions:**

- What is the legacy of Ancient Egypt?
- What is a civilisation?
- Why couldn't the Ancient Egyptian civilisation have survived without the River Nile?
- Why was the Rive Nile flooding a good thing for Egyptians?
- Why did the Ancient Egyptians have only 3 seasons a year?
- How did the Egyptians use the natural resources along the River Nile and the River Nile itself?
- What did they invent? Why?
- What were the roles in society?
- What can evidence reveal about the Ancient Egyptian civilisation?
- Why did the Ancient Egyptian civilisation last for 3000 years?
- How was the River Nile used throughout history?
- What is Egypt like today?
- What have they learnt from Ancient Egypt?

**Summary of the project:**

The children will find out about the way of life of people living in ancient Egypt from archaeological discoveries. Children will develop their understanding of characteristic features of a civilisation; identify the different ways the past is represented; and use sources of information to make simple observations, inferences and deductions. They will design, make and create art work and D&T models to share their use of artefacts in enquiries. They will ultimately gain the knowledge and apply their understanding to focus on the sustainable use of natural resources.

They will be introduced to the geography of rivers in order to understand the importance of the river Nile.

They will understand the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time. They will begin to learn geographical vocabulary associated with rivers and their features.

	<p>They will learn how a river forms on high ground and how it changes as it journeys to the sea. They will be able to use maps, atlases and digital computer mapping to follow the journey of a river. They will label of the river Nile and begin to notice features along the way.</p>
<p><b>Key Vocabulary:</b></p> <p>Words associated with the passing of time, eg ancient, modern, BC, AD</p> <p>Words associated with aspects of society e.g Civilisation, society, food and farming, science, technology, architecture, beliefs</p> <p>Words associated with Ancient Egypt, eg River Nile, Pharaoh, Sphinx, hieroglyphics, Rosetta Stone, Howard Carter, mummies, canopic jars, mummification.</p> <ul style="list-style-type: none"> <li>• Introduction to the geographical terminology about rivers – Upper course, middle course, lower course, source, tributary, meander, flood plain, bank, mouth</li> </ul> <p>SDGs focus: natural resources, efficient, sustainable management,</p>	<p><b>Prior Learning:</b></p> <p>used a range of sources of evidence, including artefacts, pictures and written sources</p> <p>sort historical sources into categories</p> <p>studied the way of life of people living a long time ago -Prehistory– Stone Age</p> <p>know about chronology and have used time lines</p> <p>have an SDGs overview</p> <p>know about SDG 14 -Life on Land, SDG 15-Life under water and SDG5 - gender equality</p>

<p><b>Launch:</b></p> <p><b>‘The Egyptian Cinderella’ novel in English lessons</b></p> <p><b>Becoming an Egyptologist</b></p>	<p><b>Outcome:</b></p> <p>Action: Children will compare ancient Egypt to modern Egypt and find similarities and differences, giving reasons why.</p> <p><b>They will share their ideas and artefacts in a padlet to share with the whole school community via a QR code.</b></p>
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## HISTORY SKILLS

<b>Chronology</b>	Place the time studied on a timeline. Sequence several events or artefacts. Use dates relating to the passing of time.
<b>Range and Depth of Historical Knowledge</b>	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. Study change through the lives of significant individuals.
<b>Interpretations of History</b>	Identify and give reasons for different ways in which the past is presented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons etc
<b>Historical Enquiry</b>	Use a range of sources to find out about a period Select and record information relevant to the study Begin to use textbooks and the internet for research
<b>Organisation and Communication</b>	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. Use Historically accurate terms to talk about the passing of time.



# MAYFLOWER PRIMARY SCHOOL



**Year 3**  
**Project Based Learning**  
**How has Evington changed since 1888?**

**Key focus:** Geography, History (Art and Design, ICT, English, RE, Maths)  
**Faculty:** Humanities

**Thinking Skills Focus:** Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

**Sustainable Development Goals Focus:**  
 Land use  
 Rural – Urban  
 Urbanisation and consequences

**RSE:** Being safe including online relationships: What are the rules that keep us safe? (Road safety)

**International link: Link to region in France – Erasmus visit to Lille**

**Diversity Focus:**  
 The creation of the Madani High School and mosque

**Outdoor learning:**  
 Historical walk around local area

**Essential Questions:**  
 How has the landscape changed over time? Which buildings are there in 1888, 1932 etc? Which buildings are not there?  
 Why have the buildings and land use changed?  
 How have they changed?  
 What have the buildings been used for? How have the factories in the area changed?  
  
 How did the war impact on what the buildings were used for?  
 How has the community changed?  
 What can the buildings in the area tell us about the time they were built (the features of Edwardian houses)?  
 How did some of the streets get their names (related to Arthur Wakerley)? Who was Arthur Wakerley? Why should we remember him? How should he be remembered for his contribution to the local area?  
  
 What are the positives and negatives of urbanization?  
 Why do some areas become urbanized and some don't?  
 Can we compare and contrast localities?

**Summary of the project:**  
 Children look at the directories, census and photos of the different kinds of factories. They Compare maps of Evington from 2015 – 1888. What was there as we go back in time? Start with most recent map and use a coloured code to highlight landmarks/features i.e. Mayflower, Ethel road, Madani High School etc... They share 2015 map first, identify landmarks and use a colour code and record results on a table.  
  
 Children go on an Evington Valley trail and write about it. They also visit factories.  
  
 Children develop understanding about the contribution of Arthur Wakerley in the local area (and beyond).  
  
 What has happened to the local area? What do you think the view would have been out of the classroom window 100 years ago? Why? Why do some places become urbanized and some don't? What do you predict the view from the school will be in 100 years' time? Through linking Network school and Erasmus schools on Google Maps. Compare and contrast.

<p>What can you tell the children from your link school about your local area?</p>	<p>Alice Hawkins as a prominent figure. Children find information about her and create a presentation about her for the children from our link school.</p> <p>Children create a poster about Leicester to persuade their Linking friend to visit.</p> <p><b>Our final outcome will be writing persuasive letters to the council to instate a statue of Arthur Wakerley.</b></p>
<p><b>Key Vocabulary:</b></p> <p>local area, urbanisation, landmarks, colliery, Architect, Mayor, Politician, Humanitarian, urban/rural Types of house- terraced, semi-detached, detached Features- chimney, fire place, bay window, double glazing</p>	<p><b>Prior Learning:</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p> <p>Follow a route on a map.</p>

<p><b>Launch:</b> <b>Photos/ video</b> Local Area walk and hunt with Ismail Dale</p>	<p><b>Outcome:</b> <b>Persuasive letter writing</b></p>
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### **YEAR 3 GEOGRAPHY SKILLS:**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Follow a route on a map with some accuracy.

Try to make a map of a short route experience.