

Year 3 History and Geography Learning Challenges 2021-22

Autumn <u>How can we discover the wonders of ancient Egypt?</u> History Link	The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society	Autumn 2 2 <u>Why is Bolton such a cool place to visit?</u> Geography/ History Link	Discuss the human characteristics of Bolton understand how some of these aspects have changed over time.
English Link	Children to think of the questions they would wish to ask an Ancient Egyptian, if they met one. Opportunities for research about Egypt – its geographical location and its history. Opportunities for distinctive research on the Pharaohs, about individual pharaohs and how they were regarded. Children do discuss what they would leave in a time capsule if they wanted someone to make sense of our way of life in 2000 years' time.	English Link	A recount style piece of writing linked to the museum. Can you chose a building in Bolton and write a promotional leaflet on them? What would be the main advantages and disadvantages of living in Bolton?
Maths Link		Maths Link	Opportunities for children to carry out surveys about why people like or dislike Bolton.
Creative Art Link	Children will design and make their own death masks and experiment writing in hieroglyphs.	Creative Art Link	Visit to the Art gallery Opportunities for children to create their own water colours or washes linked to their paintings.
Expressive Art Link	Children will sing songs on Egyptian themes.	Expressive Art Link	
Computing Link		Computing Link	Researching famous Boltonians.

<p>Spring 1</p> <p><u>What makes the Earth angry?</u></p> <p>Geography Link</p>	<p>Pupils to be taught physical geography, including: mountains, volcanoes and earthquakes.</p>	<p>Spring 2</p> <p><u>How did the Victorian change Atherton?</u></p> <p>History Link</p>	<p>Local History - A study of Local History taking account of a period of history that shaped the locality</p>
<p>English Link</p>	<p>Children will be asked to research volcanoes in the world and pin point them onto a world map.</p> <p>Children will be asked to research consequences of earthquakes and tsunamis and write about their findings.</p> <p>Children will be asked to research extreme weather in groups and present their findings in class.</p> <p>Children will debate advantages and disadvantages of volcanic areas.</p>	<p>English Link</p>	<p>What made people come and live in Atherton in the first place?</p> <p>Why does Atherton have a Pitt memorial?</p> <p>What is Ena Mill and why is it an important part of the history of Atherton?</p> <p>What evidence of the Victorians can we see today?</p>
<p>Maths Link</p>	<p>Provides opportunities for scale work.</p> <p>What causes an earthquake (and a tsunami) and how are they measured?</p>	<p>Maths Link</p>	
<p>Creative Art Link</p>	<p>Children will be provided with an opportunity to design and make a volcano and then they will need to think of a way of making it erupt.</p>	<p>Creative Art Link</p>	<p>Observe the décor of Victorian buildings (inside and outside).</p> <p>Look at the influences of William Morris.</p> <p>Create their own designs based on the style of William Morris .</p>
<p>Expressive Art Link</p>	<p>Opportunities for children to consider environmental issues through music, song and dance</p>	<p>Expressive Art Link</p>	<p>Children will perform the music that children would have sung in Victorian times.</p>
<p>Computing Link</p>	<p>Researching volcanoes & extreme weather and present findings to the class.</p>	<p>Computing Link</p>	

<p>Summer 1</p> <p><u>Who first lived in Britain?</u></p> <p>History Link</p>	<p>Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age.</p>	<p>Summer 2</p> <p><u>Why is Liverpool such a cool place to visit?</u></p> <p>Geography/ History Link</p>	<p>Discuss the human and physical characteristics of cities, rivers and understand how some of these aspects have changed over time.</p>
<p>English Link</p>	<p>Opportunities for children to carry out research of one of the ages mentioned. What jobs do archaeologists do and why are they so valuable in helping us find out about history?</p> <p>How did the Early Britons make shelters? Would the Early Britons have visited a supermarket for their food?</p> <p>What can you find out about the Stone, Bronze and Iron Ages?</p>	<p>English Link</p>	<p>Can you chose 5 popular monuments or buildings in Liverpool and write a promotion leaflet on them?</p> <p>A persuasive style piece of writing linked to brochures.</p>
<p>Maths Link</p>		<p>Maths Link</p>	<p>Children use grid references to find and tourist attractions on map of Liverpool town centre.</p>
<p>Creative Art Link</p>	<p>Provide opportunities for children to experiment with their own art having first researched the art of the Ancient Britons including cave paintings.</p>	<p>Creative Art Link</p>	<p>Children us Liverpool's iconic buildings to sketch skyline pictures.</p> <p>Observe the Lambananas to inspire them to create their own.</p>
<p>Expressive Art Link</p>	<p>Children will design and make their own shelters based on what they have found out from researching the shelters of the early Britons.</p>	<p>Expressive Art Link</p>	<p>Children to research Liverpool's music scene and how it has developed since the 1960s.</p> <p>Children to recreate and improvise music by The Beatles.</p>
<p>Computing Link</p>		<p>Computing Link</p>	<p>Researching famous people from Liverpool and famous landmarks in Liverpool.</p>

Religious Education 2020-2021

	Autumn	Spring	Summer
Year 3	Harvest Sukkot Christmas- God with us	Jesus the man who changed lives Easter- Sadness, Joy	Which rules should we follow? Called by God

Computing in LKS2 - 2020-21

Programming/Scratch

- Navigate the Scratch programming environment.
- Create a background and a sprite for a game.
- Add inputs to control a sprite.
- Use conditional statements within the program to control the sprite (if...then..)
- Use Logo to program instructions to draw basic shapes.
- Use repetition and articulate its benefits.
- Recognise some errors and de-bug.



Internet

- Type in a URL accurately to find a website.
- Use a search engine to find and save a range of media, e.g. images, texts.
- Think of search terms to use linked with questions they wish to answer.
- Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.
- Question the 'validity' of what they see on the internet including looking at domain names.



Emails

- Log into an email account, open, create and send an email.
- Attach files to an email.
- Download and save files from an email.
- Email more than one person and reply to all.
- Think before sending and commenting on consequences of sending/posting.
- Articulate examples of good and bad behaviour online.



Data

- Answer questions from a selected database
- Sort and organize information.
- Create and search a branching database.
- Start to add data into a spreadsheet (Excel)
- Create simple formulas.



Text/Images



- Use basic keyboard shortcuts including cut, copy and paste.
- Save documents consistently to their folder correctly.
- Insert images from file.
- Change page orientation.
- Use skills to design a good layout for purpose.
- Use spellchecker.
- Change text appearance/layout to increase effectiveness.
- Chose the appropriate program to display work.
- Use headers and footers.



E-Safety

- I know how to respond to a hurtful message or comments online.
- Recognise online behaviours that would be unfair.
- Recognise online bullying and how to deal with it.
- Make judgments in order to stay safe, whilst communicating with others online.
- Understand how websites use advertisements to promote products.



Multimedia

- Choose and use suitable backdrops for green screen use.
- Set up equipment and record a green screen performance
- Begin to choose and add background music to fit theme.
- Create a Powerpoint presentation that contains animations and transitions.

