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| **YEAR 3R TOPIC MAP**  Topic 1: What would my favourite super hero find exciting about Newcastle? | **GEOGRAPHY**  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  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 | **ARTS**  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **PSHE** |
| **Cross-Curricular literacy:**  Children will have to think of a number of questions they would ask Ben if he appeared in their classroom.  **Cross-Curricular maths:**  Links with addresses and number. | **Geographical Enquiry**  Can they label a diagram or photograph using some geographical words?  Can they find out about their town by using different sources of evidence?  Can they find out about their town by asking some good questions to someone else?  Can they say what they like and don’t like about their locality and another locality like the seaside?  **Physical Geography**  Can they describe some physical features of their town?  Can they explain what makes their town special?  Can they describe some places which are not near the school?  Can they describe the key features of a place, using words like, forest, hill, mountain, valley?  **Human Geography**  Can they describe some human features of their town, such as the jobs people do?  Do they think that people ever spoil the area? How?  Do they think that people try to make the area better? How?  Can they explain what facilities a town or village might need?  **Geographical Knowledge**  Can you find where they live on a map of the UK?  *Challenging*  *Can they find the longest and shortest route using a map?*  *Can they use a map, photographs, film or plan to describe <a contrasting locality> outside Europe?*  *Can they point out the North, South, East and West associated with maps and compass?* | **Art:** Children will take photographs of famous landmarks/ buildings in their town and then look at the work of a range of artists before creating their own painting/ drawing.  Children revisit primary and secondary colours, using these to make tertiary colours, tints and tones. They will design a super hero shield focussing on primary secondary colours.  **KSU -** Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist’s work? Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using ‘annotation’ in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?  **DT:** Create a super hero shield using primary and secondary colours they have learnt to mix |  |

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| **YEAR 3R TOPIC MAP**  Topic 3: Where would you prefer to live: England or Africa (a specific African country)? | **GEOGRAPHY**  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world | **ARTS**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically | **PSHE** |
| **Cross-Curricular literacy:**  children to think of a range of questions they would wish to ask a visitor from Africa (these may be members of a dance or music group invited to school or could be a local person who has strong connections with Africa. Children also to carry out research and develop writing opportunities as a result. | **Geographical Enquiry**  Can they label a diagram or photograph using some geographical words? Can they find out about a contrasting locality like Africa by using different sources of evidence? Can they find out about Africa by asking some good questions to someone else?  Can they say what they like and don’t like about their locality and another locality like Africa?  *Can they make plausible predictions about what the weather may be like in different parts of the world?*  **Physical Geography**  Can they explain what makes a locality special?  Can they describe a place outside Europe using geographical words? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?  *Can they find the longest and shortest route using a map? Can they use a map, photographs, film or plan to describe Africa?*  **Human Geography**  Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How?  *Can they explain how the weather affects different people?*  **Geographical Knowledge**  Can they name the continents of the world and find them in an atlas? Can they name the world’s oceans and find them in an atlas?  *Can they locate some of the world’s major rivers and mountain ranges? Can they point out the North, South, East and West associated with maps and compass?* | **Music:** Children would be encouraged to listen to the rhythms associated with African music and try to recreate their own music giving consideration to the choice of instruments and their voices.  **KSU**  Can they listen out for particular things when listening to music? Can they order sounds to create a beginning, middle and end? Can they create music in response to (different starting points)? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds?  **Art:** Children to look at the colour associated with African artists such as Martin Bulinya and recreate their own paintings in an African style.  **KSU**  Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? Can they link colours to natural and man-made objects? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist’s work? Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using ‘annotation’ in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?  **DT :**  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  evaluate their ideas and products against design criteria | to identify and respect the differences and similarities between people |

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| **YEAR 3R TOPIC MAP**  Topic 2: How have Rosa Parks and Nelson Mandela helped to make the world a better place? | **HISTORY**  the lives of significant individuals in the past who have contributed to national and international achievements.  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | **ARTS**  experiment with, create, select and combine sounds using the inter-related dimensions of music.  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **PSHE** |
| **Cross-Curricular literacy:**  opportunity to devise their own questions to ask Rosa Parks and Nelson Mandela.  There are huge opportunities to help develop children’s oracy skills plus additional opportunities for children to research about President Obama and slavery. | **Chronological Understanding**  Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? Can they use the words past and present correctly?  Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order?  *Can they sequence a set of objects in chronological order and give reasons for their order?*  *Can they sequence events about the life of a famous person?*  *Can they try to work out how long ago an event happened?*  **Knowledge and interpretation**  Can they recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later? Can they recount some interesting facts from an historical event?  *Can they explain why someone in the past acted in the way they did?*  *Can they explain what is meant by a democracy and why it is a good thing?*  **Historical Enquiry**  Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous non-Briton from the past using different resources to help them?  *Can they say at least two ways they can find out about the past, for example using books and the internet? Can they explain why eye-witness accounts may vary? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?* | **Music:** a chance to learn about the music traditionally associated with black people.  use their voices expressively and creatively by singing songs and speaking chants and rhymes  KSU  Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?Can they create music in response to (different starting points)? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds?  **Art:** opportunity to find out and recreate art from another culture.  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  **KSU**  Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? Can they link colours to natural and man-made objects? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist’s work? Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using ‘annotation’ in their sketch books? Do they keep notes in their sketch books as to how they have changed their work? | that they belong to various groups and communities such as family and school  to help construct, and agree to follow, group and class rules and to understand how these rules help them  to communicate their feelings to others, to recognise how others show feelings and how to respond  to recognise how their behaviour affects other people  to recognise what is fair and unfair, kind and unkind, what is right and wrong  to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class  to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)  to identify and respect the differences and similarities between people  that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)  to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say  that there are different types of teasing and bullying, that these are wrong and unacceptable  how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help |

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| **YEAR 3R TOPIC MAP**  Topic 4: What were the people who lived here like a 100 years ago? | **HISTORY**  events beyond living memory that are significant nationally or globally  significant historical events, people and places in their own locality. | **ARTS**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  listen with concentration and understanding to a range of high-quality live and recorded music  to use a range of materials creatively to design and make products. | **PSHE** |
| **Cross-Curricular literacy:**  opportunity for children to devise their own questions to ask their grandparents.  **Cross-Curricular maths:**  opportunities for children to link events to dates and work out ‘how long ago’. | **Chronological Understanding**  Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? Can they use the words past and present correctly? Can they use a range of appropriate words and phrases to describe the past?  *Can they sequence a set of events in chronological order and give reasons for their order?* *Can they sequence a set of objects in chronological order and give reasons for their order?* *Can they sequence events about own life?* *Can they sequence events about the life of a famous person?* *Can they try to work out how long ago an event happened?*  **Knowledge and interpretation**  Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they recount some interesting facts from an historical event? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they explain why Britain has a special history by naming some famous events and some famous people?  *Can they give examples of things that are different in their life from that of a long time ago in a specific period of history, eg, 100 years ago? Can they explain why someone in the past acted in the way they did? Can they explain how their local area was different in the past? Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? Can they explain what is meant by a democracy and why it is a good thing?*  **Historical Enquiry**  Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time?  *Can they say at least two ways they can find out about the past, for example using books and the internet?*  *Can they explain why eye-witness accounts may vary? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?* | **Music:** a chance to learn some traditional English songs and to perform them. These would include choral speaking opportunities.  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  **KSU**  Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they sing/clap a pulse increasing or decreasing in tempo? Can they listen out for particular things when listening to music?  **Art/DT:** opportunity to design and make a game that could have been played 100 years ago. This could be a board game or a playground game.  to use a range of materials creatively to design and make products.  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work  **KSU**  Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? Can they join things (materials/ components) together in different ways? What went well with their work? If they did it again, what would they want to improve? Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? | what improves and harms their local, natural and built environments and about some of the ways people look after them |

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| **YEAR 3R TOPIC MAP**  Topic 5: Could we win Masterchef? | **GEOGRAPHY**  name and locate the world’s seven continents and five oceans  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | **ARTS**  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from. | **PSHE** |
| **Cross-Curricular literacy:**  Children could write a persuasive piece of writing to explain how they could win Masterchef.  **Cross-Curricular maths:**  Work relating to weighing and measuring of ingredients (Kg, g, l, ml) and scaling ingredients up and down. | **Geographical Enquiry**  Can they label a diagram or photograph using some geographical words?  Can they find out about a locality by using different sources of evidence?  Can they find out about a locality by asking some good questions to someone else?  Can they say what they like and don’t like about their locality and another locality like a farm?  *Can they make inferences by looking at a weather chart?*  **Physical Geography**  Can they explain what makes a locality special?  Can they describe some places which are not near the school?  Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?  **Human Geography**  Can they describe some human features of own locality, such as the jobs people do?  Can they explain how the jobs people do may be different in different parts of the world?  Can they explain what facilities a town or village might need?  *Can they explain how the weather affects different people?*  **Geographical Knowledge**  Can you find where they live on a map of the UK? | **Art:** to use a range of materials creatively to design and make products.  **DT:** Children to design, make and evaluate healthy dishes.  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from.  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health  to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences  the importance of and how to maintain personal hygiene  how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others |

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| **YEAR 3R TOPIC MAP**  Topic 6: Why do we love to be beside the seaside? | **GEOGRAPHY**  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ― human and physical features of a small area of the United Kingdom | **ARTS**  build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | **PSHE** |
| **Cross-Curricular literacy:**  Opportunities for descriptive writing and for research and postcard style writing.  **Cross-Curricular maths:**  opportunities for children to carry out research about their favourite holiday destinations and create graphs and charts | **Geographical Enquiry**  Can they label a diagram or photograph using some geographical words?  Can they find out about the seaside by using different sources of evidence?  Can they find out about the seaside by asking some good questions to someone else?  Can they say what they like and don’t like about their locality and another locality like the seaside?  **Physical Geography**  Can they describe some physical features of own locality?  Can they explain what makes the seaside special?  Can they describe some of the features associated with an island?  Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?  **Human Geography**  Can they describe some human features of the seaside, such as the jobs people do?  Can they explain how the jobs people do may be different in different parts of the world?  Do they think that people ever spoil the area? How?  Do they think that people try to make the area better? How?  Can they explain what facilities a town or village might need?  **Geographical Knowledge**  Can they name the main cities of England, Wales, Scotland and Ireland?  Can you find where they live on a map of the UK?  *Challenging*  *Can they find the longest and shortest route using a map?*  *Can they explain how the weather affects different people?*  *Can they point out the North, South, East and West associated with maps and compass?* | **DT:** children to design and make a fairground ride similar to that found by the seaside.  **KSU**  Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?  What went well with their work? If they did it again, what would they want to improve? Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction? Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? | about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils |