Year 3 TOPIC WORK: HISTORY & GEOGRAPHY

YEAR 3	AUTUMN TOPIC	SPRING TOPIC	SUMMER TOPIC
Key **Blue text –Geography** **Green text – History** **Brown - Opportunities for Exploring Diversity**	STONE AGE SURVIVORS AND MASTERS OF METAL HISTORY FOCUS – STONE AGE, IRON AGE & BRONZE AGE **VISIT/TRIP: CELTIC HARMONY** **Opportunities for Exploring Diversity** Black History Month (October)	OUR LOCAL LEGACY HISTORY FOCUS – SAINT ALBAN AND FIELDWORK **VISIT/TRIP: TRIP TO VERULAMIUM MUSEUM AND TO THE ABBEY** **Opportunities for Exploring Diversity**	EXTREME EARTH GEOGRAPHY FOCUS – VOLCANOES, EARTHQUAKES & WORLD ADVENTURERS **VISIT/TRIP: NATURAL HISTORY MUSEUM** **Opportunities for Exploring Diversity**
Key Texts	Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson The Stone Age: Hunters, Gathers and Woolly Mammoths – Marcia Williams BBC Bitesize - What is Stonehenge? - BBC Bitesize Top 10 Stone Age Sites The Boy with the Bronze Axe – Kathleen Fidler BBC Bitesize 'What was life like in the Bronze Age?' (Plus other supporting books from the school library)	Royal Geographical Society Website Department for Environmental Food and Rural Affair Livestock Maps online Hamilton Trust – Local Land Use Here We Are – Oliver Jeffers The Street Beneath My Feet - Charlotte Guillian See Inside Great Cities – Rob Lloyd Jones Collins Junior Atlas Google Maps (Plus other supporting books from the school library)	Horrible Geography: Violent Volcanoes – Anita Ganeri Horrible Geography: Earthquakes – Anita Ganeri Horrible Geography: Violent Volcanoes – Anita Ganeri Everything Earthquakes and Tsunamis: Natural Disaster Books for Kids – Baby Professor 'How To Stay Alive': Adventurer Bear Grylls Shares His Survival Antigua's 'Island Girls' on becoming the world's first all-black team to voluntarily row across the Atlantic Ocean (Plus other supporting books from the school library)
Key Vocabulary **(new vocabulary in bold underlined)**	**Palaeolithic, Mesolithic, Neolithic, pre-historic,** era, **stone, iron, bronze, farming, hunter-gatherers, tribe,** artefacts, tools, **flint, hand axe, sabre tooth, arrowhead, hammerstone, throwing stone, weapons, spear, borer, Skara Brae, settlements, Neanderthal, 'Lucy', clothing, jewellery, fur pelt, cave painting, evolution, woolly mammoth, woolly rhino, sabre-tooth tiger, wolf, dog, hill forts, defend, weave, dyes, torc, bracae,** evidence, compare, similarities, differences, **discovery, Skara Brae, William Watt, livestock, farming, archaeologist, Avebury, Stonehenge, circular bank, ditch,** village	**Saint Alban, martyr,** St Albans Abbey, local, **Holywell Hill, Verulamium, River Ver,** Romans, **beliefs, priest, Christian/ Christianity, legacy, disguise, Britain, church, cathedral, stained glass window** Country, **county**, city, **housing types, inner city, market,** rural, settlement, **shopping centres, site, situation, suburb,** urban, **urbanisation,** coast, forest, woods, hills, river, mountain, town, village, **environment, farming, agriculture, livestock,** location, distance, land use, shops, **facilities, amenities,** key, **compass,** map, symbol, fieldwork, **cartographer, topographic**	**Earth, layers, mantle, outer crusts, inner crust, magma chamber, tectonic plate, earthquake, volcano, eruption, active, dormant, extinct, case study, disruption, devastation, aftermath, impact, affect** **Adventurer, Antigua, island, team, survivor, skills, wilderness, nature, risks, trail,** animals, **deadly, extinct, endangered,** ocean, **rower, recycle, planet, eco-system, recycle, eco**
Skills	**History:** **NC POS: Changes in Britain from the Stone Age through the Bronze Age, to the Iron Age** Chronology – place the time studied on a time line and sequence artefacts. Range and Depth of Historical Knowledge – find out about everyday lives of people in time studied; compare with our life today.	**History:** **NC POS: A local study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality** Chronology – sequence events and use dates related to the passing of time leading up to life today.	**Geography:** **NC POS: describe and understand key aspects of volcanoes and earthquakes** Geographical Enquiry – Confidently ask/initiate geographical questions; use books, stories, atlases, pictures/photos and internet as sources of information; investigate places and themes at more than one scale; begin to collect, record and comment on evidence; analyse evidence and begin to

	Interpretation of History – identify and give reasons for different ways in which the past is represented and distinguish between different sources and evaluate their usefulness. Historical Enquiry – use a range of sources to find out about a period; observe small details – artefacts, pictures etc and ask and answer questions (KWL grids). Organisation and Communication – communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, class displays.	Range and Depth of Historical Knowledge – find out about everyday lives of people in time studied; identify reasons for and results of people's actions through the lives of significant individuals and understand why people may have had to do something, offering some explanations for such actions. Interpretation of History – identify and give reasons for different ways in which the past is represented; distinguish between different sources and evaluate their usefulness; look at representations of the period – museum trip and begin to make links in advancements made over time and the legacy that leaves us with today. Historical Enquiry – use a range of sources to find out about a period; observe small details – artefacts, pictures etc; select and record information relevant to the study and ask and answer questions (KWL grids) and begin to use the library, e-learning for research, specialist people (museum trip). Organisation and Communication - communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode, home learning and presentations. **<u>Geography:</u>** **NC POS: name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time** Geographical Enquiry – Begin to ask/initiate geographical questions; use books, stories, atlases, pictures/photos and internet as sources of information; begin to collect, record and comment on evidence; investigate places and themes at more than one scale Direction / Location – Use 4 compass points to follow/give directions. Drawing Maps – Annotate maps using reference books and try to make a map of a short route experienced, with features in correct order. Representation – Know why a key is needed and explain appropriate symbols within a key. Using Maps – Locate places on maps e.g. map of UK; follow a route on a map with some accuracy. (e.g. whilst orienteering) and use maps to identify changes in land use patterns over time. Scale / Distance – Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Map Knowledge – Begin to identify points on maps A,B and C Perspective – Begin to draw a sketch map. Style of maps – Use large scale OS maps; begin to use map sites on the internet; begin to use junior atlases and floor maps and begin to identify features on aerial/oblique photographs.	draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Direction / Location – Use 4 compass points to follow/give directions; use simple letter/number co-ordinates to locate features on a map. Drawing Maps – Try to make a map of a short route experienced, with features in correct order and try to make a simple scale drawing. Representation – Know why a key is needed and use standard symbols. Using Maps – Locate places on larger scale maps e.g. map of Europe; follow a route on a map with some accuracy (e.g. whilst orienteering) and identify key points on a map to explain geology of the earth. Scale / Distance – Begin to match boundaries (E.g. find same boundary of a country on different scale maps. As well as on a larger scale with tectonic plate boundaries to describe the occurrence of natural disasters (e,g, The Ring of Fire) Map Knowledge – Identify points on maps A,B and C and make links between certain points Style of maps – Use large scale OS maps; begin to use map sites on the internet; begin to use junior atlases; begin to identify features on aerial/oblique photographs and be introduced to seismic hazard maps

Opportunities for learning / Cross Curricular	Art – create a cave painting/Stone Age art to include Stonehenge Computing – animation unit – link assessment task to the Stone Age and Purple Mash: Stone Art; Hunter-Gatherer's Diary; Compare Hunting with Farming Computing - Purple Mash: Iron Age Buildings; Celtic Child's Day Activity; Skara Brae; Making Iron and Iron Age Tribes. RE: Stonehenge theory of worship Science – William Watt discovery and archaeology	RE – Significance of Saintt Alban within Christianity Art – Symbolism and stained glass windows (rose window) St Albans Abbey Computing – Purple Mash: Maps British Isles; English Counties; Compass Computing – Google Maps Art – Map work and sketching observations Maths – reading/interpreting at data/graphs and maps	Art – Volcano paintings Computing – Purple Mash: Volcanoes Fact File Template; Volcano Poem; Volcano News Report and Mind Map; Maps – European Countries DT/Science – volcano and earthquake models
Learning Objectives	**Week 1 – WOW Session: Create a life-size Neo-lithic man for children to come into.** Address KQ on post-it notes to promote enquiry with similarities and differences. WALA: Stone Age clothing. KQ: What materials could be used and where did they come from? Why does Stone Age man look different to how we look today? **Week 2** WALA: Pre-history. KQ: What does pre-historic mean? KQ: What are the 3 ages and in what order do they come? (Timeline to include the 3 phases of Stone Age: *Palaeolithic, Mesolithic and Neolithic*, Bronze Age & Iron Age) **Week 3** Celtic Harmony Trip **Week 4** WALA: Stone Age settlements. KQ: What types of homes did they have? KQ: What would they have inside their homes? Explain why. **Week 5** WALT: Understand how Stone Age tools and weapons were made. KQ: What do you think Stone Age tools were used for? **Week 6** WA: Finding out what William Watt found at Skara Brae. KQ: Why is Skara Brae of historic significance? **HALF TERM** **Week 7** Why is Stonehenge famous? KQ: What are the theories linked to why Stonehenge was built? KQ: How was it built –where did the stones comes from? **Week 8** WALT: Know how bronze influenced Britain. KQ: What objects did the Bronze Age people make? KQ: How did people travel in the Bronze Age? **Week 9** Who was the Amesbury Archer? KQ: What can you learn about the Amesbury Archer from his grave?	**Week 1** WALT: Identify key periods in history, including the Romans. KQ: What period of time did Saint Alban live in? **Week 2** WALT: Find out how history is reflected in the area of St Albans. KQ: How does the River Ver, Verulamium and The Abbey link to this point in history? **Week 3** Who was Alban? KQ: What was his legacy? **Week 4** Trip. **Week 5** WALT: Summarise what we have learnt about Alban KQ: What is the significance of Holywell Hill in the story of Alban? **Week 6** WALT: Sequence a story. KQ: Did Alban deserve to be the first British martyr? (debate) **HALF TERM** **Week 1** WALT: Understand maps, keys and symbols. KQ: Why do we need a key? KQ: What makes a good map symbol? **Week 2 – WOW Session: Fieldwork e.g. treasure hunt in St Albans or map work linked to St Albans** WALT: Survey the land by using fieldwork to observe and measure our local area. KQ: What can we find in our local area? KQ: What evidence can we gather to survey the land? **Week 3** WALT: Survey the land by presenting evidence from our fieldwork. KQ: How might we present our evidence? Photos/sketch/maps **Week 4** WALT: Draw a sketch map to show how land is used. KQ: What is a birds-eye view? KQ: What are the important landmarks near our school?	**Week 1 – WOW Session: Create a bicarbonate of soda and vinegar experiment to replicate volcanic eruption.** **Week 2** WALT: Understand what is under the Earth's surface. KQ: What are the layers of the Earth? **Week 3** WALT: Explain how volcanoes are formed. KQ: What are tectonic plates? KQ: Name the parts of a volcano. **Week 4** WALT: Explain how volcanoes affect people's lives. Case Study Icelandic volcano Eyjafjallajökull (2010) KQ: What happens when a volcano erupts? KQ: Can you use extinct, dormant and active when describing volcanoes? **Week 4** Trip. **Week 5** WALT: Explain what causes earthquakes and how they are measured. Case Study Haiti earthquake (2010) How does poverty affect children and families in Haiti? Haiti is the only country in the world to grow out of a successful revolution by an enslaved population – what does this mean? KQ: How do earthquakes happen? KQ: How can you keep safe in an earthquake? **Week 6** WALT: Identify the location of volcanoes and earthquakes. KQ: What is the Ring of Fire? KQ: Where do earthquakes happen? KQ: Where do volcanoes happen? **HALF TERM** **Week 1 – WOW session: Watch 'The Top 20 Bear Grylls Moments'** WALT: Recycle materials to show we value our planet. KQ: What do we know about plastic pollution? KQ: How does plastic impact the sea's eco-systems? **Week 2** WALT: Understand modern-day survivor, Bear Grylls. **Week 3**

	Week 10 WA: Finding out what life was like in an Iron Age hill fort. KQ: What roles did people in and around the hill fort have? **Week 11** WALT: Identify what Iron Age people wore. KQ: What did Celtic warriors wear? **Week 12 – Fab: Tool making sessions**. WALT: Describe what Iron Age tools were like? KQ: Explain why you think they have advanced since the Stone Age. KQ: What dramatic impact did iron have on Britain?	KQ: What is a cartographer? **Week 5** WALA: The population of St Albans. KQ: What does the 2021 census tell us about the local area? KQ: What is the difference between urban and rural? KQ: Can you name some of the rural and urban areas in the UK? **Week 6** What makes a city a city? KQ: How are villages, towns and cities connected? KQ Why is it important for these different settlements to be connected?	WALT: Consider ultimate wilderness survival tips. KQ: How would you make a survival shelter? KQ: What would be in your 'survival kit'? KQ: How would you survive different climates? **Week 4** WALT: Find out about the world's most extreme animals. KQ: Who is Steve Backshall? KQ: Can you name some of the 'Deadly 60'? **Week 5** Why are the Antigua 'Island Girls' so famous? KQ: Who were the Antigua 'Island Girls'? KQ: What did they do? **Week 6 – Fab: Poster/PowerPoint/Leaflet** WALT: Understand why it is important to care for our planet. KQ: What have we learnt throughout this topic? KQ: Why should we love our planet?