

Y3 GEOGRAPHY: How does living in Newcastle compare to living in London?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Autumn 1: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> • I can name and locate cities of the United Kingdom. • I can use geographical vocabulary to discuss the human and physical geography of an area. • I can identify some key human and physical characteristics of Newcastle and London. • I can talk about the land use patterns of Newcastle and London. • I can identify geographical similarities and differences in Newcastle and London. • I am beginning to describe and explain the key aspects of types of settlement and land use. • I can identify key topographical features of the areas I'm studying. • I am beginning to describe and explain the key aspects of economic activity, including trade links and population of the areas I'm studying. • I can explain how the areas I've studied have changed over time. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying • I can use and follow directions on a 4-pointed compass confidently. • I understand the 8 points of compass. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> • I can draw a detailed sketch of a feature from observation or a photo. • I can annotate my sketch with labels and a title. • I can make observations using appropriate language. • I can collect and record data using a given technique. • I can present geographical data using pictograms and tally charts. • I can use a camera with help to record what I have seen • I can add titles and labels to photos including location. 	<ol style="list-style-type: none"> 1. Where are Newcastle and London? 2. How can a compass help us describe position? 3. How is land used in Newcastle? 4. How is land used in London? 5. Fieldwork in Newcastle 6. Assessment – How does living in Newcastle compare to living in London? 	
	Substantive Knowledge:		
	<ul style="list-style-type: none"> • I know where Newcastle and London are on a map of the UK. • I know that the 4 compass points show us direction. • I know land is used in different ways. • I know that London is much larger than Newcastle. 		
	Vocabulary:		
compass points north south east west Newcastle	London settlement map scales leisure travel transport	employment housing	

Y3 HISTORY: How similar or different were the great fires of Newcastle and London?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):			
Autumn 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I can sequence significant people, events and artefacts on a timeline with guidance. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I am beginning to devise historical questions. I am beginning to give informed responses. I can use a range of sources to understand how the past is constructed. I can select and organise relevant information to help my understanding. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I can look at two versions of the same event and make comparisons between the accounts. I understand and can identify different ways in which the past is represented. I can give an accurate recount of historical events. I can form my own opinion and I'm beginning to give reasons to support my thinking. <p><u>Communicating, Presenting & Organising:</u></p> <ul style="list-style-type: none"> I can use some historical terms and vocabulary in my explanations and work. I am beginning to use the library and ICT for research. <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> I can explain the causes of a historical event and what the consequences were. I can identify similarities and differences of past events and compare it to present day. 	<ol style="list-style-type: none"> Why do timelines help us? What do we know about the Great Fire of Newcastle? How do artefacts and resources help us? What do we know about the Great Fire of London? Why might there be different versions of an event? Assessment: How do the historical events of Newcastle and London compare? 			
	Substantive Knowledge:				
	<ul style="list-style-type: none"> I know that a timeline shows us when things happened. I know that there was a fire in Newcastle in 1854. I know that there was a fire in London in 1666. I know that the fire of London started in a baker shop. 				
	Vocabulary:				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%;"> timeline quayside account witness wood thatch flames </td> <td style="width: 33%;"> inferno rebuild damage London Newcastle Samuel Pepys </td> <td style="width: 33%;"> version of events newspaper report historical event </td> </tr> </tbody> </table>		timeline quayside account witness wood thatch flames	inferno rebuild damage London Newcastle Samuel Pepys	version of events newspaper report historical event	
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Y3 HISTORY: How did settlements change from the Stone Age to the Iron Age?

Term	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Spring 1: History	<p>Chronology:</p> <ul style="list-style-type: none"> I am beginning to sequence key years or dates on historical timeline I am beginning to understand the concept of change over time, representing this on a timeline. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> I am beginning to devise historical questions about the past including change, similarity, difference and significance. I am beginning to give informed responses using relevant historical information I am beginning to use the library and ICT for research. <p>Interpretation:</p> <ul style="list-style-type: none"> I can identify and understand the different ways that the past is represented I can form my own opinion and I'm beginning to give reasons to support my thinking <p>Communicating, Presenting & Organising:</p> <ul style="list-style-type: none"> I can use some historical terms and vocabulary in my explanations and work <p>Comparing Past & Present:</p> <ul style="list-style-type: none"> I can identify similarities and differences of past events and compare it to present day. 	<ol style="list-style-type: none"> What do you think these pictures might tell us about this place? (STONE AGE) What can we learn from about Scara Brae? (STONE AGE) Why did people develop hillforts and what evidence do we have that they existed? (IRON AGE) What did hillforts look like? (IRON AGE) What similarities and differences were there between the settlements in Stone Age and Iron Age times? (COMPARING SETTLEMENTS) Assessment: How did settlements change from the Stone Age to the Iron Age?
	Substantive Knowledge:	
	<ul style="list-style-type: none"> I know that the Stone Age came before the Iron Age I know that Skara Brae is around 5,000 years old I know Iron Age people used iron to make tools I know that hillfort were built to protect settlements 	
	Vocabulary:	
ancestors animal skin foraging gathering spear flint bow	arrow archaeologist chronology mammoth source artefacts excavations preserving	dwelling fossilised prehistoric round house Paleolithic Mesolithic Neolithic

Y3 HISTORY: Why was Howard Carters discovery so significant?

Term:	Skills:	Weekly Coverage (Lessons):
Spring 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> • I am beginning to sequence key years or dates on historical timeline. • I can sequence significant events, people or artefacts on a timeline with some guidance. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I am beginning to devise historical questions about the past including change, similarity, difference and significance • I am beginning to give informed responses using relevant historical information. • I can use a range of sources to inform my understanding of how the past is constructed. • I am beginning to use the library and ICT for research. • I can select and organise relevant information to help my understanding <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> • I can form my own opinion and I'm beginning to give reasons to support my thinking. <p><u>Communicating, Presenting & Organising:</u></p> <ul style="list-style-type: none"> • I am beginning to use writing and computing skills to communicate and present my knowledge of significant individuals and events from the past. • I can use some historical terms and vocabulary in my explanations and work <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> • I am beginning to explain how significant events, places or people from our past have helped shape our lives today (nationally or internationally). • I can identify similarities and differences of past events and compare it to present day. • I can explain the causes of an historical event and what the consequences were. 	<p>1) Who are the Ancient Egyptians and how do we know about them?</p> <p>2) What significant Ancient Egyptian discoveries have been found?</p> <p>3) Are all artefacts we find reliable?</p> <p>4) Who is Howard Carter and what did he discover?</p> <p>5) Unit Assessment: Why was Howard Carter's discovery so significant?</p>
	Knowledge:	
	<ul style="list-style-type: none"> • I know that Howard Carter discovered Tutankhamun's tomb in 1922 • I know that mummification is the preserving of a dead body • I know that Tutankhamun was only 8 or 9 when he became a Pharaoh • I know that a dynasty is a period of time when a family reigns over people 	
	Vocabulary:	
Tutankhamun Howard Carter ancient civilisation The Nile	canopic jars tomb sarcophagus relic Pharaoh	reign legacy dynasty prosperous

Y3 GEOGRAPHY: What differences are there between the most significant mountains in Italy and the UK?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):																		
Summer 1: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> • I can identify geographical similarities and differences in a region of the UK and a region in a European country. • I can identify key topographical features of the areas I'm studying (hills, rivers, coasts). • I can explain how the areas I've studied have changed over time. • I can use geographical vocabulary to discuss the human and physical geography of an area. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> • I can draw a simple aerial map with some identifiable human and physical features. • I am beginning to identify some standardised OS Map symbols. • I am beginning to use a key on an OS map. • I can use and follow directions on a 4-pointed compass confidently. • I understand the 8 points of compass. • I am beginning to use an 8-pointed compass with some support. • I am beginning to use letter/number coordinates to locate features on a map. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> • I can make observations using appropriate geographical language. • I can collect and record data using a given technique. • I can present geographical data using pictograms and tally charts 	<p>1) What is a mountain and how are they formed?</p> <p>2) Which are the UK's most significant mountains?</p> <p>3) Where is Italy?</p> <p>4) What are the most significant mountains in Italy?</p> <p>5) What are the main similarities and differences between the Mont Blanc Massif and Snowdonia?</p> <p>6) Assessment: What are the differences between the UK & Italy's more significant mountains?</p>																		
	Substantive Knowledge:																			
	<ul style="list-style-type: none"> • I can locate Italy on a map • I can locate Wales on a map • I know that Snowden is the highest mountain in the UK • I know that Mont Blanc is the highest mountain in western Europe • I can describe what a glacier is 																			
	Vocabulary:																			
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Y3 GEOGRAPHY: How does tourism impact mountain environments?

Term:	Skills (including disciplinary knowledge):			Weekly Coverage (Lessons):		
Summer 2: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> I can use geographical vocabulary to discuss the human and physical geography of an area. I can explain how the areas I've studied have changed over time. I can identify key topographical features of the areas I'm studying (hills, rivers, coasts). <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> I can make observations using appropriate geographical language. 			<ol style="list-style-type: none"> 1. What is tourism? 2. Why do people visit mountains? 3. Does tourism impact all people in a region in the same way? 4. Is tourism near Snowdon and Mont Blanc damaging? 5. Assessment: How does tourism impact mountain environments? 		
	Substantive Knowledge:					
	<ul style="list-style-type: none"> I can give 4 reasons why people visit mountain environments I know that people can make money from tourism I know that Mont Blanc is much higher than Snowdon I know that some tourism is bad for the environment 					
	Vocabulary:					
tourism environment region impact	litter pollution promote	mountainous valley climate terrain				