



Year 3 Curriculum Map 2021-2022

	Autumn 1 7 weeks	Autumn 2 3 weeks	Autumn 2 4 weeks	Spring 1 weeks	Spring 2 weeks	Summer 1 weeks	Summer 2 6 weeks
Project title	This Moose belongs to me	The Greatest Show on Earth	Ironman's message	A cold expedition	Friend or Foe	Conquering Romans	What did the Romans do for us?
Key Question	<i>What are our responsibilities? What truly belongs to us?</i>	<i>What is a circus? Where do they come from? Why do we have circuses?</i>	<i>How can we look after our planet? Why should we reuse and recycle?</i>	<i>Where in the world could I survive?</i>	<i>How did my grandparents live in the war?</i>	<i>How can I investigate the Romans? The Romans did not take over Europe- prove or disprove</i>	<i>How have the Romans helped me to live?</i>
Driver	All subjects	Science/ART	Geography/Science/DT/Literacy/Computing	Geography/History/Science/Computing	History/Geography/Literacy	History/Geography (European countries)	Geography/history/maths
Hook	Text : This Moose belongs to me	Gifford's circus	Ironman Text	Possible visits to Redwood Camp out	Possible visits to Steam Museum	Possible archaeological dig - Local study	Possible visits to Caerleon Roman ruins
Outcome	Bring class together Child well being Introduction back into the classroom Recap of skills and knowledge previously taught and developed Understand our own personal responsibilities	Story – joining a Circus Circus skills instructions and videos	Make an iron man Stories – message to look after our planet	Plan an expedition, take on roles of a team, survival	WWII evacuee experience Diaries Role play day	Archaeological dig skills Record, interpret and understand artefacts	Identify Roman buildings, roads, artefacts, ways of life that we use today.

Possible ideas to teach the objectives		<ul style="list-style-type: none"> • Learning Magic Tricks and Circus Skills • Making our own tricks • Investigating Magicians • Putting on a shadow puppet show • Light • Look at sources, seeing, reflections and shadows. • Explain how light appears to travel in straight lines and how this affects seeing and shadows. 	<ul style="list-style-type: none"> • Learning to recycle • Controlling Robots • Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Discussion and Persuasion • Up-cycling 	<ul style="list-style-type: none"> • Outdoor Challenges – Orienteering • Biography of Explorers e.g Shackleton • A study of a theme in British history. • Locating countries and continents using maps and globes • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). 	<ul style="list-style-type: none"> • Looking at WW11 • Interviewing people who lived through it • Day as an Evacuee • War Time Art and Poetry • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • VE Celebration Day – World War 11 Food (History/DT) • Cooking and nutrition • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a ration book • Create a street to show the 	<ul style="list-style-type: none"> • Looking at Roman Artefacts • Visiting Roman Remains • Roman Myths • Mosaics • The Roman Empire and its Impact on Britain. 	<ul style="list-style-type: none"> • Looking at Roman Artefacts • Visiting Roman Fortress and Baths • Roman Myths • Dressing as a Roman • Making Roman Artefacts • The Roman Empire and its Impact on Britain.
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				<ul style="list-style-type: none"> Use maps, atlases, globes 	impact of the Blitz		
Key texts	<p>This Moose belongs to me</p> <p>Guided reading Tilly and the Time Machine</p> <p>Guided reading texts: Welcome back assembly</p>	<p>Nell Gifford's Nell and the Circus of Dreams</p> <p>Leon and the Space inbetween</p> <p>Guided reading Tilly and the Time Machine</p> <p>Bonfire night information</p> <p>Light and shadow – Science focus</p>	Iron Man by Ted Hughes	Brightstorm by Vashti Hardy 'Shackleton's Journey' by William Grill	<p>Friend or Foe by Michael Morpurgo</p> <p>Silver Sword</p>	Roman Myths and Legends (various books) and 'Boudicca' by Emma Fischel	'Life in Roman Britain' by Anita Ganeri
English genre and form	<p>Poetry comprehension</p> <p>Kennings</p>	<p>Rags to riches story</p> <p>NF – instructions</p> <p>Persuasion – information text</p> <p>Discussion</p> <p>Poetry Comprehension</p> <p>- Kennings</p>	<p>Science Fiction – warning story</p> <p>NF: instructions</p> <p>How to make an Iron man</p> <p>Poetry Comprehension- Couplets</p>	<p>Adventure- journey</p> <p>NF: biographies and diary</p> <p>recount</p> <p>Poetry Comprehension- Couplets</p>	<p>Adventure - dilemma</p> <p>NF report/recount about life as an Evacuee</p> <p>Poetry Comprehension- limericks</p>	<p>Myths, legends and fables</p> <p>NF: explanation – Poetry</p> <p>Comprehension- famous poetry with imagery</p>	<p>Fiction- NF: persuasion</p> <p>Poetry – free form</p>
NC objectives		<p>Looking at Light and Dark, Shadows and Reflection (Science)</p> <p>Light • Look at sources, seeing, reflections and shadows. • Explain how light appears to travel in straight lines and how this affects seeing and shadows.</p> <p>ICT – Coding</p> <p>Design and write programs that accomplish specific</p>	<p>Magnets (Science)</p> <p>Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. • Look at poles, attraction and repulsion. • Look at the effect of gravity and drag forces.</p> <p>Printing with Charcoal (Art/DT)</p> <p>Use experiences, other subjects across the curriculum and ideas</p> <p>English</p> <p>Write complex sentences by using a range of conjunctions accurately</p>	<p>British Values – Biography of Prominent Lives</p> <p>☑ Continents – Physical Features (Geog)</p> <p>☑ Animals (including Humans) Science</p> <p>☑ Animals and humans</p> <p>• Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans.</p> <p>English</p>	<p>British History</p> <p>☑ Using Textiles (Art/DT)</p> <p>☑ Improve mastery of techniques.</p> <p>☑ Anderson Shelters (DT)</p> <p>Make</p> <p>• select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>☑</p> <p>☑ Local Impact of War (Geog/Hist)</p>	<p>European History</p> <p>☑ Using different media (Art/DT)</p> <p>☑ Rocks/Fossils (Science)</p> <p>Rocks and fossils • Compare and group rocks and describe the formation of fossils.</p> <p>☑ Plants (Science)</p> <p>☑ Plants • Look at the function of parts of flowering plants, requirements of growth, water</p>	<p>British and European History</p> <p>☑ Using different media (Art/DT)</p> <p>☑ Plants (Science)</p>

		<p>goals, including controlling or simulating</p> <p>English</p> <p>Plan through discussing similar writing, analysing its structure, vocab and grammar and use to create own plan</p> <p>Record and note ideas</p> <p>Compose and rehearse sentences orally, including dialogue before writing</p> <p>Read writing aloud to a group or whole class, using appropriate intonation</p> <p>Use noun phrases appropriately in a range of text types to clarify and add detail e.g. dark, damp cave/ the man with deep, blue eyes and a brown leather case</p> <p>Use commas in lists consistently in fiction and non fiction e.g. to punctuation an expanded noun phrase</p> <p>Use a mixture of simple and compound sentences e.g. but/or/yet/so/and</p> <p>Use a range of adverbs (time/manner/place) e.g. After a while/He walked slowly/ In the shadows</p>	<p>e.g. when/if/because/as/also/ although</p> <p>Consistently use features of Standard English and explore when Non-Standard English could be used. e.g. non-standard English can be used in speech when building a character - revisit speech punctuation</p> <p>Use apostrophes for contractions e.g. linked to Year 3/4 word list and common exception words in appendix of NC</p> <p>Use apostrophes for singular possession e.g. Tom's coat</p> <p>Use the present perfect form of verbs e.g. I have been playing football since I was a boy</p> <p>Use paragraphs to group related ideas e.g. use boxing up /story-mapping/ heading and sub-headings/text type specific organisational features when planning</p>	<p>Use figurative devices such as similes and alliteration e.g. link to poetry and Quality text. Use to develop character</p> <p>Create and describe characters in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list, standard and non-standard English, speech</p> <p>Create and describe plots in narratives e.g. noun phrases, paragraphs, dialogue, Standard English, adverbs, tense accuracy</p> <p>Create interest through the use of apt, appropriate word choices and descriptive phrases e.g. linked to quality text/modelled text/magpie words and phrases, orally rehearsed phrases/story language/figurative language</p>	<p>English</p> <p>Consistently use the language features of narrative e.g. noun phrases, adverbs, standard and non-standard English, direct speech, perfect tense, figurative devices, compound and complex sentence structures</p> <p>Consistently use the language features of non fiction e.g. adverbs, standard and non standard English, compound and complex sentence structures, genre specific</p> <p>Use a range of organisational features in fiction and non fiction e.g. paragraphs, sub-headings, headings, perfect tense, verb tense agreement, punctuation for direct speech</p>	<p>transportation in plants, life cycles and seed dispersal.</p> <p>English – consolidate previous objectives and</p> <p>Can spell at least half of the Year 3/4 common exception words, homophones and words from other origins e.g. include edited writing</p> <p>Can spell words using some of the year 3/4 prefixes and suffixes e.g. include edited writing</p> <p>Can use the first 2 letters of a word to check spellings in a dictionary</p> <p>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary</p> <p>Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations</p> <p>Write simple poetry during the year</p>	
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		Demarcate direct speech with inverted commas (speech marks) e.g. can sometime omit supportive punctuation such as the , ?!.				
Maths White Rose adapted curriculum	Place value: Represent numbers to 100 Tens and ones using addition Hundreds Numbers to 1000 100s,10s and 1s Number line to 100 Number line to 1000 Find 1,10,100 more or less Compare objects Compare numbers Ordering numbers Count in 50s Add and subtract multiples of 100 Add and subtract 1s Add and subtract 3 digit and 1 digit – not crossing 10 Add a 2 digit and 1 digit number – crossing 10 Add a 3 digit and 1 digit number – crossing 10 Subtract a 1digit number from 2 digit – crossing 10 Subtract a 1digit number from 3 digit – crossing 10 Add and subtract 3 digit and 2 digit	Subtract a 3 digit number from a 3 digit number- no exchange Subtract a 3 digit number from a 3 digit number – exchange Estimate answers to calculation Check answers Multiplication – equal groups Multiplication using the symbol Using arrays 2 times table 5 times table Make equal groups – sharing Make equal groups – grouping Divide by 2 Divide by 5 Divide by 10 Multiply by 3 Divide by 3 The 3 times table Multiply by 4 Divide by 4 The 4 times table Multiply by 8 Divide by 8 The 8 times table	Consolidate 2,4,8 times tables Comparing statements Related calculations Multiply 2 digits by 1 digit – no exchange Multiply 2 digits by 1 digit Multiply 2 digits by 1 digit – exchange Multiply 2 digits by 1 digit Divide 2 digits by 1 digiy Divide 100 into 2, 4, 5 and 10 equal parts Divide with remainders Scaling Count money Pounds and pence Convert pounds and pence Add money Subtract money Give money Make tally charts Draw pictograms Interpret pictograms Draw bar charts Tables	Measure length Equivalent lengths Compare lengths Add lengths Subtract lengths What is perimeter Measure perimeter Calculate perimeter Working with wholes and parts Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of half and 2 quarters Count in fractions	Making the whole Tenths Count in tenths Fractions on a number line Fractions of a set of objects Equivalent fractions Compare fractions Order fraction Add fractions Subtract fractions O’ clock and half past Quarter past and quarter to Months and years Hours in a day Telling the time to 5 minutes Telling the time to 1 minute Using am and pm 24 hour clock Finding the duration Comparing durations Start and end times Measuring the time in seconds Problem solving with time Turns and angles Right angles in shapes	Measure mass Compare mass Add and subtract mass Compare volume Measure capacity Compare capacity Add and subtract capacity Temperature

	<p>numbers crossing 100</p> <p>Subtract a 2 digit numbers from a 3 digit number – crossing 100</p> <p>Add and subtract 100s</p> <p>Spot the pattern</p> <p>Add two 2 digit numbers – crossing 10- add ones and tens</p> <p>Subtract a 2 digit number from a 2 digit number- crossing 10-subtract ones and subtract tens</p> <p>Mixed addition and subtract problems</p> <p>Add and subtract 2 digit and 3 digit numbers – not crossing 10 or 100</p> <p>Add 2 digit and 3 digit numbers- crossing 10 or 100</p> <p>Subtract a 2 digit number from a 4=3 digit number – crossing 10 or 100</p>					<p>Compare angles</p> <p>Draw accurately</p> <p>Horizontal and vertical</p> <p>Parallels and perpendicular</p> <p>Recognise and describe 2d shapes</p> <p>Recognise and describe 3 d shapes</p>	
Enrichment	Visit to Slimbridge	Circus and magic skills Juggling Balancing	Meet upcycling people Scrapyard challenge with family	Possible Redwood or camp at school or minchinhampton	STEAM Accounts from WWII survivors	Visit to local dig	Caerloen or local dig
Spelling Purple mash scheme	Suffixes, prefixes and homophones	Suffixes, prefixes and homophones	Suffixes, prefixes and y3/4 statutory words	Apostrophes for contraction	Homophones and prefixes	Previously taught suffixes	
Science		Light Recognise that they need light in order to see things and that	Magnets and forces Compare how things move on different surfaces	Human skeleton and digestive system Identify that animals, including humans, need the right types	Plants Identify and describe the functions of different parts of flowering plants: roots,	Rocks (incl Fossils) Compare and group together different kinds of	

		<p>dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p>	<p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p>	
Art	<p>Matisse – leaves</p> <p>Encourage close observation of objects in both the natural and man made world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for</p>	<p>Create circus fabrics</p> <p>Tie dying, batik – ways of colouring or patterning material.</p>	<p>Look at Escher-tessleations</p> <p>Search for pattern around us in world, pictures, objects.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces, in clay,</p>	<p>Look at works of pointalism</p> <p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)</p>	<p>Create plant pots and plants</p> <p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of different adhesives and methods of construction</p>		

	<p>painting and other work.</p> <p>Cut out and paint leaves and shapes.</p> <p>Use negative space Extend exploring colour mixing to applying colour mixing. Collect leaves and flowers/ hammer them onto paper and fabric.</p> <p>Make colour wheels to show primary and secondary colours.</p>		<p>dough, on fabric, paper, chalk on playground</p>	<p>Explores images through monotyping on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p>	<p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p>		
PE	<p>Football- DR</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, LB - hockey, basketball,</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p>	<p>HI five</p>	<p>Gymnastics</p> <p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Athletics</p> <p>Beginning to run at speeds appropriate for the distance <i>e.g. sprinting and cross country.</i></p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Cricket</p> <p>Outdoor</p> <p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Tennis</p>

		Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.		Evaluate and describes their own work using simple gym vocabulary.			
Computing	We are vloggers	We are programmers	We are bug fixers	We are presenters	We are who we are	We are co-authors	We are opinion pollsters
RE	What do Christians learn from the Creation Story? Study the beliefs, festivals and celebrations	What is it like for someone to follow God? Study the beliefs, festivals and celebrations of Christianity.	How do festivals and worship show what matters to a Muslim? Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.	How do festivals and family life show what matters to Jewish People? Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.	What kind of world did Jesus want? Study the beliefs, festivals and celebrations of Christianity.	How and why do people try to make the world a better place? Study the beliefs, festivals and celebrations of Christianity.	
PSHE	<p>Topic/theme: Citizenship and British Values</p> <p>Contributing to the life of the classroom and the school</p> <p>Group and class rules and understand how these rules help them</p> <p>Rights and responsibilities</p> <p>Belonging to various groups and communities such as family and school</p>	<p>Topic/theme: Personal responsibility</p> <p>Children will learn about:</p> <p>What is special about me? My thoughts, feelings In Y3 they will begin to learn ; What affects our energy levels and the way we feel Recognising how these feelings can impact our behaviour Hygiene Resilience Diet, exercise and sleep Illness, wellness and balance Managing feelings Self worth Anxiety – triggers, positive strategies for coping. Bereavement (of pets)</p>	<p>Topic/theme: Internet safety</p> <p>Children will learn about:</p> <p>Internet safety- Online games, email/chat Texting, instant messenger, 'kick' etc. Appropriate gaming, websites, applications, TV streaming Passwords/Access codes, PINS Appropriate websites</p> <p>Topic/theme: Media Influence</p>	<p>Topic/theme: Financial Capability</p> <p>Monetary value and the notion of saving up for a purchase Different sources of income Different forms of money and payment</p> <p>Topic/theme: Social Issues</p> <p>Issues of interest/relevance to their locality</p>	<p>Topic/theme: keeping safe at home, Keeping safe outside</p> <p>Children will learn about: Recognise that our feelings can affect the way we behave Identify where we can go when we need to feel safe Identify who we can speak to about our feelings Children will begin to learn about Alcohol and tobacco</p>	<p>Changes /SRE</p> <p>Topic/Theme: Growing up</p> <p>Some of the physical changes that will happen as they get older The physical changes that take place at puberty, why they happen and how to manage them</p>	

	What improves and harms their local, natural and environments and about some of the ways people look after them		Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models Advertising e.g. influence, bias, distortion		Drugs and their uses including medical drugs Children learn that drug use is a minority activity SunSmart	
DT			Iron man Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. Strengthen frames using diagonal struts. Evaluate		Understand that food has to be grown, farmed or caught in Europe and the wider world. Talk about the different food groups and name food from each group. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.	
French	With DR – Greetings, Hello, Name and Age. In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.	With DR – Feelings and Christmas In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.	With DR – Family Members and Pets In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.	With DR – Weather and French around the world In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.	With DR – Where I Live In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.	With DR – French Celebrations In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.
Music Charanga adapted plans Listen/ap praise/sin	Let your spirit fly Sing and copy back Play and improvise	Glockenspiel stage 1 Play and improvise Using notes cdef	Three little birds Play and improvise Sing, play and copy Using notes Cdefg and a	The dragon song Play and improvise Sing, play and copy Using notes Cdefg a and b	Bringing us together Play and improvise Sing, play and copy Using notes Cdefg a and b	Reflect rewind and replay

g and perform in every term							
Geography				<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. Use fieldwork instruments e.g. camera, rain gauge.</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>Use four figure grid references. Use the 8 points of a compass. Make plans and maps using symbols and keys.</p>	<p>Identify where counties are within the UK and the key topographical features.</p> <p>Name and locate the cities of the UK.</p> <p>Name and locate the cities of the UK.</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe</p>	<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p>

History				<p>Demonstrate an understanding of a variety of resources to find out about aspects of life in the past.</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. WW2</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Describe significant historical events, people and places in his/her own locality.</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>Demonstrate an understanding of a variety of resources to find out about aspects of life in the past.</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>Describe the Roman Empire and its impact on Britain.</p> <p>Describe a local history study (Romans).</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>
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