









## Chacewater School LEAP Curriculum



Class: Y3		Curriculum Driver: History		Curriculum Theme: Changes in Britain from the Stone Age to Iron Age			British values: Liberty		Term: Autumn 2
Local		Engaging		Aspiring/ambitious			Powerful/purpose		
		Sequence of Learning							
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite	
<b>History</b> Changes in Britain from the Stone Age to the Iron Age	Children develop their understanding of prehistoric time periods: the Stone Age, Bronze Age and the Iron Age.	When did the Stone Age, Bronze Age and Iron Age take place and which period lasted the longest? <i>Chronology</i> 	Which period of the Stone Age would you rather live in and why? 	What were the major changes from the Stone Age to Bronze Age? 	How much did life really change in the Iron Age, and how would we possibly know? 	What sources of evidence have survived and how were they discovered? <b>Primary and secondary sources</b>	How did life change from The Stone Age to Iron Age? 	Children will understand the major changes from the Stone Age through to the Iron Age, identifying what effect these changes had on society.	
<b>Geography</b> Stone Age settlements	Human and physical features  Builds upon place knowledge of the UK (Y1 & 2).	<i>Human and Physical</i>  Why did the stone age civilization choose to settle where they did?						Children will be able to identify 5 different Stone Age architecture sites from around the UK, and explain why they think people chose to settle there.	
<b>Computing</b> Desktop Publishing	Learners develop knowledge of using digital devices to combine text and images. Prior learning: creating media Y1 & Y2	To know how text and images convey information	To understand that text and layout can be edited	To be able to choose appropriate page settings	To add content to a desktop publishing publication	To understand how different layouts can suit different purposes	To understand the benefits of desktop publishing	Learners will be able to use desktop publishing software to change the font size, colour and text to edit and improve pre-made documents.	
<b>Art</b> Gestural Drawing with Charcoal	Previous learning: Children explored how to use gestural and expressive marks to make drawings, including using their whole body to make drawings full of energy and drama	To be able to explore an artist's work: Laura Mckendry	To be able to discover the different markings that I can make with charcoal through gestural mark making.	To be able to experiment with the types of marks of charcoal, using my hands as well as the charcoal to create texture and tone.	To be able to create dynamic, atmospheric gestural drawings with charcoal.	To be able to use light and dark tonal values in my work, to create a sense of drama.	To be able to reflect on my own artwork  -in the forms of post it notes	Children use skills learnt to make drawings which contains a sense of drama, developing their understanding / ability to use light and dark within their work.	
<b>Music</b> Singing - performance	Children will be introduced to a variety of songs to learn as a group.	Begin singing. Singing performance and recording.	Learn song words - including structures of songs.	Learning song words - Performance techniques	Learning song words - voice projection in different acoustics	Critique performance and improve	To be able to confidently sing as part of a large group in front of an audience.	Perfor, songs as part of the whole school Christmas performance.	

<p><b>RE</b> What do Hindus believe God is like? 2.7</p>	<p>Children will be introduced to Hinduism, developing their awareness for other beliefs and Gods in the Hindu religion.</p>	<p><u>What do Hindu symbols and stories show about belief in Brahman?</u> </p> <p>To be able to recognize Hindu symbols and explain how they link to the God Brahman.</p>	<p><u>What can we find out about Hindu ideas about Brahman from looking at images of deities?</u> </p> <p>To be able to identify some Hindu deities and say how they help Hindus describe God.</p>	<p><u>What does the Trimurti represent?</u> </p> <p>To be able to explore the Trimurti and the importance of Brahma, Vishnu, and Shiva in the context of the idea of the cycle of life.</p>	<p><u>What do Hindu deities show about Brahman?</u> </p> <p>To be able to investigate a number of statues and pictures of Gods and Goddesses to find out what they show about the nature of God.</p>	<p><u>How do Hindus show worship in their homes?</u> </p> <p>To be able to explain how Hindus show worship in their home</p>	<p><u>How does the Diwali story link to a Hindu deity?</u> </p> <p>To be able to explore the story of Rama and Sita and the link to the celebration of Diwali.</p>	<p>Children will be able to discuss the belief in Brahman and the impact he has for people who celebrate the Hindu religion.</p>
<p><b>RSHE</b> Similarities and Differences</p>	<p>Valuing and respecting one another.</p>	<p>Different but equal- to be able to describe what makes us different and explain the differences in others, showing respect.</p>	<p>Our school community- to be able to describe what a community is and explain how we are linked in our school community.</p>	<p>Valuing one another and considering people's feelings.</p>				
<p><b>Esafety</b></p>		<p>To understand the risks associated with meeting and talking to people that I don't know.</p>	<p>To be able to explore cyberbullying and describe how our actions online affect others.</p>	<p>To understand that the internet can be used to buy and sell things</p>				
<p><b>SPORT</b> REAL Gymnastics</p>	<p>Developing the fundamental skills of travel and partner balance in movement sequences.</p>	<p>To be able to travel on the floor</p>	<p>To be able to travel using hand apparatus</p>	<p>To be able to perform a travelling sequence using hand apparatus</p>	<p>To be able to explore and use rotation within floor work</p>	<p>To be able to explore and use rotation within partner work</p>	<p>To be able to perform a sequence using rotation within partner work</p>	<p>To be able to develop sequences of movement with a partner using travel, rotation and hand apparatus.</p>
<p><b>Real PE -</b> Real P.E Unit 3 <b>Social</b> Jumping &amp; seated balance</p>	<p>Developing the fundamental skills of jumping and seated balance.</p>	<p><b>Jumping:</b> Jump from 2 feet to 2 feet with quarter turn in both directions then with 180° turn in either direction</p>	<p><b>Jumping:</b> Complete a tuck jump</p>	<p><b>Jumping:</b> Complete a tucked jump with 180° turn in either direction</p>	<p><b>Seated balance:</b> Pick up a cone from one side and place on the other side, swapping hands</p>	<p><b>Seated balance:</b> Pick up a cone from one side and place on the other side with same hand</p>	<p><b>Seated balance:</b> Sit in dish shape and hold it for 5 seconds</p>	

**Reading Opportunities**

