

Year 3

	<i>Geography</i> Mountains, volcanoes and earthquakes.	<i>History</i> Tithe in time.	<i>History</i> Stone age to Iron age.	<i>History</i> The Egyptians.	<i>Geography</i> Egypt.	<i>Science</i> Our living world.
<i>History</i>		A local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). Study of a significant person – Hannah Moore.	Learn about changes in Britain from the Stone Age to the Iron age.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study		
<i>Geography</i>	Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes.				<u>Location geography</u> – locate continent of Asia and country of India/China and its key physical (rivers, mountains...) and human characteristics and major cities (capital). <u>Human geography</u> – describe and understand key aspects of settlement, economic activity, natural resources, food & water.	
<i>Science</i>	Rocks: Compare and group together different kinds of rocks	Animals including humans: Identify that, animals including	Forces and magnets: Compare how things move on different surfaces.	Forces and magnets continued:	Light: Know that light is needed to see and	Plants: Identify and describe the functions of different parts of

	<p>(appearance and simple physical properties). Describe how fossils are formed when things that have lived are trapped in rocks. Recognise that soils are made from rocks and organic matter.</p>	<p>humans, need the right type and amount of nutrition from what they eat and that they cannot make their own food. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Notice that some forces need contact but magnetic forces act at a distance. Observe how magnets attract or repel themselves and other materials. Group materials as to whether they are attracted to magnets or not and identify magnetic materials. Describes magnets as having two poles. Predict whether two magnets will attract or repel depending on which poles are facing</p>	<p>Compare how things move on different surfaces. Notice that some forces need contact but magnetic forces act at a distance. Observe how magnets attract or repel themselves and other materials. Group materials as to whether they are attracted to magnets or not and identify magnetic materials. Describes magnets as having two poles. Predict whether two magnets will attract or repel depending on which poles are facing</p>	<p>that dark is the absence of light. Recognise light is reflected from surfaces. Recognise shadows are formed when light source is blocked by opaque objects. Find patterns in the way that the size of shadows change. Know light from the sun is dangerous and that there are ways to protect eyes.</p>	<p>flowering plants. Explore the requirements of plants for life and growth and how they vary. Investigate the way in which water is transported in plants. Explore the part flowers play in the life cycle of flowering plants – pollination, seed formation and seed dispersal. AND Seasonality of produce – when discussing what products India grows also cover the seasonality of produce aspect of science and how some products are available at some times but not at others.</p>
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