	Year 3 HISTORY Topic 3: Genius Geologists (6 weeks)		
	Key Assessment Questions *What is the difference between and primary and secondary source? When did Mary Anning live and how do historians view her? Where, when and how did Pompeii happen? Do all historians agree about what the sources tell us?*		
	SCHOOL VALUES (Autumn 2): **Perseverance and Respect** Children will explore both values in the life of Mary Anning. She persevered in her passion of fossils, even though in her time, her work was not taken seriously as a woman. She was not treated with respect. Why was this wrong? (Link with Year 2 learning on the Victorians).		
	KNOW	**DO**	**UNDERSTAND**
	VOCABULARY Revisit terms: ***chronological***, ***sources*** and **evidence**, ***prehistory and AD*** and ***archaeologist and artefact.*** New vocabulary introduced: ***fossil, reliability, primary and secondary sources of evidence, Pompeii, Mount Vesuvius.*** Explain why periods are counted as history ***beyond living memory***. (Revisit)		
Chronological Understanding	• Know what the word ***chronological*** means - where events are put in the correct time order. • Know that ***BC*** means anything that happened before Christ was born. Know that ***AD*** is events after Christ'sbirth. • Know that Mary Anning loved fossils and lived from 1799 to 1847 in Lyme Regis in England. • Know that ***Mount Vesuvius*** erupted many times • before AD79 but in AD79, it destroyed Pompeiian buried it.	Plot Mary Anning's life and the date of the Pompeii eruption on a timeline, showing other known events from Y1, Y2 and prehistory. Tell a narrative of the events of AD79 Vesuvius eruption in Pompeii and plot on a timeline.	While this unit provides a science and geography focus, it also allows children to understand the significance of fossils and how they help historians, understand sources of evidence in reference to Pompeii in AD79. Understand chronological progression from prehistory to ***ancient civilisations*** (Romans) in Italy and then compare to much later on, to the time of Mary Anning. The focus on AD79 should not only link with the end of the Iron Agebut set up an awareness of the period for the next two units *Greek and Roman Civilisations.*
Enquiry (Sources and interpretation)	• Know that a **fossil** is something buried in the ground from prehistoric time and the earth or rock as kept it as it was. • Know that ***Pompeii*** was discovered in 1748, by explorers. Underneath all the dust, it was almostexactly as it had been almost 2,000 years before. • Primary Sources Letters and diaries, drawings, maps, photographs and video footage, official documents andrecords and artefacts. • Secondary Sources Books Encyclopedia Websites Givesinformation from a primary source • Historical interpretation can mean that historians don't always agree on how and when something happened.	Look at different sources of evidenceon Pompeii (diary entries, accounts, photos of artefacts, John Martin's 1821 artist impression ofthe eruption) and consider what may they tell historians. How do 2 versions of historians' accounts of Pompeii compare? What does this tell us about historical interpretation? (Letter of Pliny to Tacticus and Cassius Dio's account.)	Children should begin to understand that different versions of the past may exist because the same event may affect people differently. Understand that different versions of the past may exist, giving some reasons for this. Growing understanding of how historians use evidence to build own arguments.
Enquiry: Cause & consequence, change &continuity, similarity & difference significance	• Know that Mary Anning helps historians to understand whatlife was life in the past. • Mary Anning's work has contributed significantly to scientists and paleontologists today. • Historians have the influence over who is remembered in history.	How have historians changed the way that they see Mary Anning? What discrimination has she faced during her own time? How do historians now see her?	Understand historically significant people and events in situationsMake links between situations and changes within and across different periods/societies **Science Link: Geology and fossils** Children should see the significance for historians and archaeologists around the world of both Mary Anning's and Pompeii's discoveries.

Year 3 Geography Genius Geologists

Assessment Questions

- *To geographers, what are physical processes? Why do we study them?*
- *Where in the world are some famous mountain ranges? Where are the highest ranges in the UK? How are mountains formed?*
- *How is a volcano formed, what happens when it erupts? Why do some people like living near volcanoes? Can you name some famous volcanoes?*
- *Where do the most powerful earthquakes in the world tend to happen? Why? What happens when an earthquake takes place?*

Know

Human and Physical Geography

I know how mountains are formed over millions of yearsand can name some different types of mountains.

I know that the earth's crust is divided into plates, which
are continually moving together/apart.
I know how earthquakes/tsunamis occur in relation totectonic plates.

I know that scientists/geologists have ways of predictingearthquakes and engineers try to protect people living inthese areas when designing buildings/structures. (See Expresso natural disasters)

I can give reasons as to why people still choose to livenext to volcanoes.

Vocabulary

Physical processes Mountains, mountain range, fold mountains, tectonic plates, Mid Atlantic Ridge, earthquakes, plate boundaries, tremors, epicentre, Richter scale, volcano,active, dormant, lava, magma, vent, magma chamber

Geography Core Concepts: Physical Processes Environment Climate Land – Use (farmers living near volcanoes)

Do

Locational Knowledge

NC:

- **locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**
- **name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time**

Use a map to find mountain ranges within the UK (Snowdon, Skarfell Pike and Ben Nevis) and understand that landheight and mountains can be marked on maps with contour lines/colours etc.
Find other mountain ranges across the world and label on aworld map, including the Mid Atlantic Ridge.

Locate some of the world's major plate boundaries. I can name some places in the world where earthquakes happenfrequently and why this is.

Label some of the world's most famous volcanoes on a map e.g. Mount Vesuvius.

Human and Physical Geography

NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Explain how mountains are formed over millions of yearsand can name some different types of mountains.
Explain how the earth's crust is divided into plates, which are continually moving together/apart.
Explain how a volcano is formed and what happens when it erupts.
Explain the correlation between plateboundaries and occurrence of major earthquakes.

Geographical skills and fieldwork

NC :use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Fieldwork Opportunities

Alongside the historical study of Pompeii, children could alsolook at places in the world which have suffered devastating earthquakes, for example – Haiti.
Watch news reports of the recent events in Haiti – look where it is on a map of the world and why it has so many earthquakes.

Understand

In this topic, children explore and learn about many aspects of physical geography in far greater depth than ever before. They learnabout the formation of mountains,volcanoes, earthquakes and Tsunamis and how each of these occur because of plate boundaries in the earth's crust. The children's locational knowledge is once again deepened by looking at the positionof plate boundaries throughout the world. Some children will be able toexplain why earthquakes and volcanoes are very rare in places such as the UK. Children will also find out how geologists and scientists' study and can predict the occurrence of earthquakes and volcanic eruptions.

Year 3 SCIENCE Topic 3: Genius Geology		
Assessment Questions: 1. If I was trying to find out the differences between sandstone and granite, how could I find out? 2. Why might people live in volcanic areas? What are the benefits? 3. What is rock made from? 4. Can you name 3 different types of rock? How are they different? 5. Which type of rock is made from volcanoes? 6. How are fossil formed?		
Values: Generosity and Thankfulness		
KNOW	DO	UNDERSTAND
NC Content: S: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties S: describe in simple terms how fossils are formed when things that have lived are trapped within rock S: recognise that soils are made from rocks and organic matter ***Vocabulary:*** *Appearance, physical properties, fossils, soils, organic matter, decay, metamorphic, sedimentary, igneous, rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/claysoil.* Children know that rock is made from soil and other organic materials (leaf decay etc). Children know that there are different types of rock (sandstone,granite, chalk etc) and that they have different properties. Children know what type of rock is formed by volcanoes –metamorphic. Children know that fossils are formed by objects getting trapped inthe soil, then decomposing, leaving the imprint on the rock.	**NC Content:** WS: identifying differences, similarities or changes related to simple scientific ideas and processes WS: using straightforward scientific evidence to answer questions or to support their findings Children can group and compare different rocks, in regards to their properties. Children research and investigate different types of rocks – they will use this to answer simple questions.	*PRIOR LEARNING: Distinguish between an object and the material from which it is made, Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.* *Describe the simple physical properties of a variety of everyday materials. Compareand group together a variety of everyday materials on the basis of their simple physical properties.* This topic is based on mountains, volcanoes and earthquakes. Children understand that mountains and volcanoes are made from rock – link to geography. Children understand how different rocks are found in different mountains – children will look at different mountains. Children will start to question why people live in volcanic areas – what is the benefit from the rock and soil?

Year 3 ART Topic 3: Genius Geology		
Assessment Questions What are different types of colour? Why have you chosen those colours? Explain to me the artistic techniques you used and why you chose them. Perseverance and respect		
KNOW	DO	UNDERSTAND
Can explain primary colours. Can explain secondary colours.Can explain tertiary colours. Can explain complimentary colours. Can select different media to create a purposeful effect in mywork. Key vocabulary: Primary colours Secondary colours Tertiary colours Complimentary colours Media TechniqueLayer Combine	Children spend focus time learning about different colours: primary, secondary, tertiary, complimentary. How are colours made? How are colours mixed? How does colour impact our feelings/influence us/things they make us consider. Children focus on hot and cold colours, investigating different materials and techniques to represent a volcano eruption. **NC Aims:** - produce creative work, exploring their ideas and recording their experiences - become proficient in painting - evaluate and analyse creative works using the language of art, craft and design **NC Content:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of painting	This historical/geographical unitfocuses on the volcano eruption at Pompeii. In this unit children also explore and respond to the Gladiator soundtrack by Hans Zimmer, focusing on mood and movement. *How does a composer use instruments to create mood? What mood words match certain parts of the soundtrack?* This feeds into the children's visual responses of using different materials and techniques to represent a volcano eruption.

Year 3 MUSIC Topic 3: Genius Geology		
KNOW	DO	UNDERSTAND
I know that: • Pitch can go up and down in steps • Notes on a stave show how the notes go up and down • Notes have names which go from A – G • If you follow the notes on the stave, you can play the melody written **Vocabulary:** Beat/pulse metre pitch staff notation Melody **Pitch movement** **stave**	**Music express: In the past (3)** The children will watch 'high, lo, middle, lo' and play hand games to follow the change in pitch. They will watch a conductor making a new 3 note melody, changing pitch with her hands and they will see if they can sing along. A child will become a conductor and play the game (using F, G A chime bars). They will listen to O Beata Infantia by Hildegard von Bingen, which is 1000 years old and when music first started to be notated; they will follow the pitch with their hands. The children will listen to 'back in time' and track the changes in pitch at the end of the verses. They will transfer this onto tuned percussion and be shown how the notes move in steps on a stave. Using the drone which plays throughout, they will see what happens on the stave if the note stays the same. The class will then play the two parts (following the steps/ the drone). The children will then have the opportunity to create their own 3 note compositions, recording their own ladder notation on a stave. The children will listen to Bransle simple by Michael Praetorius, played on a tambour. They will identify the beat and how the instrument is played, and follow a stick notation to follow the pattern. They will then learn dance steps to go with the music (following the rondo structure ABA). This will build up to a performance, using different instruments and movements for the pattern.	*In Year 2, the children explored pitch and know that notes can go up and down in steps. This follows on from the last unit which looked at the notation as a rhythm and now moves onto notation in a ladder form, going up and down the stave.* **NC Areas covered:** • Pupils explore pitch, structure, and appropriate musical notations • Pupils use and understand staff notations • Pupils develop an understanding of the history of music • Pupils listen with attention to detail and recall sounds with increasing aural memory