Year Group: 3   **Curriculum Map – <u>Victorian Childhood</u>**   **Term: Autumn**

	National Curriculum		School Curriculum
	Knowledge	Skills	
Science	**Light** • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.	**Working Scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	
History	**In-depth Study of The Victorian Age** • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorian Age) • A significant turning point in British history (e.g. break with Rome) • Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	**In-depth Study of The Victorian Age** • Establishing clear narratives within and across the periods they study • Construct informed responses that involve thoughtful selection and organisation of relevant historical information	• Comparison of Mary Seacole and Florence Nightingale

Geography	• 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
Art	**Clay (Victorian Houses)** • Know about great artists, architects and designers in history	**Clay (Victorian Houses)** • Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including sculpture with clay	•
Design & Technology	**Design and Make a Cross-Stich Sampler** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	**Design and Make a Cross-Stich Sampler**	•
Computing	**We are Presenters (Video)** • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		•

R.E.	**Buddhism (The Buddha)** • Understand who the Buddha was and know the story of Siddhartha and the swan • Understand what the Buddha's teaching were. **Christianity (Peace)** • Understand what Christians believe about peace • Research how Christians have tried to demonstrate what they believe about peace. • Know where Christians get their attitude about peace from • Compare Christian beliefs about peace with the beliefs of other religions.		•
Music	**Recorder Lessons** • Use and understand staff and other musical notations	**Recorder Lessons** • Play and perform in solo and ensemble contexts, playing with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory	•

PSHE	**My Relationships**
	• Taking responsibility
	  o To understand that their actions affect themselves and others.
	• Groups and Communities
	  o To be aware of different types of relationships including those such as families, friends and acquaintances.
	• Lives of other people
	  o To think about lives of people living in other places, and people with different values and customs.		

P.E.	**Games / Gymnastics and Dance** • Understand that keeping fit is essential to being healthy. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best	**Games / Gymnastics and Dance** • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Take part in outdoor and adventurous activity challenges both individually and within a team • Develop flexibility, strength, techniques, control and balance for Gymnastics • Perform dances using a range of movement patterns	•

| Mandarin | Writing simplified Chinese Characters | Writing simplified Chinese Characters | |