

Year 3 Topic Overviews

2022/2023

Ancient Greece – a Study of the Greek life and achievements

Substantive Knowledge

1. **BC** (before Christ) and **AD** (anno domini) are used to say when things happened.
2. Greece is a country that still exists in south-east Europe and it is made up of many different islands.
3. The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today.
4. Around 508 BC, democracy was introduced to ancient Athens. This is when people discussed an issue and voted.
5. Ancient Greece was not a country. It was made up of city states including Athens, Corinth and Sparta.
6. The first recorded Olympic Games was in 776 BC, in Olympia.
7. The Trojan War is a very famous ancient Greek myth.
8. The ancient Greeks believed in many different gods and goddesses. This meant they were polytheist (believed in more than 1 God)

Disciplinary concepts

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts
- Distinguish between different sources – compare different versions of the same story
- Look at representations of the period – museum, cartoons etc
- Begin to use the library and internet for research

Linked Learning

- KS1 reference – Great Fire of London (Year 1 Spring Term)
- ELG link – Understanding the World – Past and Present- Talk about the lives of the people around them and their roles in society; (e.g Bobbies/ Police today)

Changes in Britain from the Stone Age to The Iron Age

Substantive Knowledge

1. That prehistory was a period when nothing was written down in books - our knowledge about that time comes from archaeology (analysis of sites and artefacts)
2. The chronological order of this time period was Stone Age, Bronze Age and Iron Age
3. In the early stone age they hunted animals and gathered fruits and nuts. By the end of the stone age, they had learnt how to farm.
4. Humans made tools out of stone to survive
5. Skara Brae is an ancient Stone Age site
6. Bronze replaced stone as the best material for making tools, farming equipment and weapons
7. Long Meg and her Daughters stone circle is the second biggest in the United Kingdom and was used for religious ceremonies.
8. Iron replaced bronze because it was tougher material and could be shaped easier using a process named 'smithing'
9. Family groups began to grow into tribes and kingdoms during the bronze and iron age
10. Iron Age people began to protect themselves by settling in hillforts.

Disciplinary concepts

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts
- Find out about everyday lives of people in time studied
- Identify and give reasons for different ways in which the past is represented
- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures

Linked Learning

- KS1 reference – The Norman's Battle of Hastings (Year 2 Autumn Term)
- ELG link – Understand the past through settings, characters and events encountered in books read in class and storytelling.

Substantive Knowledge

- 1.The Roman General Julius Caesar came to Britain in 55 BCE but the Britons fight back and the romans left.
- 2.In 43 CE the Roman Emperor Claudius Invaded Britain.
- 3.The Roman Emperor wanted silver and gold from British mines as well as the good farmland and other valuable metals
- 4.The roman army was highly effective and well organised.
- 5.Life changed under Roman rule: Towns sprang up all over Britain, roads were built which linked towns.
- 6.Different types of foods were introduced by the Roman including; cherries, leeks ,celery, grapes and garlic
- 7.Boudicca led a rebellion against the Romans because she didn't want to pay taxes to the Romans. The Romans won.
- 8.The Romans built Hadrian's wall to keep the northern tribes from attacking them. Parts of Hadrian's Wall remains today.

Disciplinary concepts

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something
- Select and record information relevant to the study

Linked Learning

- KS1 reference – The Norman's Battle of Hastings (Year 2 Autumn Term)
- ELG link – Understand the past through settings, characters and evens encountered in books read in class and storytelling.

Substantive Knowledge

1. A compass is a device that helps you find a direction.
2. You can use letters/ numbers to make co-ordinates and find places on a map.
3. Symbols are used on maps because writing takes up too much space.
4. A key is used to show the user what a symbol means.
5. A sketch map is a roughly drawn map that shows basic details
6. Ordnance Survey is the national mapping agency for Great Britain.

Disciplinary concepts

- Use 4 compass points to follow/give directions:
- Use letter/no. co-ordinates to locate features on a map.
- Try to make a map of a short route experienced, with features in correct order;
- Try to make a simple scale drawing.
- Know why a key is needed.
- Use standard symbols.
- Follow a route on a map with some accuracy. (e.g. whilst orienteering)
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
- Begin to draw a sketch map from a high view point.
- Use large scale OS maps.

Linked Learning

- KS1 reference – Geographical Skills (Autumn Term)
- ELG link – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Substantive Knowledge

1. A coast is the part of the land adjoining or near the sea.
2. When the sea erodes the cliffs, large rocks fall away and into the sea.
3. Rocks are tossed about by the action of the sea and they are eroded into smaller and smaller pebbles.
4. The pebbles are eventually ground down into the tiny gains of sand that form a beach.
5. Coastal areas are also known as shores and sea-sides.
6. There are many different types of coast. They may be sandy, rocky, muddy, or covered in shingle.
7. Some have steep cliffs and others are broad stretches of land that alternate between being wet and dry as the tides go in and out.
8. Coasts are continually changing as a result of the movement of the plates that make up Earth's crusts.

Disciplinary concepts

- Begin to use map sites on internet.
- Begin to use junior atlases.
- Begin to identify features on aerial/oblique photographs.
- Confidently describes physical features in a locality
- Locate places on larger scale maps e.g. map of Europe.
- Begin to ask/initiate geographical questions.
- Use NF books, stories, atlases, pictures/photos and internet as sources of information.

Linked learning

- KS1 reference – Earth Matters – Intro to human and physical features - (Year 1 Spring Term)
- ELG link – Explore the natural world around them, making observations.

Substantive Knowledge

1. To know that Italy is a European country which has an elected parliament.
2. Italy has both land and sea borders.
3. The landmass of Italy is traversed by a tectonic plate. On the faultline earthquakes and volcanic eruptions occur.
4. The key physical features of Italy are the Italian lakes, Alps and Mt. Vesuvius.
5. The key human features are the Vatican, the Colosseum and the Trevi Fountain.

Disciplinary concepts

- Confidently describes human features in a locality
- Able to explain why a locality has certain human features Able to explain why a place is like it is.
- Confidently describes physical features in a locality
- Locate places on larger scale maps e.g. map of Europe.
- Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
- Begin to collect and record evidence

Linked Learning

- KS1 reference – Comparing people and places – Penrith to Sydney (Year 1 Summer Term)
- ELG link – Know some similarities and differences between the natural world around them and contrasting environments.