

Year 3 Spring 1 Rocks, Relics and Rumbles	
Previous learning: Pupils will revisit the structure and characteristics of the Earth's layers from last term's project One Planet, Our World. They will revisit the concept of tectonic plates and plate boundaries. Building upon this previous knowledge, the pupils will be introduced to volcanoes and the "Ring of Fire".	
Sticky Knowledge	
<ol style="list-style-type: none"> Mary Anning was a palaeontologist (scientist who studies fossils). The Earth's crust is made up of tectonic plates that move. Significant volcanoes include Mount Vesuvius in Italy. 	
Lesson 1 Geography Driver	Layers of the Earth - Mary Anning - link to rocks
	<ul style="list-style-type: none"> To be able to name and describe properties of the Earth's four layers. To know that Mary Anning was a palaeontologist (scientist who studies fossils) who discovered the first complete <i>Ichthyosaur</i> fossil.
Lesson 2 Geography Driver	Plate tectonics
	<ul style="list-style-type: none"> To be able to describe the activity of plate tectonics and how this has changed the Earth's surface over time To know that volcanic eruptions and earthquakes happen when two tectonic plates push, pull or slide alongside each other.
Lesson 3 Geography Driver	Ring of Fire
	<ul style="list-style-type: none"> To be able to name and locate significant volcanoes and plate boundaries and explain why they are important. To know that over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. To be able to use maps, globes and digital mapping tools can help to locate and describe significant geographical features.
Lesson 4 Geography Driver	Features of volcanoes and Latitude and longitude
	<ul style="list-style-type: none"> To be able to describe that a volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. To be able to identify the main parts of a volcano . To know that latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.
Lesson 5 Geography Driver	Fact finding - volcano fact file
	<ul style="list-style-type: none"> To know that a volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. To know that a volcano can be active, dormant or extinct.
Vocabulary	
Mary Anning palaeontologist crust mantle outer core inner core tectonic plates Ring of Fire Mount Vesuvius magma chamber latitude/longitude equator Northern Hemisphere /Southern Hemisphere Prime Meridian compass	

Local Connection

Year 3:
Spring 2
Rocks, relics and rumbles

Previous learning: Children will revisit latitude and longitude and use them to locate volcanoes on a map. They will explore types of volcanic eruptions including Pompeii and they will be introduced to earthquakes and how they change the landscape.

Sticky Knowledge

1. Pompeii was an ancient Roman city.
2. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other.
3. The centre of an earthquake is called the epicentre.

Lesson 1
Geography Driver

Pompeii Volcanologist's report

- To know that Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79.
- To know that when volcanoes erupt, they emit gases, lava and ash. Volcanic eruptions can destroy habitats, homes and businesses and can change the landscape.
- To be able to describe how a significant geographical activity has changed a landscape in the short or long term.

Lesson 2
Geography Driver

Model volcanoes

- To be able to describe the parts of a volcano using a model
- To be able to describe a volcano as an opening in the Earth's surface from which gas, hot magma and ash can escape.

Lesson 3
Geography Driver

Earthquakes

- To know that the centre of an earthquake is called the epicentre.

Lesson 4
Geography Driver

Earthquake activity

- To know that earthquakes can cause short and long-term problems. Short-term problems include fear, injury from falling debris and loss of personal items. Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services
- To be able to describe how a significant geographical activity has changed a landscape in the short or long term

Lesson 5
Geography Driver

Movements at tectonic plate boundaries

- To be able to explain the physical processes that cause earthquakes and volcanic eruptions.
- To be able to draw a labelled diagram to illustrate the movements at tectonic plate boundaries

Vocabulary

Pompeii volcanologist Mount Vesuvius eruption earthquake epicentre volcanic eruption lava gases molten magma vent Earth natural disaster

Local Connection

<p>Year 3: Summer 1 Emperors and Empires</p>	
<p>Previous learning: In this project children revisit the terms BC and AD and build on their knowledge of world history - the Roman Empire. Children are introduced to differing accounts of the same event. They deepen their understanding of hierarchy and power and revisit the concepts of cause and consequence.</p>	
<p>Sticky Knowledge</p>	
<ol style="list-style-type: none"> 1. Ancient Rome had a clear hierarchy with upper and lower classes. 2. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. 3. Boudicca was the warrior queen of the Celtic Iceni tribe. 	
<p>Lesson 1 History Driver</p>	<p>Founding of Ancient Rome</p>
	<ul style="list-style-type: none"> ● To be able to identify that primary sources include documents or artefacts created by a witness to a historical event at the time it happened. ● To be able to identify that secondary sources were created by someone who did not experience or participate in the event. ● To be able to identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.
<p>Lesson 2 History Driver</p>	<p>Everyday life in ancient Rome</p>
	<ul style="list-style-type: none"> ● To be able to describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. ● To know that Ancient Rome had a clear hierarchy ● To be able to ask well composed historical questions about aspects of everyday life in ancient periods.
<p>Lesson 3 History Driver</p>	<p>Growth and expansion of the Roman Empire - Hierarchy in ancient Rome</p>
	<ul style="list-style-type: none"> ● To know that the growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. ● To know that the cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain.
<p>Lesson 4 History Driver</p>	<p>Roman army - Roman conquest</p>
	<ul style="list-style-type: none"> ● To be able to describe how the Roman Army was successful due to its well structured legions and hierarchy. ● To know that after the Romans successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people.
<p>Lesson 5 History Driver</p>	<p>Boudicca's rebellion - Struggle with Scotland</p>
	<ul style="list-style-type: none"> ● To know what the word rebellion means. ● To know that Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life for the Celts who were defeated.

Vocabulary

historical viewpoint primary source secondary source invade conquer settle emperor empire hierarchy lower class upper class rebellion Caledonia Britannia Boudicca Icenii tribe Celts

Local Connection

Hull and East Riding Museum - Roman Britain

Year 3:
Summer 2
Emperors and Empires

Previous learning: In history children will revisit the concept of defence and Romanisation. The children are introduced to evaluation, written evidence and quotes.

Sticky Knowledge

1. Romanisation occurred when people who lived near new Roman towns lived like Romans.
2. Romans built towns on a grid system.
3. Romans enjoyed feasting and dinner parties and gladiator tournaments.

Lesson 1	Hadrian's Wall
History Driver	<ul style="list-style-type: none"> ● To know that Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. ● To know that Hadrian's Wall stretched across the north of England and was built from earth, turf and stone.
Lesson 2	Britannia
History Driver	<ul style="list-style-type: none"> ● To be able to describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. ● To know that over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. ● To know that over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language.. ● Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.
Lesson 3	Roman towns in Britain and Romano-British culture
History Driver	<ul style="list-style-type: none"> ● To know that historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. ● To be able to use artefacts to show how the Romans enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion.
Lesson 4	Ivory Bangle Lady
History Driver	<ul style="list-style-type: none"> ● To be able to describe how archaeological evidence from the Ivory Bangle Lady indicates that wealthy people of African descent lived in Roman Britain, luxury goods from across the Roman Empire were available in York and Christian and pagan beliefs existed alongside each other in Roman Britain.
Lesson 5	Romanisation in the local area
History Driver	<ul style="list-style-type: none"> ● To be able to take part in a historical investigation - What evidence is there of Romanisation in our local area? ● To be able to know that historically valid questions relate to aspects, such as

significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.

Vocabulary

Hadrian's Wall defence conflict Romanisation achievements grid system gladiator tournament archaeology Ivory Bangle Lady wealth local history

Local Connection

Study of Romanisation in the local area (walk)