



## Year 3 Cross Curricular Scheme of Work

Cross Curricular Links **History** **Geography** **Computing** **Art** **Science** **Music** **DT**

### Autumn 1: Scrumdiddlyumptious

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p><b>Science</b> <b>Animals Including Humans</b></p> <ul style="list-style-type: none"><li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li></ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"><li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li><li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li></ul> <p><b>Art</b></p> <ul style="list-style-type: none"><li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li><li>Create sketch books to record their observations and use them to review and</li></ul>	1		



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<p>revisit ideas.</p> <p><b>DT</b> <b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	2		
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of</li> </ul>	3		



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others to improve their work.

### Make

- 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.

### Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Use and understand staff and other musical notations.

### Geography

#### Human and Physical Knowledge

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity

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including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Geographical Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### History

- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

### Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- 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.

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- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



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### Autumn 2: Tremors

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<b>Science</b> <b>Rocks</b> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> <b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Ask relevant questions and using different types of scientific enquiries to answer them.</li> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gather, record, classify and present data in a</li> </ul>	1		



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<p>variety of ways to help in answering questions.</p> <ul style="list-style-type: none"> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	2		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>Find out about great artists, architects and designers in history.</li> </ul>	3		
<p><b>DT</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated</li> </ul>			



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<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> </ul> <p><b>Technical Knowledge</b></p>	4		
<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	5		





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- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Use and understand staff and other musical notations.

### Geography

#### Human and Physical Knowledge

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

#### Locational Knowledge

- 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.

#### Geographical Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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### History

- Learn about the Roman Empire and its impact on Britain.

### Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- 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.



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### Spring 1: Mighty Metals

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<b>Science</b> <b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Ask relevant questions and using different types of scientific enquiries to answer them.</li> </ul>	1		



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- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

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### Art

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Find out about great artists, architects and designers in history.

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<p><b>DT</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	4		
<p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> </ul>	5		



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### Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

### Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

### Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple

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services, such as the world wide web; and the opportunities they offer for communication and collaboration.

- 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.



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Cross Curricular Links **History** **Geography** **Computing** **Art** **Science** **Music** **DT**

### Spring 2 – Predators

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<b>Science</b> <b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a</li> </ul>	1	<ol style="list-style-type: none"> <li>1. Identify and describe the functions of common plant parts.</li> <li>2. Identify the requirements of plants – order plant pots and seeds (each pupil will plant and look after their own flower).</li> <li>3. Research predators.</li> <li>4. Research features of a predator bird – this will lead onto next lesson.</li> <li>5. Identify interesting aspects of objects as a starting point for work (drawing)</li> </ol>	<b>Science</b>  <b>Science</b>  <b>Science</b>  <b>Science</b>  <b>Art</b>





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<p>range of equipment, including thermometers and data loggers.</p> <ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul> <p><b>DT Design</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	2	<p>6. Draw a simple diagram to show how water is transported through a plants.</p> <p>7. Label, describe and explain the flower life cycle (role play, go outside to woodlands).</p> <p>8. Learn how to use a map (incorporate coordinates).</p> <p>9. DOUBLE LESSON - Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. – research. (Research the bird and the habitat).</p>	<p>Science</p> <p>Science</p> <p>Geography</p> <p>Geography</p>
<p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> </ul> <p><b>Geography</b></p> <p><b>Human and Physical Knowledge</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones,</li> </ul>	3	<p>10. Define keywords. Compare the diets of a herbivore and carnivore with (typically) omnivorous humans – possibly have someone visit who is in the pet industry about diets</p> <p>11. Describe how the skeleton and muscles work together to support, protect and assist movement. (Props- tall skeleton)</p> <p>12. DOUBLE LESSON - Identify interesting aspects of objects as a starting point for work (charcoal) and display work lesson</p> <p>13. Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. – research. (Research the bird and the habitat).</p>	<p>Science</p> <p>Science</p> <p>Art</p> <p>Geography</p>



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<p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of 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.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	4	<p>14. Draw, with help, a simple conclusion based on evidence from an enquiry or observation. – buy owl pellets (fake or real ask!! – )</p> <p>15. Know that animals, including humans, cannot make their own food, by investigating food chains and recognise that all food begins with a plant – research food chains .</p> <p>16. DOUBLE LESSON - Identify interesting aspects of objects as a starting point for work (painting).</p> <p>17. Draw the landscape birds eyes of the area</p> <p>18. Planning lesson – materials which we may need to create a 3D model of a predator</p>	<p>Science</p> <p>Science</p> <p>Art</p> <p>Geography</p> <p>DT</p>
	5	<p>19. DOUBLE LESSON – research projects. Research an aquatic predator and find the food chain.</p> <p>20. Draw human and physical features of the surrounding.</p> <p>21. Planning and creating lesson – materials which we may need to create a 3D model of a predator</p> <p>22. (DOUBLE LESSON) - Creating lesson – materials which we may need to create a 3D model of a predator</p>	<p>Science</p> <p>Geography</p> <p>DT</p> <p>DT</p>



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<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	6	<p>23. Gather, record and use data in a variety of ways to answer a simple question – parasites and predators .</p> <p>24. Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts – learn about the parasitic bird .</p> <p>25. Locate geographical features on a map or atlas using symbols shown in a key. - Investigate where crocodiles and alligators are found in the wild.</p> <p>26. (DOUBLE LESSON) - Creating lesson – materials which we may need to create a 3D model of a predator</p>	<p><b>Science</b></p> <p><b>Science</b></p> <p><b>Geography</b></p> <p><b>DT</b></p>
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### Summer 1: Urban Pioneers

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p><b>Science</b></p> <p><b>Lights</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a</li> </ul>	1		



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<p>range of equipment, including thermometers and data loggers.</p> <ul style="list-style-type: none"> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	2		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• Find out about great artists, architects and designers in history.</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	3		



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<b>DT</b> <b>Design</b> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> </ul>	4		
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### Technical Knowledge

- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

### Geography

#### Human and Physical Knowledge

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of 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.

#### Locational Knowledge

- 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.

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### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

### Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### History

- Conduct a local history study.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

### Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the





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internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

- 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.



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### Summer 2: Heroes and Villains

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>Find out about great artists, architects and designers in history.</li> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> </ul> <p><b>DT</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> </ul>	1		



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<ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> </ul> <p><b>Technical Knowledge</b></p>	2		
<ul style="list-style-type: none"> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>	3		



## Year 3 Cross Curricular Scheme of Work

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- 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.

4

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## Year 3 Cross Curricular Scheme of Work

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