

	History	Geography	Science	Computing	PSHE Health and wellbeing	PE
Programme of Study	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Health Education: Know that for most people the internet is an integral part of life and has many benefits.</p>	<p>Learn to recognise that feelings can change over time and range in intensity.</p> <p>Learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p>

	History	Geography	Science	Computing	PSHE Health and wellbeing	PE
Year 3 Learning Intention (skills)	<p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Use historical terms to describe different periods of time.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Make choices about the best ways to present historical accounts and information.</p> <p>Summarise how an aspect of British or world history has changed over time.</p>	<p>Gather evidence to answer a geographical question or enquiry.</p>	<p>Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.</p>	<p>Use digital technology in different ways in the classroom, home and community.</p> <p>Use a range of different software to successfully complete a project.</p>	<p>Extend their vocabulary to explain the range and intensity of their feelings to others.</p>	<p>Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.</p> <p>Compete in a team game, communicating with others and using tactics.</p>
Year 3 Knowledge	<p>Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p> <p>Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p>	<p>The term geographical evidence relates to facts, information and numerical data.</p>	<p>Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams. Data can be used to provide evidence to answer questions.</p>	<p>Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news.</p> <p>Several pieces of software can be used together to complete one task, such as adding a video to a word processed document.</p>	<p>Using specific vocabulary (slightly frustrated, completely let down or very isolated) can describe the range and intensity of feelings to others.</p>	<p>Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders.</p> <p>Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.</p>