



## St George's Catholic Primary School Curriculum Map – Key Stage 2

*We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future*

Link Colour Key	Social	Moral	Spiritual	Cultural			
	<b>Term</b>		<b>History</b>	<b>Geography</b>	<b>Science</b>	<b>Modern Foreign Language</b>	<b>Design &amp; Technology</b>
<b>Year 3</b>	<b>Autumn 1</b>	<b>Topic</b>	<b>Prehistoric Britain: The Stone Age</b>	<b>Is climate cool?</b>	<b>Amazing Bodies</b>	<b>Spanish</b>	
		<b>Skills</b>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</p> <p>Develop a chronologically secure knowledge and understanding British, local and world history.</p> <p>Note connections, contrast and trends over time.</p> <p>Develop appropriate use of historical terms.</p> <p>Devise historically valid questions.</p>	<p>Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them</p> <p>Describe and give examples of the variety of biomes and vegetation belts</p> <p>Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.</p>	<p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Use a translation dictionary or glossary to look up new words.</p> <ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary</li> <li>• Demonstrate a growing vocabulary</li> </ul>	
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<b>Year 3</b>	<b>Autumn 2</b>	<b>Topic</b> <b>How unpleasant were the Bronze Age and Iron Age?</b>		<b>The power of forces</b>	<b>Spanish</b>	
		<b>Skills</b> Understand changes in Britain from the Stone Age to the Bronze Age and Iron Age  Looking at Hill forts, tribal kingdoms, farming, art & culture within the Iron Age  To identify the significance within religion, technology and travel, during the Bronze Age e.g. Stonehenge.  Develop a chronologically secure knowledge and understanding British, local and world history.  Note connections, contrast and trends over time.  Develop appropriate use of historical terms.  Devise historically valid questions.		Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  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.  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Use a translation dictionary or glossary to look up new words.  Understand the main points from spoken passages.  Ask others to repeat words or phrases if necessary  Demonstrate a growing vocabulary	
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<b>Year 3</b>	<b>Spring 1</b>	<b>Topic</b>	<b>What was new about the stone age?</b>	<b>Volcanoes and Earthquakes</b>	<b>Rock detectives</b>	<b>Spanish</b>	
		<b>Skills</b>	Know and understand the history of these islands (the UK) as a coherent, chronological narrative, from the earliest times to the present day.  Understand historical concepts such as continuity and change.  Understand the methods of historical enquiry.  Understand changes in Britain from the Stone Age to the Iron Age.	To know the meaning of terminology related to volcanoes and Earthquakes.  To understand the structure of the Earth.  To identify how and why earthquakes happen.  To understand the structure of a volcano.  To understand how eruptions affect people who live nearby.  Know the characteristics of a range of the world's most significant human and physical features.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Recognise that soils are made from rocks and organic matter.	Write a few short sentences using familiar expressions.  Express personal experiences and responses.	
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	Term		History	Geography	Science	Modern Foreign Language	Design & Technology
<b>Year 3</b>	<b>Spring 2</b>	Topic		<b>How does water go round and round?</b>	<b>How does your garden grow?</b>	<b>Spanish</b>	
		Skills		<p>Name and locate (some of) the UK's most significant rivers and mountain environments.</p> <p>Describe features of a river and a mountain environment in the UK.</p> <p>Learn how rivers and mountains are formed.</p> <p>Understand where rivers and mountains fit into the water cycle.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	Describe with some interesting details some aspects of countries or communities where the language is spoken.	
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<b>Year 3</b>	<b>Summer 1</b>	<b>Topic</b> <b>How much did the Ancient Egyptians achieve?</b>	<b>Can the earth shake, rattle and roll?</b>	<b>How does your garden grow?</b>	<b>Spanish</b>	
	<b>Skills</b>	Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires.  Understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt.  Understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts.	Describe and understand the key aspects of volcanoes and earthquakes.  Understand that the distribution of earthquakes and volcanoes follows a pattern.  Learn about the 'Pacific Ring of Fire'.	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Explore the part that flowers play in the life cycle of flowering plants, including pollination		
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<b>Year 3</b>	<b>Summer 2</b>	<b>Topic</b>	<b>Can the earth shake, rattle and roll?</b>	<b>Can you see me?</b>	<b>Spanish</b>	
		<b>Skills</b>	<p>Describe and understand the key aspects of volcanoes and earthquakes.</p> <p>Understand that the distribution of earthquakes and volcanoes follows a pattern.</p> <p>Learn about the 'Pacific Ring of Fire'.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Read and understand the main points in short written texts.</p>	
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