**Foundation Subject Curriculum Map Year 3**

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|---|---|---|---|---|---|
| **Topic** | **Ancient Egyptians** | | **The Victorians** | **Britain from Stone Age to Iron Age** | **Our School** | |
| **History** | A world history study<br>The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. | | A British History study<br>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Victorian Society.<br>Compare social societies. | A British History Study<br>Changes in Britain from the Stone Age to the Iron Age | A Local Study<br>A study tracing how an aspect of local history is reflected in the locality.<br>Graiseley Primary School.<br><br>Looking at past and present features of the school and the education system nationally. | |
| **Geography** | | Location Knowledge<br>The location and characteristics of a range of the world's most significant human and physical features.<br>Egypt<br>Cairo<br>The Pyramids<br>River Nile<br>Human & physical<br>Describe and understand key aspects of the physical and human geography<br>Geographical skills | | Location Knowledge<br>Name and locate counties and cities of the United Kingdom, geographical regions.<br><br>Geographical Skills<br>Use maps, atlases, globes and digital/computer mapping to locate countries and features studied. | . | Place Knowledge<br>Understand geographical similarities and differences through the study of human and physical geography of the Graiseley School area.<br>Human & physical<br>Including types of settlement and land use<br>Geographical skills<br>Use fieldwork to observe, measure and |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | | | record the human and physical features in the local area. |
| Art | • Know how to use a range of media e.g. Sandpaper Art work (small piece of sandpaper and draw pyramid landscape with crayons).<br>• Silhouettes pictures of pyramids. | | • Old fashioned portraits using charcoal of Queen Victoria<br>• Sketches of Victorian buildings | | • Know how to design a silhouette picture of landmarks of the local area.<br>• Stain glass windows of the local church. | |
| DT | • Build Tutankamen tomb out of a shoe box and use mixed materials to decorate.<br>• Build a pyramid structure out of a range of materials e.g. card, straw, soft clay. | | • Build Queen Victoria Palace<br>• Produce a banquet of food for Queen Victoria<br>• Design an outfit for Queen Victoria's coronation | | • Build a structure of one of the local landmarks out of straw e.g. iron bridge, St Luke or St Johns church, art gallery, Molineux. | |
| RE | Christianity<br>What do people believe about God? | | Sikhism & Hinduism<br>Exploring key leaders | What is it like to be a Hindu | What do we celebrate and why?<br>Christian, Sikhs, Hindus and Muslims | |
| PSHE & British Values | New Beginnings<br><br>British Values – Rule of Law | Getting on and Falling Out<br>Say no to Bullying<br><br>British Values – Mutual Respect | Going for Goals<br><br>British Values – Democracy | Good to be me<br><br>British Values – Tolerance of those with different faiths and beliefs | Relationships<br><br>British Values – Tolerance of those with different faiths and beliefs | Changes<br><br>British Values- Rule of law |
| PE | Gymnastics and Swimming | Dance | Dance | Net / Wall Games | Invasion Games | Athletics |
| MFL | French | French | French | French | French | French |
| Music | Charanga | Charanga | Charanga | Charanga | Charanga | Charanga |
| Science | Plants | Rocks | Animals | Animals | Light | Forces & Magnets |
| BLP | Resilience: managing distractions, **perseverance,** | Resilience: managing distractions **perseverance,** absorbed, attentive noticing | Questioning | Questioning | Collaboration | Revising |

| | | | | | | |
|---|---|---|---|---|---|---|
| | absorbed, attentive noticing | | | | | |
| Computing | Digital Programmer | Digital Artist | Digital Researcher & Digital Presenter | Digital Publisher | Digital Designer | Digital Broadcaster |
| Visits | Church Visit<br>Mandir Visit | | The Black Country Museum | | To St Marys Primary School | |