

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 3 2020-21  
SHAMBLEHURST PRIMARY SCHOOL

# Shamblehurst Curriculum

## Medium Term Planning – Spring Term

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"><li>● Seek out and enjoy challenges</li><li>● Collaborate with others</li><li>● To show commitment and perseverance</li><li>● To assess themselves and others</li></ul>	<ul style="list-style-type: none"><li>● To speak clearly and convey ideas</li><li>● To read and communicate in writing efficiently and effectively</li><li>● To calculate efficiently and apply skills to solve problems</li><li>● To use new technologies confidently, purposefully and safely</li></ul>	<ul style="list-style-type: none"><li>● To ask questions to extend their thinking</li><li>● To generate ideas and explore possibilities</li><li>● To overcome barriers by trying out alternatives or new solutions</li><li>● To connect ideas and experiences in inventive ways</li></ul>

<b><u>Concepts:</u></b>	Legacy	Power	Movement
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<b><u>Enquiry Question</u></b>
What prints will you leave behind?

**Lead Curriculum subject 1**

**History**

**The Romans**

**How Romans lived, worked and what they left behind.**

**The impact of the Romans on the UK.**

**Links to English and Geography.**

**Global Neighbour**

**At an age-appropriate level, pupils will:** explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world

Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life

**English**

Non-fiction writing – Roman fact files (links to legacy and movement)

Pompeii – narrative about escaping Pompeii (links to power and movement)

Poetry

Battle cries – speech writing using famous people to support battles.

What prints will you leave behind?

**Lead Curriculum subject 3**

**Science**

Rocks and soils

Comparing rocks and soils.

Link to Pompeii.

**Lead Curriculum subject 2**

**Geography**

Local knowledge – name cities and counties of UK.

Human and Physical Geography – volcanos and earthquakes, explore the human impact on the physical environment.

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Know the terms AD and BC.</p> <p>Know and understand chronology.</p> <p>Know what primary and secondary sources are.</p> <p>Use information to find out about events, people and changes.</p> <p>Ask and answer questions.</p> <p>Describe reasons for and results of historical events.</p> <p>Understand how artifacts can be used to help our understanding of the past.</p> <p>Know about the legends of Rome.</p> <p>Know and understand the term Empire and know where the Roman Empire began and how it expanded.</p> <p>Know about Julius Ceaser’s attempted invasion of Britain in 55-56BC.</p>	<p>Children to look at timelines and chronology. They will recall that Stone Age, Bronze Age and Iron Age are all BC.</p> <p>To look at the Hampshire History Box and handle Primary resources with care.</p> <p>Link with “Battle Cries” the events of Julius Cesar invading Britain and the uprising of Boudicca.</p> <p>Roman Roads, Hadrian’s Wall, coins, democracy.</p> <p>Mosaics</p> <p>Romulus and Reamus</p> <p>Boudicca and Julius Cesar. Links with Geography</p> <p>Link with “Battle Cries” and English.</p>	<p>Timeline</p> <p>Comparing and contrasting similarities and differences between primary and secondary resources.</p> <p>English speech published in Enquiry Books.</p> <p>Discussions of legacy and the prints the Roman’s left behind. Primary and Secondary sources.</p> <p>Visit to Fishborne or Bignor (pending hearing back. Limited staff because of COVID on both sites.)</p> <p>Guided Reading to the might and power of Rome. Map to show the expansion of the Empire.</p>

<p>Know about the successful invasion of Claudius in AD43.</p> <p>Know and understand why the Roman army was so powerful.</p> <p>Know about Boudicca and her resistance to the Roman Rule.</p> <p>Know about the volcanic eruption of Pompeii in AD79.</p> <p>Know about the key features of Roman life (their houses, mosaics, the food they ate, Roman belief and entertainment)</p> <p>Know about the Romanisation of Britain including the building of Roman villas (Bignor), places (Fishbourne), cities Chichester and Roman roads.</p>	<p>Boudicca, Hadrian's wall, Hillfort defenses.</p> <p>Link to previous learning for Celts, Knowledge of Roman life and</p> <p>Class book read "Queen of Darkness"</p> <p>Geography link and science link</p> <p>ICT research based.</p>	<p>Food tasting – links with foods from around the world, how did the Romans have all these foods? People in their armies.</p> <p>Guided Reading outcome and speech writing.</p> <p>"Battle Cries" speech outcome</p> <p>"Battle Cries" speech outcome.</p> <p>Paper mache volcanoes and eruptions. Science one off lesson to explain types of rocks.</p> <p>Fact file and English outcome.</p>
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<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p><b><u>Location knowledge</u></b></p> <p>Name the counties and cities of the UK.</p> <p><b><u>Human and Physical Geography</u></b></p> <p>Name and describe physical geography – volcanoes and earthquakes.</p> <p>Know and understand the human impact on the physical geography.</p> <p>Understand how to make consumer choices and how these impact on the environment.</p>	<p>Links to History, where the Romans invaded and made their home.</p> <p>Links with Science. Why did Pompeii happen? Could it happen here? Why are Volcanoes so powerful?</p> <p>Hadrian’s wall. Hillforts/ mounds/ Stonehenge. Climate change</p>	<p>Plotting on map. Route through to Hadrian’s wall.</p> <p>One off science lesson of three types of rock. Geography of the Earth to show that tectonic plates are not near England. The power of the core and mantle of the Earth.</p> <p>What legacy have Roman’s left behind? – Look at a map to see if you can see.</p> <p>What legacy will I leave behind?</p>

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things have lived are trapped within a rock.</p> <p>Recognize that soil is made from rocks and organic matter.</p>	<p>Primary resources to group. Links with Vesuvius and Pompeii.</p> <p>Look at Pompeii. The fossilized remains of people.</p> <p>Discuss the fertile soils of volcanos.</p>	<p>Children to group and explain why rocks belong in certain classification.</p> <p>Using knowledge from rocks and soils can the children describe what has happened in the photos that they can see.</p>

Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p><b><u>“Teaching and learning”</u></b> Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world.</p> <p><b><u>“Pupil participation in active global citizenship”</u></b> Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life.</p>	<p>Through History and Geography .</p> <p>Children discover the impact that they have on the world and how they can leave a better print.</p>	<p>A greater understanding of what life was like many years ago. They will be able to confidently talk about how things were different in the past and how it led to changes in the world.</p> <p>They will record their learning linked to being a global citizen in their Enquiry books. Climate change, pollution, impact upon the world.</p> <p>Children will be making links throughout the term through the concepts.</p>




## Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
RE	<p>To learn about Christian celebrations</p> <p>To learn about Hindu celebrations</p> <p>To retell a religious story</p> <p>To give their own responses and understanding.</p> <p>To make connections to their own lives or experiences.</p>	<ul style="list-style-type: none"> <li>-Describe the concepts of Good and evil</li> <li>-Describe ways in which Hindus remember good and evil in the story and celebration of Holi</li> <li>-Know the story of Prahlad and can identify good and bad character in the story.</li> <li>-Describe the value of the ways in which good over evil is celebrated and identify an issue raised – such as: Prahlad and Holika killed – could that be good?</li> <li>-Describe their responses to the concepts of good and evil – relate to world events</li> <li>-Describe incidents in their own and others’ lives where good comes out of evil</li> </ul>
PE	<p>How to move our bodies in different ways.</p> <p>How to sustain balance and poise.</p> <p>To use teamwork in order to succeed.</p> <p>To understand how different exercise helps our bodies to be healthy and strong.</p> <p>Record and aim to sustain or strengthen resilience.</p>	<ul style="list-style-type: none"> <li>-develop competence to excel in a broad range of physical activities</li> <li>- are physically active for sustained periods of time</li> <li>- engage in competitive sports and activities</li> <li>- lead healthy, active lives.</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
PSHE/SCARF	<p>Explore health and what this means</p> <p>Discuss relationships</p> <p>Explore and discuss how to manage conflict.</p> <p>Develop and recognise the importance of cooperation and coordination.</p>	<ul style="list-style-type: none"> <li>-Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.</li> </ul>

	<p>Reflect and describe conflicts in their own lives and suggest how to rectify conflicts. Show understanding that all relationships have disagreements.</p>	<p>-How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>-The importance of self-respect and how this links to their own happiness.</p>
P4C	<p>Discuss and express views</p> <p>Critically reflect upon ideas from themselves and others.</p> <p>Take turns and debate key concepts.</p> <p>Understand that not all ideas are the same and that it is ok for others to disagree.</p>	<p>-What concepts are and how these are key to understanding and organising facts and ideas around us.</p> <p>-Think deeply and critically about the world around them.</p> <p>-Explore the idea of different points of view.</p>
ICT	<p>Use Seesaw to watch and record notes for research</p> <p>Use other search engines to research.</p>	<p>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-use technology safely, respectfully and responsibly;</p>



<p><b>Outcome:</b> Poetry - Description of the volcano erupting - linked to Pompeii book Audience: Peers</p>		<p><b>VGP</b></p> <ul style="list-style-type: none"> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Use conjunctions to express time place and cause e.g. when, before, after, while, so, because Introduce inverted commas to punctuate direct speech</li> </ul> <p>Full stops, capital letters, exclamation marks and question marks are mostly accurate Use compound sentences with coordinating conjunctions Use prepositions in writing Know when to use 'a' and 'an' Proof-reads for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 1</p>
<p><b>Outcome:</b> Battle speeches <b>Audience:</b> Peers performing to each other.</p>		<p><b>Key reading objectives from NC:</b></p> <p><b>Themes and conventions:</b></p> <p>Develop positive attitudes to reading and understanding of what they read Read books that are structured in different ways and show some awareness of the various purposes for reading, e.g. reference books for information and novels or poetry for entertainment Identify themes and conventions in a wide range of books by making simple links to other known texts or personal experience Recognise themes in age appropriate texts, such as the triumph of good over evil Recognise conventions in age appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries Identify presentational devices in non-fiction</p>
<p>Climate Change: <b>Outcome:</b> Poster with letter, pledge and speeches. <b>Audience :</b> Peers, parents</p>		<p><b>Comprehension:</b></p> <p>Understand what they read, in books they can read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Use known strategies appropriately to establish meaning, in books that can be read independently Ask questions to improve their understanding of a text Self-correct misread words when reading ageappropriate texts and discuss the meaning of new words in context Use dictionaries to check the meaning of words that they have read Show understanding of the main points drawn from more than one paragraph Retrieve and record information from nonfiction Uses text features to locate information e.g. contents, indices, subheadings Begin to recognise fact and opinion Locate information using skimming, scanning and text marking Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others Able to discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Inference</b></p> <p>Predict what might happen from details stated and implied Make plausible predictions based on knowledge of the text Understand what they read (in books they can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence</p>

		<p>Discuss the actions of characters</p>
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**Language for effect:**

- Identify how language, structure and presentation contribute to meaning
- Identify specific language which contributes to the development of meaning
- Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them