

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 3  
SHAMBLEHURST PRIMARY SCHOOL

SMSC
<p>Spiritual:</p> <ul style="list-style-type: none"> <li>• being reflective about their own beliefs and perspective on life</li> <li>• knowledge of, and respect for , different people’s faith, feelings and values</li> <li>• <b>Sense of enjoyment and fascination in learning about themselves, others and the world around them</b></li> <li>• Use of imagination and creativity</li> <li>• Willingness to reflect on their experiences</li> </ul> <p>Moral:</p> <ul style="list-style-type: none"> <li>• Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law</li> <li>• <b>Understand the consequences of their behaviour</b></li> <li>• Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others</li> </ul> <p>Social:</p> <ul style="list-style-type: none"> <li>• <b>Work and socialise with other pupils</b></li> <li>• Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT , TOLERANCE of those with different faiths and beliefs</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>• <b>Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others</b></li> <li>• Understanding and appreciation of a range of different cultures in the school and further afield</li> <li>• Recognise and value things we share in common – cultural, religious, ethic, socio-economic</li> <li>• Knowledge of British democratic parliamentary system and its central role in shaping history and values</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity</li> </ul>

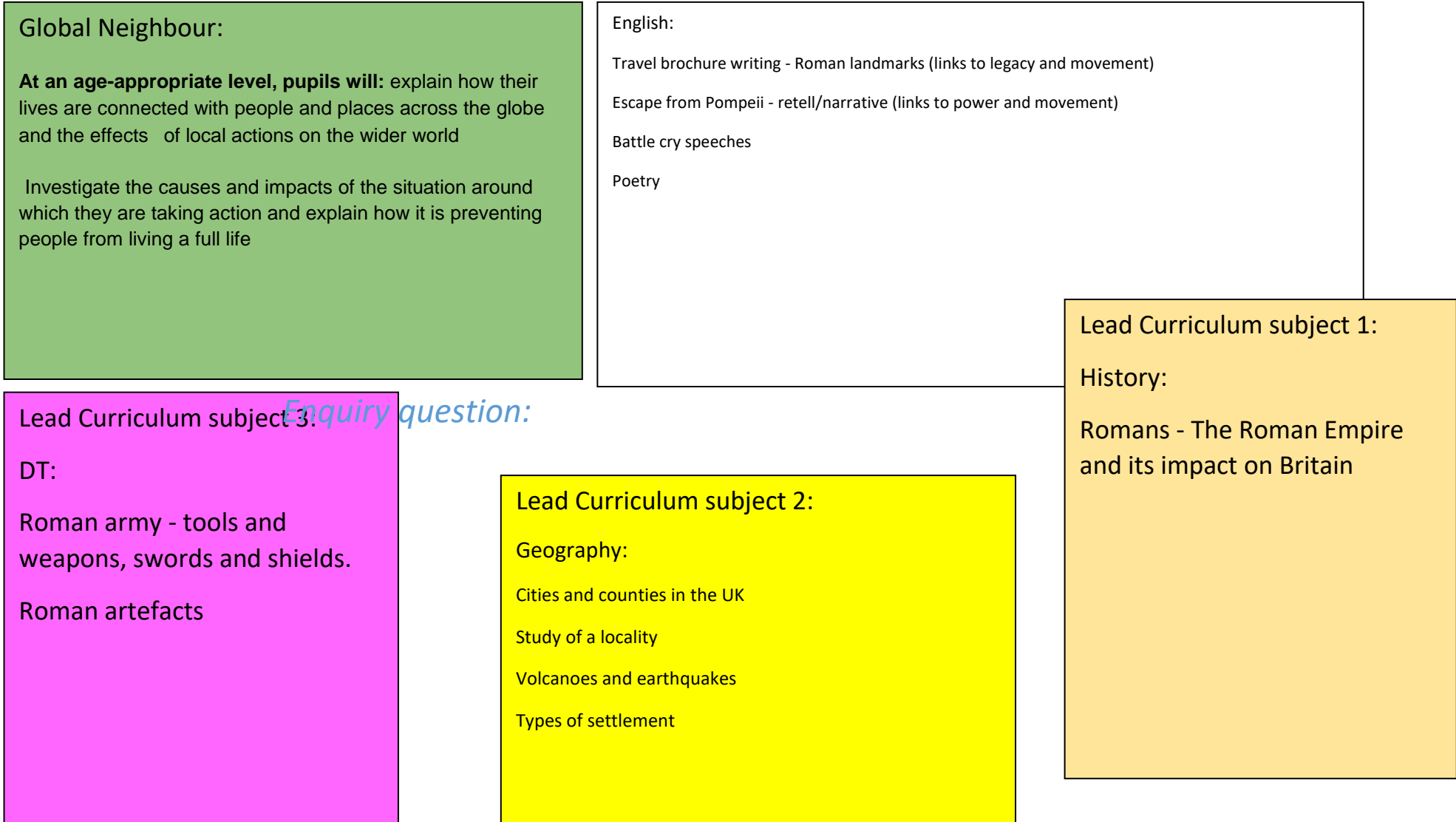
## Concepts

Power	Legacy	Movement	
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## Enquiry Question

What prints will you leave behind?
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### Mind-map



Key Learning From main trunks – use Skills and Progression documents to inform planning. 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>History</u></b></p> <p>Know and understand the terms BC and AD.</p> <p>Know and understand the term ‘chronology’ and the concepts of continuity and change.</p> <p>Know and understand what primary and secondary sources are.</p> <p>Understand how artefacts and eyewitness accounts can help our understanding of past civilisations.</p> <p>Know the legend of the founding of Rome.</p>	<p>Place events, people and changes into correct periods of time on a timeline - Romans, Stone Age, Bronze Age, Iron Age etc.</p> <p>To look at the Hampshire History Box and handle Primary resources with care.</p> <p>Use dates and vocabulary related to the period and begin to date events - AD, BC</p> <p>Link with “Battle Cries” the events of Julius Cesar invading Britain and the uprising of Boudicca.</p> <p>Mosaics</p> <p>Romulus and Reamus</p>	<p>Timelines</p> <p>Comparing and contrasting similarities and differences between primary and secondary resources.</p> <p>Published speeches in English and Enquiry books.</p>

<p>Know and understand the term Empire and know where the Roman Empire began.</p> <p>Know about Julius Caesar's attempted invasion of Britain.</p> <p>Invasions 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.</p> <p>Know about the key features of Roman life.</p> <p>Know about the Romanisation of Britain.</p>	<p>Links with geography</p> <p>'Battle cries' - English speeches</p> <p>Class read - Queen of Darkness by Tony Bradman</p> <p>Geography link - Pompeii and volcanoes</p> <p>Geography link - types of settlement and land use.</p> <p>Fishbourne Roman Palace trip.</p>	<p>Discussions of legacy and the prints the Roman's left behind. Primary and Secondary sources.</p> <p>Guided Reading/History - might and power of Rome. Map to show the expansion of the Empire.</p> <p>Computing - artefact videos</p> <p>Volcano artwork</p>
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		Visiting Fishbourne Roman Palace
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<p><b><u>Geography</u></b></p> <p><b><u>Locational Knowledge</u></b></p> <p>Identify where counties are within the UK and the key topographical features.</p> <p>Identify physical and human features of the locality including key topographical features (hills, mountains, coasts, rivers).</p> <p>Understand how some of these aspects have changed over time.</p> <p>Name and locate the cities of the UK.</p> <p>Identify the 7 continents and 5 oceans of the world - human and physical features.</p> <p>Begin to locate the countries of the world.</p>	<p>Links to History, where the Romans invaded and made their home. Why did they choose these places?</p> <p>Mapping out where the Romans settled in the UK.</p> <p>Links to history and geography - types of settlement, land use, similarities and differences.</p>	<p>Map plotting</p> <p>Links with English - Roman landmarks and travel brochures</p> <p>What legacies have the Romans left behind?</p>

<p>Identify places of relevance and in the news.</p> <p><b><u>Place Knowledge</u></b></p> <p>Develop an awareness of how places relate to each other.</p> <p><b><u>Human and Physical Geography</u></b></p> <p>Describe and understand the physical geography of volcanoes and earthquakes.</p> <p>Describe and understand the human geography of the types of settlement and land use and the distribution of natural resources.</p>	<p>Mapping out where the Romans settled in the world.</p> <p>Study of York - similarities and differences. Why did Romans settle here? Compare with locality.</p> <p>Links with volcanoes - why did Pompeii happen? Could it happen here? Why are volcanoes so powerful?</p>	<p>Map plotting</p> <p>Volcano art</p>
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<p><b><u>DT</u></b></p> <p>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</p> <p>select from and use a wider range of materials</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>investigate and analyse a range of existing products</p>	<p>Look at the tools and weapons Romans used - Roman army. Why did they use them? What were they made from?</p> <p>Why were the Roman army so powerful?</p> <p>Hampshire History Box - handle Roman artefacts and discuss their uses.</p>	<p>Designing and making Roman swords and shields</p> <p>Artefact videos - linked to computing.</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></p> <p>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></p> <p>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 geography and history - Romans.</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>English - plea writing, letters to local council</p> <p>Poetry</p> <p>Children will be making links throughout the term through the concepts.</p>

## Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
<p><b><u>Art</u></b></p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials experiment with a range of techniques: layering, tearing etc.</p>	<p>Children will develop their understanding of Roman mosaics and materials.</p> <p>Children will refine skills in sketching with designing their mosaic, printing, painting and using different materials to create a 3D mosaic.</p> <p>Use collage techniques to make a Roman mosaic.</p>	<p>Children will create a mosaic based on a Roman style design.</p>
<p><b><u>R.E.</u></b></p>	<p>Good and Evil - Holi (Hindu Traditions)</p>	<p>Describe good and evil and be able to describe the ways in which Hindu's remember good and evil in the Holi celebration story. Describe incidents in their own and others lives where good comes out of evil.</p>
<p><b><u>Computing</u></b></p> <p>Computing Science</p>	<p>Design and create a simple program using Scratch</p>	<p>A conversation between 2 characters from the book 'Escape from Pompeii'</p> <p>Roman artefact videos</p>

Information Technology	Stop motion videos Green screen	Battle cry speech performances using green screen (battle scenes)
<b><u>Music</u></b>	Listen 2 Me - African Drums	Performance
<b><u>PE</u></b>	Premier Education - Gymnastics, tennis, net & wall activities	

## English Learning Journey - example

<p><b><u>Year 3:</u></b></p> <p><b><u>English learning journey</u></b></p> <p><b><u>Task:</u></b> To write a persuasive travel brochure about a landmark in the UK.</p> <p><b><u>Purpose:</u></b> To inform, to persuade</p> <p><b><u>Outcome:</u></b> Travel brochure</p> <p><b><u>Task:</u></b> To write a narrative from a different perspective</p> <p><b><u>Purpose:</u></b> To describe, to recount</p> <p><b><u>Outcome:</u></b> Narrative writing</p>	<p><b><u>Text Drivers:</u></b></p> <p>Non-fiction texts about each landmark</p> <p>WAGOLL travel brochure</p> <p>Example informative leaflets:</p> <p>The Roma Baths – Explore ancient chambers and sacred springs</p> <p>Escape from Pompeii</p> <p>The Battle Cry Pack</p>	<p><b>Key writing objectives from NC:</b></p> <ul style="list-style-type: none"> <li>*To discuss the purpose and form of their writing</li> <li>*To proof read their own and other’s work to check for errors with increasing accuracy, and make improvements with a focus on spelling, punctuation and tense.</li> <li>*To maintain the correct tense, including present perfect tense, throughout a piece of writing.</li> <li>*To make deliberate ambitious word choices to add detail linked to tier 2 words introduced on reading – 2a sentence</li> <li>*To use the full range of punctuation from previous year groups</li> <li>*To use irregular simple past tense verbs – eg awake/awoke</li> <li>*Organise narrative and non-narrative writing into logical chunks, using subheadings where appropriate.</li> <li>*To continue to use conjunctions taught in previous year groups – and, because, if , when, but, so, or ,although</li> <li>*Develop characters and settings through careful vocabulary choices.</li> <li>*To spell homophones correctly</li> <li>*To spell at least 50% of year ¾ spelling words</li> <li>*To use a neat, joined handwriting style with increasing accuracy.</li> <li>*To use varied sentence structures – if then sentences, -ing/ed sentences</li> <li>*To use commas after fronted adverbials.</li> </ul> <p><b>Key reading objectives from NC:</b></p> <ul style="list-style-type: none"> <li>● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>● read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> </ul>
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<p><b><u>Task:</u></b> To write a battle speech</p> <p><b><u>Purpose:</u></b> To persuade, to entertain</p> <p><b><u>Outcome:</u></b> Battle cry speeches</p>		<ul style="list-style-type: none"> <li>● read accurately words of two or more syllables that contain the same graphemes as above</li> <li>● read words containing common suffixes</li> <li>● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>● read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>● reread these books to build up their fluency and confidence in word reading</li> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● discussing the sequence of events in books and how items of information are related</li> <li>● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>● being introduced to non-fiction books that are structured in different ways</li> <li>● recognising simple recurring literary language in stories and poetry</li> <li>● discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>● discussing their favourite words and phrases</li> <li>● continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>● understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul>
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