



Breaking Down the Barriers!

Year 3 / Autumn Term

Part of Nicholas Postgate Catholic Academy Trust

Curriculum Overview

Learning Challenge: Key Questions & Enquiry

What does it mean to break down a barrier?
Is change a good thing?
Did the Tudor dynasty lay the foundations to make England a powerful global force?

Memorable Experiences

Visit: Guisborough Woods
Specific Events: Middlesbrough Town Hall
History Themed Day: Royalty for the Day!

Learning Environment

Children's Art Gallery
Science investigation area
Historical Timeline

Inspirational People

Modern World Leaders
Queen Elizabeth I
King Henry VIII
William Shakespeare
Queen Elizabeth II

Coverage Summary

As historians we will:

- **Build an overview of world history** be able to identify the significant changes in daily life, politics and religious beliefs which occurred from ancient, medieval times, Tudors and Stuarts to the modern era.
- **Understand chronology** identify, know and develop an understanding of the Kings and Queens which reigned throughout the Tudor period and be able to place them on a timeline.
- **Build an overview of world history** consider the impact which global exploration, popular entertainment and the significant challenges the Tudor dynasty faced and their influence on modern society today.

As geographers we will:

- **Investigate patterns** understand and describe the significance of the geographic zones of the world and how they are affected by us today.
- **Investigate places** using maps, atlases and globes to locate countries and places explored from around the world.

Resources

Pablo Picasso.
Royalty – Art & Design CQE Pg 104 & 106
Ancient Greeks – CQE History Pg129 - 133
The Anglo-Saxons – CQE History Pg 112 – 115
The Tudors – CQE History Pg 154 – 157
Describing maps of the world – CQE Geography Pg 88 -91
Europe – CQE Geography Pg 92-93

Enriching Texts

Midsummer Night's Dream – William Shakespeare

English in Context

As writers we will:

- **Paragraphs**
Biographies – representing members of the royal family present day or historical.
- **Imaginative description**
Play scripts - Introduce a play by William Shakespeare. Take the inspiration offered to create and participate in drama & play creations.

Maths in Context

As mathematicians we will:

- **Measures**
- **Addition and subtraction**
Investigate the use of currency over time, relate to problem solving and recognising the value of coins and money today.

Computing

As users of technology we will:

- **Code**
Use applications to set the appearance of objects and create a sequence of change to represent exploration during the significant periods in history.
- **Communicate**
Develop our use of apps to communicate our ideas related to the key question - What does it mean to break down a barrier?

Science in Context

As scientists we will:

Work scientifically

Biology – Evolution & Inheritance

- Consider how children have features which resemble their parents by looking at historical family portraits.

Biology – Living Things

- Create a classification key to identify features which are inherited or non-hereditary.

SMSC

Through British Values we will:

- **Spiritual** – develop an increasing ability to reflect.
- **Moral** – develop an understanding of the need to review and reassess their values, codes and principles in the light of experiences.
- **Social** – be able to reflect on their own contribution to society.
- **Cultural** – have an openness to new ideas and a willingness to modify cultural values in the light of experiences.

Catholic Social Teaching

As followers of Christ we will:

- **Solidarity around the world**
Speak to a representative from Justice First, who work with people where democracy has broken down. From your research, collect and donate resources that will help someone who accesses Justice First. Create a piece of media to tell our community about the link between peace and justice.

Art & Design Technology

As artists and designers we will:

- **Design, make, evaluate and improve**
A history based information book containing levers and be able to strengthen materials using suitable techniques
- **Master techniques**
Carry out a study of the use of portraits throughout the ages. Compare and contrast the artwork of Hans Holbein and Thomas Gainsborough. Consider how and why portraits were created and their significance.

Music in Context

As musicians we will:

- **Listen, Transcribe & Perform**
Develop an appreciation of music from the Renaissance period, to create & transcribe a Christmas performance of Ding Dong Merrily on High, 1519.

