

# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 1

Subject – History

Topic – Bronze and Iron Age



'Inspiring confident and independent learners'

← 3 million years ago 6000BC Today →

## Knowledge

- Recognise that many of the social and economic differences in the Bronze Age are still recognisable in our society today.
- To understand the progress made between the Bronze and Stone Age and draw comparisons with earlier periods of prehistory.
- To understand the significant changes that occurred at the end of the Bronze Age, including the differences in climate and social structure.
- To have an understanding of the way tools progressed from stone into different types of metal,
- Children will learn about the significant social changes during the Iron Age which evolved from the emergence of large, independent tribes throughout Britain.
- To understand that during this time the Roman Empire was one of the largest empires the world has ever known, encompassing much of Europe, as well as parts of Asia and North America,
- To make links and comparisons between the Stone Age, Bronze Age and Iron Age.

The Early Stone Age (Paleolithic)	The Middle Stone Age (Mesolithic)	The Late Stone Age (Neolithic)	The Bronze Age	The Iron Age
500,000 BC - 880 - 278 BC	8000 BC - 4000 BC	4000 BC - 2500 BC	2500 BC - 700 BC	700 BC - AD 43

## Skills

- Know the history of Britain as a chronological narrative.
- Understand similarity and difference and use them to draw contrasts.
- Understand how evidence is used to make historical claims.
- Understand change from the Stone Age to the Bronze Age.
- Understand cause and consequence.
- Create structured accounts of the Iron Age with reference to relevant knowledge and facts from the period.
- Know and understand significant aspects of the history of the wider world, for example, the expansion of the empires.
- Know and use historical terms such as 'empire', 'AD' and 'BC'.



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Knowledge Organiser for

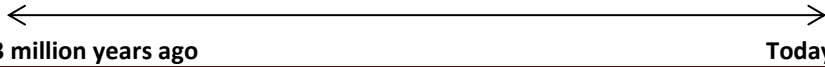
Year 3 – Spring 1

Subject – History

Topic – Bronze and Iron Age



'Inspiring confident and independent learners'



## Core Vocabulary

- Copper age – The period in time in Britain which started around 4500 years ago and ended around 4000 years ago. It came after the Neolithic and before the Bronze Age.
- Bronze age – the period of time in Britain which started around 4000 years ago and ended around 2700 years ago. It came after the Copper Age and before the Iron Age.
- Iron age – The period of time in Britain which started around 2700 years ago and ended around 2000 years ago. It came after the Bronze Age.
- Celts – The name that's given to the tribes who lived in Britain during the Iron Age. Celtic tribes also lives in mainland Europe.
- Gaul - An area where countries like France, Belgium and parts of the Netherlands are today. The Gauls were a Celtic tribe from Gaul.
- Hillfort – An area or settlement built on high ground and enclosed within a wall.
- Sickle – a hand-held tool used to harvest crops.
- BC – 'Before Christ'
- AC – 'Anno Christ'
- Forage -To look widely for nourishment or other provisions.
- Thatched -A thatched house or a house with a thatched roof has a roof made of straw or reeds.
- Prehistoric -Prehistoric means the time before recorded history.
- Monument- A group of huge stones, often set up in a line or circle.
- Tribe - Iron age people who lived in the same area and did similar things.

# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 1

Subject – Music

Topic – Food and Drink and Environment



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## Knowledge

### Food and drink:

- To be able to say and play a rhythm chant
- To learn to sing and perform the actions of *Go bananas*
- To be able to a percussion accompaniment to *Go bananas*
- To learn a round in three parts
- To be able to sing *Dinner time* and accompany it with instruments
- To create recipes for dinner time music
- To learn a song with a verse and chorus
- To be able to accompany a song with drone and ostinato parts
- To be able to chant a rhythmic accompaniment to a song

### Environment:

Selecting descriptive sounds to accompany a poem  
To creating a musical re-telling of a poem  
To be able to sing in two-part harmony  
To accompany a song with a melodic ostinato  
Exploring timbre to create a descriptive piece of music  
Learning about ternary form  
Singing a song with expression  
Developing the lyrics of a song  
Choosing timbre to make an accompaniment  
Combining chants and sound pictures in a class performance in rondo structure

## Skills

### Food and drink:

- Exploring simple accompaniments using beat and rhythm patterns
- Using a score and combining sounds to
- Create different musical textures
- Exploring different types of accompaniment

### Environment:

- Add sounds to the poem *The sound collector*
- Learn to sing *My place* in two voice parts
- Learn an ostinato accompaniment to *My place* using tuned percussion
- Sing *Under the bridge* with expression to reflect the lyrics
- Create descriptive music for each verse of *Under the bridge*
- Perform *Under the bridge* with compositions in a ternary structure
- Compose a new verse for the B section of *Our place*
- Compose a soundscape to depict your local environment
- Perform *Our place rondo* with voices and instruments

# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 1

Subject – PSHE

Topic – Dreams and Goals



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## Knowledge

- Know about specific people who have overcome difficult challenges to achieve success
- Know what dreams and ambitions are important to them
- Know how they can best overcome learning challenges
- Know that they are responsible for their own learning
- Know what their own strengths are as a learner
- Know what an obstacle is and how they can hinder achievement
- Know how to take steps to overcome obstacles
- Know how to evaluate their own learning progress and identify how it can be better next time

### Key Vocabulary

Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design,

Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Celebrate, Evaluate

## Skills

- Recognise other people's achievements in overcoming difficulties
- Imagine how it will feel when they achieve their dream / ambition
- Can break down a goal into small steps
- Recognise how other people can help them to achieve their goals
- Can manage feelings of frustration linked to facing obstacles
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time



# Hobbs Hill Wood Primary School

## Knowledge Organiser for

### Year 3 – Spring 1

### Subject – Science

### Topic – Forces and magnets



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#### Knowledge

- Children can say that a push and a pull are contact forces.
- Children can compare how things move over different surfaces.
- Children know that magnets attract metals.
- Children know that a force is needed to move an object and a magnet can move some things without touching.
- Children predict what will happen when poles are put together.
- Children know how magnets are used in their own lives.
- 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.

#### SCIENTIFIC VOCABULARY: FORCES AND MAGNETS

You can download a Word mat of essential vocabulary for this topic from *My Rising Stars*.

**attract:** pull towards

**compass:** a device that aids navigation by pointing to Earth's North and South poles

**contact:** touching

**force:** a push, pull, twist or turn caused when two objects interact with each other

**iron:** a metal that can be made into a magnet

**magnet:** an object or device that attracts iron or another magnetic material

**magnetic:** attracted to a magnet

**magnetic North:** the direction of the Earth's magnetic North pole

**non-contact:** not touching

**non-magnetic:** not attracted to a magnet

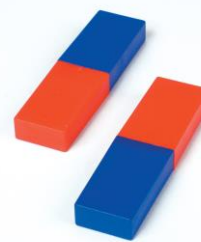
**pole:** the area of a magnet where the magnetic force is strongest

**prediction:** what you think might happen in a scientific test

**repel:** push away

#### Skills

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Children carry out their fair test, graph their results and draw a conclusion about which surface the car travels furthest on and why, e.g. some are smoother, bumpier.
- Children use standard measures, and record using a table and bar chart.
- Children plan and carry out their comparative tests.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 1

Subject – Computing

Topic – We are Presenters



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## Knowledge

- Search the Internet for content relevant to
- Their topic and make notes
- Identify images to use for their presentation talk about their topic
- Record another pupil talking about their topic
- Combine background images and live video
- Give feedback to other pupils on their talks.

## Key vocabulary

**Camera roll:** dedicated directory on iPads in which all images are stored; can be shared across multiple devices depending on how these have been configured

**Colour value:** the combination of red, green and blue values, each on a 0–255 scale, which represents the colour of any given pixel

**Creative Commons:** copyright licensing scheme in which content can be re-used without additional permission, subject to certain specified conditions

**Green screen:** video technique in which the bright green pixels of each frame in video footage are replaced by corresponding pixels from background video or images, effectively making these areas of the frames transparent

**'Ken Burns':** video effect in which the video frame moves across and perhaps zooms into or out from a static image, such as a photograph; named after a US cinematographer who made extensive use of this technique in historical documentaries

**Pixel:** picture element – one of the small, square dots that makes up a digital image

**Resolution:** the number of pixels that make up an image or frame of video – the higher the value, the more detail is visible

**Rushes:** unedited footage from a video recording

**Search engine:** web-based service providing links to other web pages, images or other content that matches the keywords and other criteria specified. Results are typically ranked on the number and quality of inbound links

## Skills

- Use a range of programs on a computer
- Design and create content on a computer
- Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing
- Select, use and combine a variety of software to design and create content that accomplish(es) given goals, including presenting information.
- Collect and present information in a range of ways
- Edit video, including adding narration and editing clips by setting in/out points
- Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length
- develop their web-based research skills
- structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area
- record a piece to camera
- edit a movie using static images and green screen footage
- give constructive, critical feedback on recorded presentations.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring

Subject – PE

Topic – Gymnastics and Dance



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## Gymnastics

### National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.



### Skills

- Start to explore, improvise, and combine movements ideas fluently and effectively, using skills in different ways, performing with confidence developing a sense a rhythm.
- Perform movements accurately with a sense of rhythm using the beat for guidance.
- Create sequences and perform with fluency and clarity. Choosing skills that meet the needs to the situation.
- Develop a gymnastic sequence by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the quality of the performance.
- Develop flexibility, strength, control and balance.

### Unit objectives

- Step 1- To perform 9 key shapes
- Step 2- To travel using different body parts
- Step 3-. To travel on different level at different speeds
- Step 4-To create sequence of movements, shapes, balances, and rolls.
- Step 5 – To work with others mirroring and cannoning
- Step 6- To perform in front of others.

#### Key Vocabulary

Gymnastics, Key Shapes, Balances, Rolls, Jumps, Co-ordination, Routine, Travelling, Apparatus, Sequence, Partners, Teamwork

## Dance

### National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.

2D- Perform dances using a range of movement and pattern.



### Skills

- Explore and create characters and narratives in response to a range of stimuli.
- Perform dances using a range of movement patterns with accuracy, fluency, consistently and with control on your own or with a partner.
- Develop a dance phrases using canon, unison, repetition, action/reaction, and question/answer.
- Combine actions and maintain the quality of performance when performing at the same time as a partner.
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.

### Unit objectives

- Step 1- Perform dances using a range of movement patterns.
- Step 2- Link movement patterns together.
- Step 3 – Work on your own, with a partner and in a group.
- Step 4 – Create, practice, and perform more complex dances.
- Step 5- Perform as various characters when moving to music.
- Step 6- Communicate feelings through dance.

#### Key Vocabulary

Dance, Routine, Music, Movements, Co-ordination, Tutting, Beat of 8, Canon, Unison, Count, Fluency, Choreography, Performance

# Hobbs Hill Wood Primary School

Knowledge Organiser for:

Year 3 – Spring 1

Spanish

Animals (Los animales)



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phonics

sound in:

• oveja

• conejo

• pájaro

j

sound in:

• caballo

ll

&

accents

Accents indicate the vowel is stressed. As seen in le-ón, pá-ja-ro and ra-tón.

10 animals in Spanish



Simple sentences like

Soy una oveja.

I am a sheep.



vocabulary

In this unit we see that there are 2 different words for 'a/an' in Spanish.

un

una

The high-frequency irregular verb 'I am' in Spanish:

soy

I am

grammar

## What I will learn:

- Objective 1: I will learn 5 animal nouns in Spanish with their correct determiner.
- Objective 2: I will learn 5 more animal nouns in Spanish with their correct determiner.
- Objective 3: I will revise all 10 animals nouns with their determiners in Spanish and start to attempt the spellings.
- Objective 4: I will explore and understand better the role of the indefinite article/determiner in Spanish.
- Objective 5: I will learn how to use the 1<sup>st</sup> person conjugated verb 'soy' (I am) in Spanish.