

## Line of enquiry annual overview and curriculum content 2017/18 Year 3

Colour code key for curriculum content:

- History,
- Art,
- Geography,
- DT
- R.E.

Bullet points are objectives from the national curriculum that need to be covered

Hyphens are ideas for how this could be done.

Below is the new Line of Enquiry overview showing the questions and curriculum content that will be covered over the course of the academic year. It is up to each year group to determine when to teach each line of enquiry and the amount of time dedicated to each one based on the amount of content that needs to be covered. This might involve teaching more than one enquiry question in a term or teaching one question over the course of two terms. Each enquiry question has links to core areas of the curriculum, a wow to engage the children in the topic, a challenge to illustrate their learning and often includes an enrichment activity to deepen the children's understanding of the topic. Each year group will also ensure that the 'British Values' aspect of the curriculum is embedded into the lines of enquiry.

<u>Enquiry Question</u>	<u>Curriculum content</u>	<u>Core curriculum links: English, maths, science</u>	<u>British values</u>	<u>Enrichment activities e.g trips visitors WOW, challenge, family learning and sharing</u>	<u>Resources</u>
How can I think like a learner?	To set expectations for learning behavior across the school.	The way I act.  Spaghetti in a hot dog bun.	An understanding of the importance of identifying and combatting discrimination. The children will be taught to use their ruby power to help them understand and respect other people's difference.  Children will	<b><u>Wow:</u></b> The children are set off with different activities that reflect the use of different gem powers. For example: Play pass the parcel with no prize = use of emerald power. Line up in height order without talking = use of diamond power Direct your partner blindfolded = use of amethyst power Write a kind word about each member of the class = use of ruby power. Colour in picture and don't go over the lines = use of sapphire power  <b><u>Challenge:</u></b>  The children will reflect on their change in learning behavior over the last few weeks.	

			<p>develop an understanding of how citizens can influence decision making through the democratic process. The children will learn about the history of British parliament and will develop an understanding of the voting system. They will then use a similar model to vote in two pupil council members.</p>	
How are symbols important in religion?	To cover symbols from a broad range of religions.	Memory String. (Symbolic buttons)	<p>An understanding that a freedom to hold other faiths and beliefs is protected by law.</p>	<p><b><u>Wow:</u></b> Symbol treasure hunt around the school.</p> <p><b><u>Challenge:</u></b> Create a symbol mobile.</p> <p><b><u>Opportunities for enrichment:</u></b>  Visiting places of worship to explore religious symbols</p> <p><b><u>Family learning and sharing:</u></b>  Families will be invited in to share their religion, focusing on</p>

				<p>symbols. Families will be invited to come and view their Diwali pots.</p>	
<p>How can we represent our journey through St George?</p>	<ul style="list-style-type: none"> <li>• Use maps and atlases, globes, computer mapping to locate countries and to describe features.</li> <li>• Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordinance survey maps) to build their knowledge of the United Kingdom.</li> <li>• To improve their mastery of art and design techniques – pencil.</li> </ul>	<p>Story focused on a child's journey</p>		<p><b><u>Wow:</u></b></p> <p>The children will create a map of the school</p> <p><b><u>Challenge:</u></b> The children will use a map to help them complete an orienteering course on Troopers Hill.</p> <p>The children will design and decorate a hot air balloon and create a map of the local area to go in the basket of the balloon. This will hopefully be displayed in the St George Library.</p> <p><b><u>Opportunities for enrichment:</u></b></p> <p>Walk around the local area. Trip to Troopers hill</p> <p><b><u>Family learning and sharing:</u></b></p> <p>The children will invite families to view their challenges in the library. Families will be invited to attend the trip to Troopers Hill and a walk around the local area.</p>	
<p>How has our local area changed over time?</p>	<ul style="list-style-type: none"> <li>• Local history study.</li> <li>- A study over time tracing how several aspects of history are reflected in the locality.</li> <li>- A study of an aspect of history or a site that is significant in the locality.</li> </ul>	<p>Street Child</p>		<p><b><u>Wow:</u></b> Take the children to the library to listen to and question longstanding members of the community talk about how the area has changed. Maps from different time periods will be shown to children so that they can hunt for similarities and differences within the local area.</p> <p><b><u>Challenge:</u></b> Act out a scene from the past in various places around St George's park.</p> <p><b><u>Opportunities for enrichment:</u></b> Visits around the local area.</p>	

			<p>Invite longstanding members of the community to talk about how the area has changed in their life time.  Invite storytellers in to give the children an interactive tour of what St George use to be like.</p> <p><b><u>Family learning and sharing:</u></b>  Share their stories  Families will be invited to watch their child perform in their role play as part of their challenge.</p>	
Who were the Egyptians?	<ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt.</li> <li>• A non-European society that provides contrast with British history.</li> <li>• To improve their mastery of art and design techniques – paint, clay</li> </ul>	Egyptian Cinderella	<p><b><u>Wow:</u></b>  Create an archaeology dig. Children dig for clues to find out about the Egyptians.</p> <p><b><u>Challenge:</u></b>  To create their own museum</p> <p><b><u>Opportunities for enrichment:</u></b>  Visit to Bristol museum</p> <p><b><u>Family learning and sharing:</u></b>  Timed mummification competition and making of Canopic jars</p>	
Who were the first people in Britain?	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> <li>- Late Neolithic hunter gatherers and early farmers, for example, Skara Brea</li> <li>-Bronze age religion, technology and travel, for example Stonehenge.</li> <li>-Iron age hill forts: tribal kingdoms, farming, art and culture.</li> <li>• To improve their mastery of art and design techniques – paint charcoal and</li> </ul>	Stone Age non-fiction texts	<p><b><u>Wow:</u></b>  Children to search through bags to elicit information about the owner of the objects. Relate to archaeologists having to piece together evidence from the past.</p> <p><b><u>Challenge:</u></b>  Create a cave instillation for classrooms</p> <p><b><u>Opportunities for enrichment:</u></b>  Trip to an area to enhance learning on Stone Age era.</p>	

modeling.

**Family learning and sharing:**  
Cave painting