

Y3: How does the past influence society today?



Impact

By the end of this unit children will...

Children will begin to explore the history of the Royal family. They will look specifically at the Queen Elizabeth's reign and how things changed during her time spent as Queen.

They will also be looking at how crime and punishment have changed over time and how kings and queens were involved in decision making through the different eras.

The children will make links between communities in the past and how people today use knowledge of the past to reflect upon their own community and the impact they are having within it. They will be thinking about King Charles and the expectations they have of our current government to look after the country as a community as a whole and our own society in which we live.

Intent

Beyond the family, we're called to participate in the life of wider society. This could include volunteering with local community groups or being active members of the parish. By exploring how the actions of communities and individuals impact on the lives of others the children will be able to see how their role in society is valued and important to the future of humanity.

Building the Kingdom

Big Question:

How does the past influence society today?

Further questions to explore:

How has the role of the royal family changed over time?

Who makes the decisions for our country?

Can people of the past influence actions in the present?

Catholic Social Teaching

Rights and Responsibilities

Speak up and judge fairly; defend the rights of the poor and needy.

Human Rights - CAFOD

Barriers to happiness Exploring our responsibilities for each other Recognising the difference between rights and responsibilities. Happiness comes in sharing and giving.

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Core Subjects

Religious Education

The Eucharist as Thanksgiving to God

Throughout this unit, the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.

Maths

Shape

Turns and angles/Right angles/Compare angles
Measure and draw accurately
Horizontal, vertical, parallel and perpendicular lines
Recognise and describe 2D shapes
Draw polygons
Recognise and describe 3D shapes

Statistics

Interpret and draw pictograms
Interpret and draw bar charts
Collect and represent data/Two-way tables

English

Biography:

After researching the life of Queen Elizabeth, and her impact on the country, the children will produce a biography on her life with a focus on how she gave her life to her country and how patriotic she was.

The children will be using:

Use simple organisational device such as headings and sub-headings.

Choose nouns and pronouns appropriately for clarity and cohesion.

Persuasive letter

Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. Using an alternative version of the Three Little pig's trial.

Science

Forces and Magnets:

The children will:

Identify forces as pushes and pulls.
Describe friction as a force that slows objects down.
Feel the pulling force of a magnet.
Sort materials according to whether they are magnetic or not.
Participate in an investigation into magnet strength.
Identify the different poles of a bar magnet.
Use a magnetic compass with four points.
Make a prediction.

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Foundation Subjects

History and Geography

History

The children will develop their chronological knowledge beyond 1066 through studying the aspect of 'Crime & Punishment'. They will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.

Art and Design and Design Technology

The children will be designing and making a pneumatic toy.

They will:

Communicate and develop one idea using an exploded diagram.

Select appropriate equipment and materials to build a working pneumatic system.

Assemble their pneumatic system within the housing to create the desired motion.

Create a finished pneumatic toy that fulfills the design brief

Computing

Programming B - Events and actions in programs

This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. The children will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite.

Music

Traditional Instruments and Improvisation (India)

Verbalise feelings about music and identify likes and dislikes.

Read musical notation and play the correct notes of the rag.

Improvise along to a drone and tal.

Play a rag and a tal accurately alongside a drone.

Sing accurately from musical notation and lyrics.

Sing and play in time with others with some degree of accuracy and awareness of each other's parts.

Physical Education

Fundamentals - I.Exercise Unit

This unit aims to develop pupil's understanding of how the body works, the benefits of exercise and how to develop and maintain a healthy, active lifestyle. Additionally we will focus on how to enhance core strength, use control and discuss using fundamental motor skills.

Outdoor Athletics

Children will develop existing running, jumping and throwing skills. They will be learning about an effective sprint technique, including sprinting over obstacles. The children will be given opportunities to use a variety of throwing techniques, including the underarm and overarm throws, to throw for distance and for accuracy.

PHSE

Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.