

**Long term curriculum plan - Class 3**

	<b>Class 3</b>	<b>Big Question</b>
<b>Advent 1</b>	Egyptians Animals including humans - (Science gap teaching Rocks and Fossils)	How can we work towards Zero hunger?
<b>Advent 2</b>	States of matter	How can we make water safe for everyone to drink?
<b>Lent 1</b>	Rivers Plants	Is too much rain a bad thing? Why are bees so important?
<b>Lent 2</b>	Living things and habitats	Why is litter such a threat to our environment?
<b>Pentecost 1</b>	Electricity	Why is saving energy so important?
<b>Pentecost 2</b>	Light/Sound	What is the impact of light and sound pollution?
<b>Advent 1</b>	Stone Age—Iron Age Light touch living things and habitats	
<b>Advent 2</b>	Animals including humans	Why is it so important to ethically source our food through Fairtrade?
<b>Lent 1</b>	Italy (Marvellous Maps)	
<b>Lent 2</b>	Romans	
<b>Pentecost 1</b>	Forces and Magnets	How can we be more energy efficient?
<b>Pentecost 2</b>	Extreme Earth/ Rocks and Fossils	Should we stop the use of fossil fuels completely?

**P.E.—Orienteering will be covered through physical education**

**Long term curriculum plan - Class 3**

	<b>Class 3</b>	<b>KS3/4</b>
<b>Advent 1</b>	Biology – Animals including humans (2021 Rocks and Fossils)	Y7 Biology Environment and Feeding Relationships Y7 Biology Variation Y8 Biology Food and Digestion Y8 Biology Disease
<b>Advent 2</b>	Chemistry States of matter	Y7 Chemistry The Particle Model Y8 Chemistry Elements Y8 Chemistry Earth Structure Y8 Chemistry Chemical Energy
<b>Lent 1</b>	Biology Plants	Y7 Biology Cells Y8 Biology Ecology and Photosynthesis Y9 Biology Inheritance
<b>Lent 2</b>	Biology Living things and habitats	Y7 Biology Environment and Feeding Relationships Y7 Biology Variation Y8 Biology Ecology Y9 Biology Inheritance
<b>Pentecost 1</b>	Physics Electricity	Y7 Physics Energy Transfers Y7 Physics Electro statistics Y8 Physics Energy Costs Y8 Physics Current, Potential and Resistance
<b>Pentecost 2</b>	Physics Light/Sound	Y8 Physics Light Y8 Physics Sound Y8 Physics Electromagnets Y8 Physics Wave Properties
<b>Advent 1</b>	Biology Living things and habitats (Light touch)	As above
<b>Advent 2</b>	Biology Animals including humans	Y7 Biology Environment and Feeding Relationships Y8 Biology Food and Digestion Y8 Biology Ecology Y9 Biology Healthy Lifestyles
<b>Lent 1</b>		
<b>Lent 2</b>		
<b>Pentecost 1</b>	Forces and Magnets	Y7 Physics Contact Forces Y7 Physics Energy Transfers Y7 Physics Magnetism Y9 Physics Electromagnets Y9 Physics Pressure
<b>Pentecost 2</b>	Chemistry Rocks and Fossils	Y8 Chemistry Earth Structure Y9 Chemistry Environmental Chemistry

## Long term Science curriculum plan - Class 3 Cycle a

### Class 3

**Advent 1**

Rocks and Fossils (2021) Animals including humans (2023)

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter

**Advent 2**

States of Matter

compare and group materials together, according to whether they are solids, liquids or gases

observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

**Lent 1**

Plants

Identify and describe the **functions** of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Investigate the way in which **water is transported** within plants

Explore the **part that flowers play** in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal

**Lent 2**

Living things and habitats

recognise that living things can be grouped in a variety of ways

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

recognise that environments can change and that this can sometimes pose dangers to living things

**Pentecost 1**

Electricity

identify common appliances that run on electricity

construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ;recognise some common conductors and insulators, and associate metals with being good conductors

**Pentecost 2**

Light	Sound
Recognise that they need light in order to see things and that dark is the absence of light	Identify how sounds are made, associating some of them with something vibrating
Notice that light is reflected from surfaces	Recognise that vibrations from sounds travel through a medium to the ear
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Find patterns between the pitch of a sound and features of the object that produced it
Recognise that shadows are formed when the light from a light source is blocked by a solid object	Find patterns between the volume of a sound and the strength of the vibrations that produced it
	Recognise that sounds get fainter as the distance from the sound increase

Long term Science curriculum plan - Class 3 Cycle B

Class 3

Advent 1

Light touch of living things and habitats

Advent 2

Animals including humans

Identify that animals, including humans, need the right types and amount of **nutrition**, and that they cannot make their own food; they get nutrition from what they eat (Yr., 3)

Construct and interpret a variety of **food chains** identifying producers, predators and prey (Yr. 4)

Lent 1

Lent 2

Pentecost  
1

Forces and Magnets

Compare how things move on different surfaces

Notice that some forces need contact between two objects, but magnetic forces can act at a distance

Observe how magnets can 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

Pentecost  
2

Rocks and Fossils

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter

Long term curriculum plan - Class 3 cycle

	Class 3	Links with KS3
<b>Advent 1</b>	Egyptians	Year 7 - To understand chronology Year 8 - The effects of slavery and the abolitionist movement Year 8 - Empire, trade and the beginnings of slavery
<b>Advent 2</b>		
<b>Lent 1</b>		
<b>Lent 2</b>		
<b>Pentecost 1</b>		
<b>Pentecost 2</b>		
<b>Advent 1</b>	Stone Age—Iron Age	Year 7 - To understand chronology Year 7 - To reach my own conclusions
<b>Advent 2</b>		
<b>Lent 1</b>		
<b>Lent 2</b>	Romans	Year 7 - Why the Romans wanted an empire Year 7 - How the Romans conquered and controlled their Empire Year 7 - The good and bad aspects of life in the Roman Empire
<b>Pentecost 1</b>		
<b>Pentecost 2</b>		
<b>P.E.—Orienteering will be covered through physical education</b>		

Long term History curriculum plan - Class 3 Cycle A

Class 3

Advent 1

Egyptians

Achievements of the earliest civilizations - Ancient Egyptians

Advent 2

Lent 1

Lent 2

Pentecost 1

Pentecost 2

Long term History curriculum plan - Class 3 Cycle B

Class 3

Advent 1

Stone Age—Iron Age

Changes in Britain from the Stone Age to the Iron Age including -  
Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae  
Bronze Age religion, technology and travel, e.g. Stonehenge  
Iron Age hill forts, tribal kingdoms, farming, art and culture

Advent 2

Lent 1

Lent 2

Romans (History)

The Roman Empire and its impact of Britain including -  
Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army  
Successful invasion by Claudius and conquest, including Hadrian's Wall  
British resistance, e.g. Boudica  
'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  
Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire

Pentecost 1

Pentecost 2

**Long term Geography curriculum plan - Class 3**

	Class 3	Links with KS3
Advent 1		
Advent 2		
Lent 1	Rivers	Year 7 - Worlds Major physical features Year 7 - Physical features of rivers processes and landforms Year 7 - Humans and rivers: Impacts and human interactions
Lent 2		
Pentecost 1		
Pentecost 2		
Advent 1		
Advent 2		
Lent 1	Italy (Marvellous Maps)	Year 8 - Population: Distribution of people around the World Year 7 - Relatings maps to landscapes
Lent 2		
Pentecost 1		
Pentecost 2	Extreme Earth	Year 9 - Tectonic Hazards: Distribution and types of hazards Year 9 - Urban issues and challenges: The rise of Megacities

**P.E.—Orienteering will be covered through physical education**



Long term Geography curriculum plan - Class 3 Cycle A

Class 3

Advent 1

Advent 2

Lent 1

Rivers

Physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle  
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, and graphs and digital technologies

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Name and locate countries and cities of the United Kingdom, geographic regions and their identifying human and physical characteristics, key topographical features including rivers and land use patterns; and understand how some of these aspects have changed over time.

Lent 2

Pentecost 1

Pentecost 2

**Long term Geography curriculum plan - Class 3 Cycle B**

**Class 3**

**Advent 1**

**Advent 2**

**Lent 1**

Italy

Human geography- types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

Marvellous Maps

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.

Identify the position and significance of latitude. Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Lent 2**

**Pentecost 1**

**Pentecost 2**

Extreme Earth - Volcanoes (Geography)

Physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Name and locate countries and cities of the United Kingdom, geographic regions and their identifying human and physical characteristics, key topographical features including rivers and land use patterns; and understand how some of these aspects have changed over time.