



Autumn 1 - King John						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7 REMOVED FOR TRANSITION
LO – To research King John using Non-fiction texts and the internet.	LO – To evaluate if King John as a good or bad king.	LO – To know why the Magna Carta was created and why it is important.	LO – To know who Robin Hood was.	LO – To create own map of Robin Hood's Sherwood forest on a coordinate grid, creating a key of features (identify A, B and C on a map – different points)	LO – To compare life in the 12 th Century to today.	
National Curriculum Objectives Geography, History		- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066. - Continue to develop chronologically secure knowledge of history - Regularly address and sometimes devise historically valid questions - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by selecting and organising relevant historical information				
Skills Geography, History		- Begin to identify points A, B and C on a map. - Know why a key is needed. - Begin to use map sites on the internet. - Begin to use a junior atlas - Use NF books, stories, atlases, pictures/photos and internet as sources of information - Begin to ask/initiate geographical questions - Explore the idea that there are different accounts of history. - Find out about everyday lives of people in times studied compared with life today. - Understand that timeline can be divided into BC and AD. - Identify reasons for and results of peoples actions. - Select and record information relevant to study - Begin to use the library, e-learning for research - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Ask questions about the past. - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence from the past				



	Use key dates related to the study unit.
Example Resources	- Disney's Robin Hood - TheSchoolRun – The Magna Carta - Lots of videos, answering key questions about the Magna Carta http://magnacarta.eghammuseum.org/category/key-stage-2/ - Good intro video to the Magna Carta - http://magnacarta.eghammuseum.org/category/key-stage-2/ - Lesson plan from Parliament - https://www.parliament.uk/education-resources/stories-from-parliament/SfP-MC-lessonplans-final.pdf - Was King John a good or Bad King? - https://www.tes.com/teaching-resource/was-king-john-a-bad-king-6140821 - Suggested Text - Robin Hood – Richard Brassey (Marcella has a copy)

Autumn 2 – The Stuarts						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7 REMOVED FOR CHRISTMAS PREP
LO – To find out about Guy Fawkes, how the Gunpowder plot began and its main events.	LO – To know what happened once the Gunpowder plot was discovered.	LO – To know the main events of the English Civil War. To identify the key sites where roundheads (Parliamentarians) and cavaliers (royalists) fought battles.	LO – To compare the Grand Remonstrance to the Magna Carta.	LO – To explore whether Oliver Cromwell was a hero or a villain.	LO – To Compare a map of Coventry during the Middle Ages (complete with walls) with modern Coventry map. To find out Find out about Coventry's history in the Civil war as a Parliamentarian stronghold. Link to the phrase "Sent to Coventry".	
National Curriculum Objectives Geography History		- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time				



	• 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. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • A local history study.
Skills Geography History	• Analyse evidence and begin to draw conclusions eg. make comparisons between 2 locations using photos/pictures, temperatures in different locations. • Locate places on larger scale maps eg. map of Europe. Follow a route on a map with some accuracy. • Begin to use a junior atlas • Use NF books, stories, atlases, pictures/photos and internet as sources of information • Begin to ask/initiate geographical questions • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness. • Sequence several artefacts. • Select and record information relevant to study • Begin to use the library, e-learning for research • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Ask questions about the past • Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence from the past. • Use key dates related to the study unit.
Example Resources	• Medieval map of Coventry: in Coventry's Medieval Story (Marcella has a copy) - https://warwick.ac.uk/newsandevents/pressreleases/coventry146s_medieval_story/ • Stuarts Timeline - http://www.primaryhomeworkhelp.co.uk/timeline/stuarts.htm • Stuart information and additional timeline - https://www.theschoolrun.com/homework-help/london-1660s • Lesson resources on Cromwell (Hero or Villain) - https://www.tes.com/teaching-resource/cromwell-hero-or-villan-english-civil-war-6372132



Spring 1 - The Tudors						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To learn about the Tudor monarchs – Henry VII, Henry VIII, Edward VI.	LO – To learn about the Tudor monarchs – Lady Jane Grey, Mary, Elizabeth I.	LO – To explore the significance of Stratford in Tudor Times.	LO – To compare a map of Stratford in Shakespeare's time to a modern map of Stratford.	LO – To use letter/number coordinates to locate features on a map of Stratford.	LO – To create own map of Stratford.	X
National Curriculum Objectives Geography History		- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - 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. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - A local history study.				
Skills Geography History		- Use letter/no. coordinates to locate features on a map. - Use 4 compass points to follow/give directions. - Begin to use a junior atlas - Use NF books, stories, atlases, pictures/photos and internet as sources of information - Begin to ask/initiate geographical questions - Look at representations of the period. - Use evidence to describe the culture and leisure activities of the past. - Use evidence to describe the clothes, way of life and actions of people in the past. - Use a timeline to place historical events in chronological order. - Select and record information relevant to study - Begin to use the library, e-learning for research - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Ask questions about the past - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence from the past. - Use key dates related to the study unit.				



Example Resources	- Map of Shakespeare's Stratford - https://www.shakespeareweek.org.uk/resources/shakespeares-stratford-upon-avon/ - Other Geog and History resources (good Eng resources here too) https://www.shakespeare.org.uk/education/teaching-resources/ - Grid reference practice - https://www.twinkl.co.uk/resource/t2-m-279-colouring-coordinates-worksheet https://www.twinkl.co.uk/resource/au-t2-t-1269-year-3-easter-bunny-grid-coordinates-activity-sheet https://www.twinkl.co.uk/resource/t-n-2545142-back-to-earth-with-a-bump-grid-references-activity-sheets - Shakespeare Abridged stories: Marcia Williams, Shakespeare Stories by Andrew Matthews (Marcella has copies)
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Spring 2 – Edward I – Castles						
Week 1	Week 2	Week 3	Week 4	Week 5	X	X
LO – To know the key features of a castle.	LO – To learn about Edward I.	LO – To examine why Edward I built so many castles in the places he did.	LO – To explore whether Edward I was a good or a bad king?	LO – To sketch map of town from the view from a castle.	X	X
National Curriculum Objectives Geography, History		- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - 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. - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.				
Skills Geography, History		- Use standard symbols - Begin to draw a sketch map from a high view point - Begin to use a junior atlas - Use NF books, stories, atlases, pictures/photos and internet as sources of information - Begin to ask/initiate geographical questions				



	• Use evidence to describe buildings and their uses from the past. • Describe and order significant events from period studied. • Understand why people may have had to/wanted to do something. • Place time studies on a timeline. • Select and record information relevant to study • Begin to use the library, e-learning for research • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Ask questions about the past. • Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence from the past. • Use key dates related to the study unit.
Example resources	• Tutorial on how to draw an aerial map - https://www.youtube.com/watch?v=cEY2oCHBReM • Search and find book - Castles Magnified – David Long (Marcella has a copy) • Local link - Warwick Castle • Timeline and gallery of Castles - https://www.theschoolrun.com/homework-help/castles

Summer - 19th and 20 th Century – Coventry Map Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To be able to use letter/number grid references to find key points on a map of local area.	LO – To compare 2 different scale maps of local area. What similarities/differences can you find?	LO – To use the 4 compass points to follow/give instructions.	LO – To go on a short walk around the local area following a route on a map.	LO – To plot your short walk onto a map.	Lo – To create your own map of the walk, ensuring use of standard key symbols.	X
Week 1	Week 2	Week 3	Week 4	WEEK 5 & 6 REMOVED FOR TRANSITION AND END OF YEAR PREP		X
LO – To create geographical study. Ensure data can be collected by questionnaire.	LO – To create and send out questionnaires for Geographical study.	LO – To examine data created by the study and record this.	LO – To locate places on larger scale maps e.g. map of Europe. To recap Continents and Oceans.			X
National Curriculum Objectives Geography History		• 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 • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. • In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Skills Geography History	• Begin to use large scale OS maps with letter and number grid references. • Try to make a map of a short route experienced with features in the correct order. • Begin to identify features on aerial/oblique map. • Investigate a place and theme at more than one scale. • Begin to collect and record evidence. • Begin to use a junior atlas • Use NF books, stories, atlases, pictures/photos and internet as sources of information • Begin to ask/initiate geographical questions • Study change through the lives of a significant individual. • Select and record information relevant to study • Begin to use the library, e-learning for research • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Ask questions about the past. • Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence from the past. • Use key dates related to the study unit
Example Resources	• Grid reference practice – • https://www.twinkl.co.uk/resource/t2-m-279-colouring-coordinates-worksheet

INFAMOUS BRITAINS

Year 3 Humanities Medium Term Plan

2020-21



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| | <ul style="list-style-type: none">• https://www.twinkl.co.uk/resource/au-t2-t-1269-year-3-easter-bunny-grid-coordinates-activity-sheet• https://www.twinkl.co.uk/resource/t-n-2545142-back-to-earth-with-a-bump-grid-references-activity-sheets• OS Maps – currently in 4Rs classroom |
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