Year 3 key vocabulary and knowledge.

Geography: vocabulary and knowledge;

Year three	; Iron Giant Coasts. Enquiry Question: Do we like to be beside the seaside?	Trust me I'm a botanist Our World. Enquiry Question: Where on Earth are we?	Fit and Fab Climate & Weather. Enquiry Question: Why is climate important
All	Coastal United Kingdom Coastal changes Holidays Maps	North and South pole Equator Globe World map City Country Map	Climate Weather Storm Wind rain
Most	Atlas Coastal changes Abrasion Piers Climate Climate zone Continent Current Erosion ocean	Capital city Global World map County Currency government Island Landmark Map Population Rural Tourist Town urban	Tropical climate zones Polar climate zones Tornado Hurricane
Some	Environment Erosion Landslips Tourism Groynes	Global Northern hemisphere Southern hemisphere Tropic of cancer Tropic of Capricorn Digital and computer mapping Arctic and Antarctic circles	Characteristics of regions Precipitation Cyclone Biomes Monsoon
Key knowledge	**All children can:** • locate and describe a coastal environment in the UK • use appropriate geographical vocabulary to describe significant human and physical coastal features • talk about how coasts change • identify human coastal activities. **Most children can:** • locate and describe several coastal environments in the UK and in other continents • describe and explain how coasts change • describe economic and leisure activities associated with the coast • identify and explain some advantages and disadvantages of living by the coast. **Some children can:** • locate, describe and compare several coastal environments in the UK and elsewhere • describe how and explain why the physical features of coasts change • describe how coastal economic activities have changed • identify some coastal hazards and how we can respond to them now and should in the future.	**All children can:** • use world maps, atlases, globes and digital/computer mapping • describe the relationship between globes and world maps • locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, North and South Poles, and Arctic and Antarctic Circles on world maps and globes • correctly use some of the key vocabulary. **Most children can:** • explain the relationship between globes and maps • understand the significance of longitude and latitude • locate the Prime/Greenwich Meridian on a globe and world map • describe day and night in relation to the Earth's rotation on its own axis • correctly use most of the key vocabulary. **Some children can**: • understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian • locate the International Date Line on a globe • understand day and night • describe and explain time zones • correctly use all the key vocabulary.	**All children can:** • indicate the tropical and polar climate zones on a globe or map • describe the characteristics of these zones using appropriate vocabulary • say what a biome is. **Most children can:** • indicate the tropical, temperate and polar climate zones on a globe or map • describe the characteristics of these zones • describe and compare some biomes using appropriate vocabulary. **Some children can**: • locate most climate zones on a map or globe • describe the characteristics of most zones introduced during the course of the unit • explain why there is a relationship between climate and biome using appropriate vocabulary.

Year 3 key vocabulary and knowledge.

History: vocabulary and knowledge;

Year three	Keys to the castle Local History: Corfe Castle Enquiry Question: Why should we preserve our locality?	Lost in time The Stone Age. Enquiry Question: What was new about the New Stone Age (Neolithic period)?	Dragon Days
All	listed names of features related to the buildings	Stone Age Prehistory hunter-gatherer agriculture settler/settlement	bronze tribe roundhouses hill fort
Most	significant heritage listed Features of a building Time period migration leisure worship	Ancient Archaeologist Century Circa Civilisation Climate Discovery Era Extinct Farming flint gather hearths island Mesolithic Migration Neanderthal Neolithic Nomad Paleolithic remains resources evidence grave goods	impressive, smelting, hoard, ore, mould, period, status, beaker, archer, evidence, beliefs, afterlife, torc, wattle and daub, inference,
Some	Architecture Heritage	Palaeolithic Mesolithic Neolithic domesticated, reconstruction drawing, decay Artefacts grave goods social, agriculture, revolution.	Smelting Ore Beliefs Afterlife viewpoint, interpretations, radiocarbon dating, DNA testing, marine archaeology, persuasive argument, technology, viewpoint, crannog, broch, ingot,
Key knowledge	**All children can:** ask valid questions for enquiries and answer using a number of sources. • answer the question using a few sources. **Most children can**: devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. • answer the question using a range of relevant sources. •use a range of relevant historical terms.	**All children can**: describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. •describe some of the key changes between the Old and New Stone Age. • will use a limited number of historical terms relating to the Stone Age period. **Most children can:** make valid statements about the main similarities, differences and changes occurring within topics. •describe a range of the key changes between the Old and New Stone Ages. • see links between changes, and begin to identify types of change. • demonstrate an awareness of significance of change.	**All children can:** sequence some events, objects, themes, periods and people from the topics covered, by providing a few dates and/or period labels and terms. • group some of the images into the correct time period • provide a few valid reasons why they have chosen this time period **Most children can:** sequence some events, objects, themes, periods and people from the topics covered, by providing a few dates and/or period labels and terms. • group some of the images into the correct time period • provide a few valid reasons why they have chosen this time period

Year 3 key vocabulary and knowledge.

	Some children can: devise independently significant historical enquiries to produce substantiated and focused responses. •ask a range of historically valid questions for enquiries. • answer the question using a range of relevant sources to support points made. •complete work that is clearly structured with contrasting viewpoints considered. • use a broad range of relevant historical terms.	**Some children can:** explain why certain changes and developments were of particular significance within topics and across time periods. • provide a comprehensive list of the changes between the Old and New Stone Ages. • identify links between changes, and recognise a number of types of change. • provide a clear rationale for why one change is more important than others. • provide insightful ideas about whether some things did not change very much during this period. •confidently employ a range of historical vocabulary from this unit and earlier topics studied.	**Some children can:** devise independently significant historical enquiries to produce substantiated and focused responses. •accurately group the images into the correct time period • provide detailed valid reasons why they have chosen this time period for the images • include dates for the time periods and understand why some of the developments are from an earlier or later stage of the time period

Year 3 key vocabulary and knowledge.

Science: vocabulary and knowledge;

Year 3	Forces and Magnets (The Iron Giant) Autumn 2	Animals including Humans (Fit and Fab) Summer 2	Plants (Trust Me I'm a Botanist) Summer 1	Rocks (discreet Teaching – Lost in Time) Spring 1	Light (Discreet Teaching Keys to the Castle) Autumn 1
All	force magnet(ic) attract/repel North/South pole iron	brain heart skull bones muscles	Plants (add names of locally-found and/or school-relevant plants, trees, vegetables) transported pollination pollen survival	boulder pebble sand clay fossil	reflect(ive) light source (and names e.g. torch) dark shadow transparent
Most	Forces force gravity friction spring air resistance streamlined force-meter Newton meter magnet(ic) attract repel compress North/South pole bar/ring/button/horse-shoe magnet iron copper aluminium steel brass nickel	childhood/babyhood/adulthood brain heart vein/artery skull ribs spine/backbone joints sockets bones muscles contraction tendons windpipe	Living things Plants (add names of locally-found and/or school-relevant plants, trees, vegetables) absorb fertiliser transported pollination seed formation carpel stigma style ovary ovule stamen anther filament sepal pollen (in)vertebrates offspring survival	artificial organic chemical mineral resources boulder cobble pebble granule sand silt clay slate dissolve marble granite sandstone chalk limestone quartz absorb(ent) porous (im)permeable characteristic fossil grains particles crystals layers texture powder magma lava igneous metamorphic sedimentary opaque translucent surface	Sound, light, Earth & space light source (and names e.g. torch) light wave reflect(ive) mirror block/absorb opaque light beam speed of light emit light spectrum prism lens kaleidoscope solar system phases of moon (new, crescent, quarter, gibbous, wax, wane) sundial
Some	Forces friction force-meter bar/ring/button/horse-shoe magnet	vein/artery ribs spine/backbone joints	absorb fertiliser carpel stigma ovary ovule stamen	chemical mineral resources lava igneous metamorphic sedimentary	light wave mirror block/absorb opaque translucent

Year 3 key vocabulary and knowledge.

			(in)vertebrates	opaque translucent surface porous	
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	• To compare how things move on different surfaces. • To describe magnets as having 2 poles, predict whether 2 magnets will attract or repel each other, depending on which poles are facing. • To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. • To observe how magnets attract or repel each other and attract some materials and not others. • To 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.	• To 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. • To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • To 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. • To investigate the way in which water is transported within plants.	• To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • To describe in simple terms how fossils are formed when things that have lived are trapped within rock. • To recognise that soils are made from rocks and organic matter.	• To recognise that they need light in order to see things and that dark is the absence of light. • To notice that light is reflected from surfaces. • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that the size of shadows change.

Year 3 key vocabulary and knowledge.

Art: vocabulary and knowledge

Year 3	Books Glorious Books Illustrator – Quentin Blake	Lost in Time Movement – Cubism Artist – Pablo Picasso	Dragon Days Movement – Surrealism Artist – Margaret Keane (American), Rene Magritte (Belgian)
ALL	Sketch Draw Line Colour Primary Stippling Blending Smudging Colour Tone Shape	Sketch Draw Line Colour Primary Pattern Stippling Blending Smudging Colour Tone Shape	Sketch Draw Line Colour Primary Pattern Stippling Blending Smudging Colour Tone Shape
Most	Image Secondary Scumbling Hatching Cross-hatching Sgraffito Shade Depth Mood Line	Image Side-profile Perspectives Scumbling Hatching Cross-hatching Sgraffito Shade Depth Mood Line	Perspectives Surrealism Moulding Slip casting Secondary Scumbling Hatching Cross-hatching Sgraffito Shade Depth Mood Line
Some	Illustrate Blending Smudging Portrait Brush control Techniques	Portrait Cubism Brush control Techniques	Blending Smudging Portrait Brush control Techniques
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	Skills – Watercolour painting, self portraits using pen and watercolours. Using oil pastels and techniques such as blending, stipping, shading etc. Skills – Observational sketching techniques using sketching pencils. Shape study – how to focus in on details as well as proportion of the pictures.	Skills - Explore pastel, charcoal and chalk in white. Portrait drawings from the front and the side view.	Skills – Water colour designing eyes. Explore acrylic paint, brush control and techniques. Primary vs secondary colour wheel.

Year 3 key vocabulary and knowledge.

Year 3 key vocabulary and knowledge.

Design Technology: vocabulary and knowledge;

	Year Three		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
All	Design Make Evaluate Plan Audience Purpose Assemble Join Cut	Design Make Evaluate hand made stitch hand made stitch	Design Make Evaluate Prepare Hygiene Seasons Chop, mix, stir, bake
Most	Discuss Generate Exploded diagrams Audience Purpose Manipulate Assemble Fit for purpose	prototype mould apply textiles suitable	Prepare Plan Safety Hygiene Weigh, grams Seasons Diet
Some	Discuss Market research Consumer Functionality	technique components	Seasonality Storage Savoury
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.atleast know	DESIGN • Use research and develop a criteria to inform the design of an innovative, functional and appealing product. •Identify who the product is for and ensure it is fit for purpose • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, •Create prototypes, pattern pieces and/or computer-aided design MAKE •Use a wide range of tools to cut, shape and join materials • Select materials based on their aesthetic and functional qualities TECHNICAL • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	DESIGN • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design MAKE • Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread) • Select textiles and materials that are most suited to the product •Use a range of finishing techniques to ensure the product is aesthetically pleasing •Can use a simple stitching technique (e.g. running stitch or cross stitch)	DESIGN • Develop own design criteria highlighting the purpose and audience for the product •Generate, discuss and share ideas as a whole class •Produce a design to communicate ideas COOKING AND NUTRITION • Understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality and know which products are available when

Year 3 key vocabulary and knowledge.