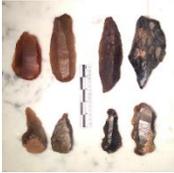
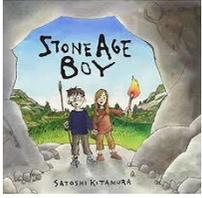
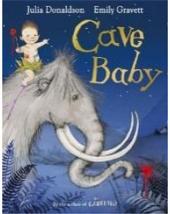
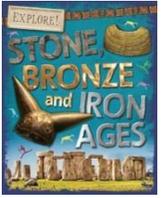
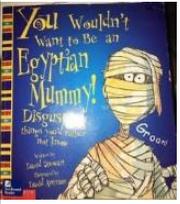
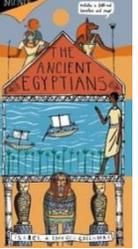
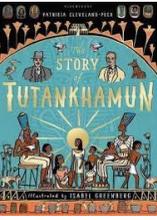
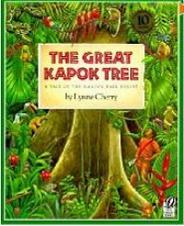


Grands Vaux School's History and Geography Progressive Curriculum Year 3

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
School Structure						
	Could you be a Stone Age survivor?		How do you make a mummy?		How can we save our rainforests?	
<p>Think aloud- Pictorial or Text to encourage prediction and analysis skills</p> <p>"Think-alouds" have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.</p> <p style="text-align: center;">Think Aloud</p>	<p style="text-align: center;">Selection of Stone Age artefacts left in role play area.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">An amazing thing once happened to me – I tripped and fell and found myself in a place where everything was different, where the people wore animal skins and hunted and fished for their food.</p> <p style="text-align: center;">I had such fun in that strange place and I learnt so much, but all the time I kept wondering where I was. Was it possible? ... to the Stone Age!</p> </div>   </div>		<p style="text-align: center;">Inspire Education</p>  <p style="text-align: center;">Howard Carter's Diary Entry</p> <div style="display: flex;">  <div style="font-size: small; padding-left: 10px;"> <p>At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold - everywhere the glint of gold. For the moment - an eternity it must have seemed to the others standing by - I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously:</p> <p>"Can you see anything?"</p> <p>It was all I could do to get out the words, "Yes, wonderful things."</p> <p style="text-align: right;">Howard Carter, 1923</p> </div> </div> 		<p style="text-align: center;">The Kayapo Tribe</p>  <p style="text-align: center;">Deforestation Animations</p> <p style="text-align: center;"> https://www.youtube.com/watch?v=nUstYi4o2VQ https://www.youtube.com/watch?v=Kn_3TPsKsq4 </p> 	
	<p style="text-align: center;">Text</p> <p>How can we include a range of texts to improve depth and progression?</p>	  		  		 
<p>Previous Year Group Study Focus</p>	<p>Year 2 Historical Study - Who were the greatest explorers?</p>		<p>Year 2 Geographical Study - Where in the world is Africa?</p>		<p>Year 2 Historical Study - How did the first flight change the world?</p>	
<p>Trip/ Visitor</p> <p>Broadening horizon and adding to their cultural capital</p>	<p>La Hougue Bie The Jersey Dolmens Jersey Ice Age Exhibition</p>		<p>Trips will link to other areas of the curriculum this term.</p>		<p>Durrell Zoo Jersey Forest The Orchid Foundation</p>	
<p>Progression</p>	From Year 2	To Year 3	From Year 2	To Year 3	From Year 2 (from Spring Topic)	To Year 3

Grands Vaux School's History and Geography Progressive Curriculum Year 3

Statements	<p>HK- Use and understand a wider range of phrases relating to the passage of time. (Last century, decade, 60s.)</p>	<p>HK – Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i></p>	<p>HK- Give a valid explanation for their sequencing of objects/events on a timeline. (Sequencing flying objects.)</p>	<p>HK - Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i></p>	<p>GU – Confidently describe the physical and human geography of a distant place and find similarities and differences with their own locality.</p>	<p>GU - Locate some countries in Europe and North and South America on a map or atlas.</p> <p>GU - Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>
	<p>HC- Give a valid reason for selecting a person as a significant figure. (Which one is the biggest hero and why?)</p>	<p>HC – Make valid statements about the main similarities, differences and changes occurring within topics. <i>E.g. Categorise changes into the different periods of the Stone Age.</i></p> <p>Hc - Comment on the importance of causes and effects for some of the key events and developments within topics.</p>	<p>HC- Describe similarities, differences and changes within time periods/topics. (How aviation changed over a century.)</p>	<p>HK - Explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Egyptian achievements were significant.</i></p>	<p>GU – Describe the pattern of hot or cold areas and how these relate to the position of the equator and poles.</p>	<p>GU- Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>GU - Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>
	<p>HE- Critically evaluate usefulness of sources to answer historical questions. (Artefacts, oral, written, visual –</p>	<p>HE – Recognise possible uses of a range of sources for answering historical enquiries.</p>	<p>HE- Pose questions and produce effective responses to investigate the life of a significant person.</p>	<p>HE - Devise independently a range of historically valid questions for a series of different types of</p>	<p>GE – Locate continents and oceans relative to the equator and poles using a world map,</p>	<p>GE - In a group, carry out fieldwork in the local area selecting appropriate techniques.</p>

Grands Vaux School's History and Geography Progressive Curriculum Year 3

	which are the most useful?)		(What do you want to know, use different sources to find the answers)	enquiry and answer them with substantiated responses.	atlas or globe.	
Curriculum						
Jersey Curriculum Historical Study Focus	A study of pre-historic Jersey and Britain. Studying Neolithic hunter gatherers and settlements.		A study of the ancient civilisation of Ancient Egypt. Studying Egyptian life and achievements.			NA
Historical Knowledge	Begin to develop a chronological knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods studies (Prehistoric Britain)		Develop chronologically secure knowledge and understanding of British, local and world history.			
Historical Concept	Address and devise historically valid questions about change, similarity and difference. Understand how our knowledge of the past is constructed from a range of sources.		Address and devise historically valid questions about cause and significance. Understand how our knowledge of the past is constructed from a range of sources.			
Historical Enquiry	Construct informed responses that involve thoughtful selection and organisation.		Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.			
Jersey Curriculum Geographical Study Focus	Human Geography - the build-up of settlements Locational Geography - Name and Locate the world's countries, using maps to focus on the United Kingdom and the Channel Islands. Geographical Skills and Field Work – Use maps, atlases, globes and digital mapping to locate countries and features described. Use compass and a four figure grid reference symbols and keys – Sketch maps and plans.		Locational Geography and Geographical skills and fieldwork – Locate the world's countries focusing on key physical and human characteristics, countries and major cities. Human Geography – types of settlement and land use including trade links.			Locational Geography – Locate the world's countries. – identify the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Human and Physical Geography – climate zones, land use, natural resources.
Geographical Knowledge	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.		Locate the world's countries.			Locate the world's countries, focusing on Europe and North and South America. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

Grands Vaux School's History and Geography Progressive Curriculum Year 3

			Southern Hemisphere, the Tropics of Cancer and Capricorn,
Geographical Understanding	<p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Describe and understand key aspects of physical geography</p>	<p>Describe and understand key aspects of physical geography including: rivers and mountains.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>
Geographical Skills and Enquiry	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>