C.Flanagan
July 2024

Myths and Legends

Year 3, Autumn Term

This document outlines the key learning, knowledge and skills for each curriculum area linked Myths and Legends. There are suggested activities in each curriculum area.

This document needs to be used alongside the curriculum coverage document which details the statutory requirements for each area.

History

Key learning:
Pupils should develop an awareness of the past. They should ask and answer questions, using parts of stories and other sources to show that they understand key features of events, for example by looking at primary and secondary sources and answering questions or identifying key features. Pupils should be taught to identify differences in past and present, for example by sorting photos and identifying key features in the photos.
Pupils should develop a knowledge about British, local and world history and make comparisons over time.

Knowledge:
- The Roman Empire and its impact on Britain
  - *To understand who the Romans were*
  - *To explain the spread of the Roman Empire*
  - *To recall key facts about the Invasion of Britain*
  - *To know that Roman's built new roads*
  - *To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall*
  - *To investigate Roman architecture*
  - *To explain what the Roman baths were and know about the different amenities they contained.*
- The Vikings
  - *To know when and where the Vikings came from and why they raided Britain.*
  - *To identify and explain key aspects of Viking life.*
  - *To know how the last Anglo-Saxon kings shaped Britain.*

Skills:
- To use analyse primary and secondary sources
- To compare artefacts from the past and identify similarities and differences
- To identify and sort pictures from the past and present

Suggested activities:
- Roman Empire & impact on Britain
- Roman clothes – explore, try on, compare, sort
- Roman weapons – explore, compare, sort, identify materials
- Viking clothes - explore, try on, compare, sort
- Viking Gods – draw, research
- Viking weapons - explore, compare, sort, identify materials
- The Vikings

Geography

Key learning:
Pupils should develop a curiosity about the world and different places. Teaching should equip pupils with knowledge of different places, people and environments. Pupils should learn about the

geographically different places and the difference between these. Pupils should develop knowledge of globally significant places (land and sea).

Knowledge:
- **Locational Knowledge**
  - *To know the main countries relevant to wars*
  - *To know the difference between land and sea*
  - *To name some countries involved in the wars and find their flag*
- **Place Knowledge**
  - *Identify similarities and differences between countries*
  - *To identify similarities and differences through looking at photos and matching, identifying key features*
- **Human and Physical Geography**
  - *To identify differences between city and countryside – features of city and countryside*

Skills
- To use maps and atlases to locate countries relevant to wars
- To locate key countries on a map by matching, identifying flags or labelling
- To sort countries and features

Suggested activities:
- Locate countries in the Roman Empire & countries associated with legends
- Similarities and differences -Roman settlements to modern day
- Excavations

Science
Key learning:
Pupils should develop their investigative skills and curiosity. Pupils should develop understanding of methods and processes through following instructions. Pupils should be taught to work scientifically, making and testing predictions. Pupils should be encouraged to ask questions, observing changes, noticing patterns and grouping and classifying. Pupils should carry out simple, comparative tests.

- **Everyday materials:**
  - *Knowledge: To identify and name a variety of materials including wood, glass, plastic, metal, water and rock*
  - *Knowledge: To describe the physical properties of everyday materials*
  - *Skill: To compare and group together materials on the basis of their properties*
- **Use of everyday materials:**
  - *Knowledge: To identify and compare the suitability of everyday materials for particular uses (Roman weapons, Sword in the Stone)*
  - *Knowledge: To know that materials can change by squashing, bending and twisting*
  - *Skill: To investigate how materials can changed by squashing, bending, stretching and twisting*
- **Rocks**
  - *Knowledge: To describe in simple terms how fossils are formed by something that was living was trapped in a rock*
  - *Knowledge: To know that rocks can have different appearances and properties*
  - *Skill: To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties*
- **Evolution and Inheritance**
  - *Knowledge: To know that living things have changed over time*

- **-** *Knowledge: To know that living things produce offspring of the same kind*
- **-** *Skill: To identify how some animals and plants have adapted over time*
- **Working scientifically (skills)**
  - **-** *To ask simple questions and recognise they can be answered in different ways*
  - **-** *To observe closely using equipment*
  - **-** *To perform simple tests*
  - **-** *To use observations to answer questions*
  - **-** *To gather and record data*
  - **-** *To set up simple practical enquires and comparative tests*
  - **-** *To take accurate measurements*
  - **-** *To make predictions and draw conclusions*

Suggested activities:
- Excavations – excavation kit
- Rocks, sorting, grouping, changing
- Materials – sorting, grouping
- Evolution & inheritance

Music

Key learning:

Musical education should engage and inspire pupils to develop a love of music, increase self-confidence, creativity and a sense of achievement. Pupils should perform, listen to, review and evaluate music across a range of historical periods. Pupils should explore how music is created through pitch, duration, dynamics, tempo, texture and musical notations where appropriate.

Knowledge:
- To know that voice can be used to produce sound
- To know that musical instruments can be used to produce sound.
- To name a range of instruments.
- To know that instruments can be manipulated to produce different volume, tempo and pitch

Skills:
- To use voice expressively and creatively
  - **-** *Chants, songs*
- To use an instrument to produce a sound.
- To play instruments musically
  - **-** *Folk music*
  - **-** *Sounds to represent mythical beasts (e.g. Medusa, Minotaur)*
- To experiment with, create and combine sounds (e.g. Blitz soundscape)
  - **-** *Work together to create a soundscape*
  - **-** *Follow a symbol/picture piece of music to create soundscape*
- To play and perform solo and as part of a group
- To listen to and respond to songs and music

Suggested activities:
- Religious chants
- Wagner Ride of the Valkyries
- Folk music
- String / Baroque

Computing

Key learning:

Pupils should be taught how digital systems work. Pupils should be equipped to use information technology to create programs, systems and a range of content. Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Pupils should understand some concepts of the fundamentals of computer science. Pupils should be able to evaluate and apply information technology to solve problems. Pupils should be responsible, competent, confident and creative users of information and communication technology.

Knowledge:
- To know that technology can be used to create, organise, store, manipulate and retrieve digital information
- To name key computing devices
- To name key computing software
- To know how to use technology safely.
- To identify how technology can be dangerous.
- To understand the opportunities the world wide web can offer
  - *Use the web to search for information*

Skills:
- To use technology responsibly and safely
- To use sequence, selection and repetition in programs
  - *Create a stop animation film about mythical creatures*
- To use search engine technologies effectively
  - *Use the web to search for information*
- To select, use and combine a range of software
  - *Use book creator to make a myth*
  - *Create mythical creature*
- To use technology purposefully to create, organise, store, manipulate and retrieve digital information
  - *Espresso augmented reality*
  - *Edit myth*
  - *Create mythical creature – choose features, drag and drop*

Suggested activities:
- Espresso augmented reality – Romans and Vikings
- Retelling myths
- Create a mythical creature.

Art and Design

Key learning:

Art and design should inspire and engage and challenge pupils. Pupils should experiment, invent and create their own works of art, craft and design. Pupils should explore ideas and record experiences. They should have the opportunity to draw, paint and sculpt. Pupils should evaluate and analyse art work.

Knowledge:
- To know how art developed during roman times
- To name some art techniques used in roman times (pottery, clay, mosaic)

Skills:

- To use a range of materials creatively
  - *Mosaic*
- To use drawing, paint and sculpture to share ideas, experiences and imagination
  - *Roman pottery – clay*
  - *Drawings and sketches – mythical creatures*
- To experiment with colour, shape, pattern, texture, line, form and space
- To use sketch books to record observations, review and revisit ideas.

Suggested activities:
- Mosaics
- Pottery
- Collage, pattern
- Clothes

Design and Technology
Key learning:
Design and Technology is a practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems in a variety of contexts. Pupils should develop the creative, practical and technical expertise needed to perform everyday tasks confidently and enable them to participate in an increasingly technical world. Pupils should critique, evaluate and test ideas. Pupils should begin to develop and apply the principles of nutrition and learn how to cook.

- **Design**
  - To design purposeful, functional and appealing products based on design criteria
  - To generate, develop, model and communicate ideas
  - To use research to inform designs
- **Make**
  - To select and use a range of tools to perform practical tasks
  - To select and use a wide range of materials
- **Evaluate**
  - To explore and evaluate a range of existing products
  - To evaluate ideas against design criteria
  - To understand how key events and individuals in design and technology helped shape the world
  - To test, evaluate and refine ideas
- **Technical Knowledge**
  - To build structures, exploring how they can be made stronger, stiffer and more stable
  - To explore mechanisms
  - To explore electrical materials

Suggested activities:
- Design, make and evaluate a mythical character, creature

RE
Key learning:
Topics in the new RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.
Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
Expressing: Religious and spiritual forms of expression; questions about identity and diversity.
Living: Religious practices and ways of living; questions about values and commitments.

Knowledge:
- To know about and understand a range of religions and world views

- To name key religions
- To know key religious legends
- To identify features of key religious legends

Skills:
- To express ideas and insights about the nature, significance and impact of religions and worldviews
- To gain and deploy the skills needed to engage seriously with religions and world views

Suggested activities:
- Rama & Sita—Hindu / Sikh