

# Year Three Knowledge and Skills Framework 2020-2021

St. Columba's Catholic Primary School  
Every Person is Precious to God



## History Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum:

- They should understand how our knowledge of the past is constructed from a range of sources.
- They should note connections, contrasts and trends over time.
- They should regularly address questions about change, similarity and difference.

Pupils should be taught about

- Changes in Britain from the Stone Age to the Iron Age
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?

Can they describe events from the past using dates when things happened?

Can they describe events and periods using the words: ancient and century?

Can they use a timeline within a specific time in history to set out the order things may have happened?

Can they use their mathematical knowledge to work out how long ago events would have happened?

### Challenge

Can they set out on a timeline, within a given period, what special events took place?

Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?

### Knowledge and Interpretation

Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?

Can they begin to picture what life would have been like for the early settlers?

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Can they recognise that Britain has been invaded by several different groups over time?
Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?
Can they suggest why certain events happened as they did in history?
Can they suggest why certain people acted as they did in history?
<b>Challenge</b>
Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?
Can they appreciate that war/s would inevitably have brought much distress and bloodshed?
Do they have an appreciation that wars start for specific reasons and can last for a very long time?
Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?
<b>Historical Enquiry</b>
Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
Can they use various sources of evidence to answer questions?
Can they use various sources to piece together information about a period in history?
Can they research a specific event from the past?
Can they use their 'information finding' skills in writing to help them write about historical information?
Can they, through research, identify similarities and differences between given periods in history?
<b>Challenge</b>
Can they begin to use more than one source of information to bring together a conclusion about an historical event?
Can they use specific search engines on the Internet to help them find information more rapidly?

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### Geography Knowledge and Skills Objectives 2020-2021

#### Links to the National Curriculum

- 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
- Describe and understand key aspects of physical geography, including: rivers and mountains
- Describe and understand key aspects of 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 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.

#### Geographical Enquiry

Do they use correct geographical words to describe a place and the events that happen there?

Can they identify key features of a locality by using a map?

Can they begin to use 4 figure grid references?

Can they accurately plot NSEW on a map?

Can they use some basic OS map symbols?

Can they make accurate measurement of distances within 100Km?

**Challenge** - Can they work out how long it would take to get to a given destination taking account of the mode of transport?

#### Physical Geography

Can they use maps and atlases appropriately by using contents and indexes?

Can they confidently describe physical features in a locality?

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Can they locate the Mediterranean and explain why it is a popular holiday destination?
Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?
<b>Challenge</b> - Can they explain why a locality has certain physical features?
<b>Human Geography</b>
Can they confidently describe human features in a locality?
Can they explain why a locality has certain human features?
Can they explain why a place is like it is?
Can they explain how the lives of people living in the Mediterranean would be different from their own?
<b>Challenge</b> - Can they explain how people's lives vary due to weather?
<b>Geographical Knowledge</b>
Can they name a number of countries in the Northern Hemisphere?
Can they name and locate some well-known European countries?
Can they name and locate the capital cities of neighbouring European countries?
Are they aware of different weather in different parts of the world, especially Europe?
<b>Challenge</b> - Can they name the two largest seas around Europe?

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### Science Knowledge and Skills Objectives 2020-2021

#### Working Scientifically

Can they use different ideas and suggest how to find something out?

Can they make and record a prediction before testing?

Can they plan a fair test and explain why it was fair?

Can they set up a simple fair test to make comparisons?

Can they explain why they need to collect information to answer a question?

Can they measure using different equipment and units of measure?

Can they record their observations in different ways?

Can they describe what they have found using scientific language?

Can they make accurate measurements using standard units?

Can they explain what they have found out and use their measurements to say whether it helps to answer their question?

Can they use a range of equipment (including a datalogger) in a simple test?

#### **Challenge**

Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?

Can they explain their findings in different ways (display, presentation, writing)?

Can they use their findings to draw a simple conclusion?

Can they suggest improvements and predictions for further tests?

Can they suggest how to improve their work if they did it again?

#### **Plants**

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Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?
Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?
Can they explain how they vary from plant to plant?
Can they investigate the way in which water is transported within plants?
Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
<b>Challenge</b> - Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?
<b>Animals inc. Humans</b>
Can they explain the importance of a nutritionally balanced diet?
Can they describe how nutrients, water and oxygen are transported within animals and humans?
Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?
Can they describe and explain the skeletal system of a human?
Can they describe and explain the muscular system of a human?
<b>Challenge</b>
Can they explain how the muscular and skeletal systems work together to create movement?
Can they classify living things and non-living things by a number of characteristics that they have thought of?
Can they explain how people, weather and the environment can affect living things?
Can they explain how certain living things depend on one another to survive?
<b>Rocks</b>
Can they compare and group together different rocks on the basis of their appearance and simple physical properties?
Can they describe and explain how different rocks can be useful to us?
Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?
Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?
Can they recognise that soils are made from rocks and organic matter?
<b>Challenge</b>
Can they classify igneous and sedimentary rocks?
Can they begin to relate the properties of rocks with their uses?
<b>Forces and Magnets</b>
Can they compare how things move on different surfaces?
Can they observe that magnetic forces can be transmitted without direct contact?

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Can they observe how some magnets attract or repel each other?
Can they classify which materials are attracted to magnets and which are not?
Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?
Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?
Can they identify some magnetic materials?
Can they describe magnets have having two poles (N & S)?
Can they predict whether two magnets will attract or repel each other depending on which poles are facing?
<b>Challenge</b> - Can they investigate the strengths of different magnets and find fair ways to compare them?
<b>Light</b>
Can they recognise that they need light in order to see things?
Can they recognise that dark is the absence of light?
Can they notice that light is reflected from surfaces?
Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
Can they find patterns in the way that the size of shadows change?
<b>Challenge</b>
Can they explain why lights need to be bright or dimmer according to need?
Can they explain the difference between transparent, translucent and opaque?
Can they explain why lights need to be bright or dimmer according to need?
Can they make a bulb go on and off?
Can they say what happens to the electricity when more batteries are added?
Can they explain why their shadow changes when the light source is moved closer or further from the object?

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### Art Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history

#### Drawing

Can they show facial expressions in their drawings?

Can they use their sketches to produce a final piece of work?

Can they write an explanation of their sketch in notes?

Can they use different grades of pencil shade, to show different tones and texture?

#### Painting

Can they predict with accuracy the colours that they mix?

Do they know where each of the primary and secondary colours sits on the colour wheel?

Can they create a background using a wash?

Can they use a range of brushes to create different effects?

#### Printing

Can they make a printing block?



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Can they make a 2 colour print?
<b>Sketch Books</b>
Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
Can they make notes in their sketch books about techniques used by artists?
Can they suggest improvements to their work by keeping notes in their sketch books?
<b>3D/Textiles</b>
Can they add onto their work to create texture and shape?
Can they work with life size materials?
Can they create pop-ups?
Can they use more than one type of stitch?
Can they join fabric together to form a quilt using padding?
Can they use sewing to add detail to a piece of work?
Can they add texture to a piece of work?
<b>Collage</b>
Can they cut very accurately?
Can they overlap materials?
Can they experiment using different colours?
Can they use mosaic?
Can they use montage?
<b>Use of IT</b>
Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?
Can they use the web to research an artist or style of art?
<b>Knowledge</b>
Can they compare the work of different artists?
Can they explore work from other cultures?
Can they explore work from other periods of time?
Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

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### DT Knowledge and Skills Objectives 2020-2021

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, for example, the home, school, leisure, culture, enterprise, industry and the wider environment. When designing and making, pupils should be taught to:

**Design**

**Make**

**Evaluate**

**Technical knowledge**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- 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 where and how a variety of ingredients are grown, reared, caught and processed.

#### Developing, planning and communicating ideas

Can they show that their design meets a range of requirements?

Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?

Can they describe their design using an accurately labelled sketch and words?

How realistic is their plan?

#### Working with tools, equipment, materials and components to make quality products

Can they use equipment and tools accurately?

#### Evaluating processes and products

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Can they explain what they changed which made their design even better?
<b>Cooking and nutrition</b>
Can they choose the right ingredients for a product?
Can they use equipment safely?
Can they make sure that their product looks attractive?
Can they describe how their combined ingredients come together?
Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?
<b>Textiles</b>
Can they join textiles of different types in different ways?
Can they choose textiles both for their appearance and also qualities?
<b>Electrical and mechanical components</b>
Do they select the most appropriate tools and techniques to use for a given task?
Can they make a product which uses both electrical and mechanical components?
Can they use a simple circuit?
Can they use a number of components?
<b>Stiff and flexible sheet materials</b>
Do they use the most appropriate materials?
Can they work accurately to make cuts and holes?
Can they join materials?
<b>Mouldable materials</b>
Do they select the most appropriate materials?
Can they use a range of techniques to shape and mould?
Do they use finishing techniques?

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### Computing Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content, that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

#### Algorithms and Programs

Can they experiment with variables to control models?

Can they use 90 degree and 45 degree turns?

Can they give an on-screen robot directional instructions?

Can they draw a square, rectangle and other regular shapes on screen, using commands?

Can they write more complex programs?

#### Data Retrieving and Organising

Can they review images on a camera and delete unwanted images?

Have they experienced downloading images from a camera into files on the computer?

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Can they use photo editing software to crop photos and add effects?
Can they manipulate sound when using simple recording story boarding?
<b>Communicating</b>
Can they use the email address book?
Can they open and send an attachment?
<b>Using the Internet</b>
Can they find relevant information by browsing a menu.
Can they search for an image, then copy and paste it into a document?
Can they use 'Save picture as' to save an image to the computer?
Can they copy and paste text into a document?
Do they begin to use note making skills to decide what text to copy?
<b>Databases</b>
Can they input data into a prepared database?
Can they sort and search a database to answer simple questions?
Can they use a branching database?
<b>Presentation</b>
Can they create a presentation that moves from slide to slide and is aimed at a specific audience?
Can they combine text, images and sounds and show awareness of audience?
Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?
<b>Challenge</b>
Can they search by keyword using a child friendly search engine?
Can they bookmark a page into your favourites?
Can they contribute to a class blog?
Can they use repeat command in logo to create a pattern?