

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

Project Launch: Religious Education
Hinduism
Our project launches by finding out about the religion of Hinduism. We learn key facts and important information about this faith. We learn about Hindu beliefs about God, exploring our values of respect and power as we find out about the different representations of Brahman. We learn about Hindu worship, including about the importance of shrines at home and the choices Hindus make about how to worship in their homes.

History
Ancient Greek Achievements
We start our Historical study by finding out about the achievements of the Ancient Greeks, considering why they are an important civilisation to learn about. We find out that Ancient Greece is considered the birthplace of democracy.

Values exploration
What is a democracy?
We explore the concept of democracy by thinking about examples that are familiar to us within our school community. We think about who is able to take part in democracy and why it is used to make important decisions. We think about our project values and how they are evident within a democracy.

Year Three
Discover
Autumn Term

Project Launch

FOCUS 1

FOCUS 2

Geography
Features of locations: Greece
In order to understand life for the Ancient Greeks, we use maps, atlases and aerial photographs to get to know the physical features of the country. We name and locate European countries to help us learn where Greece is and what countries are nearby.

History
How life was different for different groups of people? Athens and Sparta
We find out about the two great cities of Ancient Greece and how life was different for people living in each of them. We think about the values of each society and how they relate to our project values. We form our own opinions, expressing which city we would have preferred to live in.

Art
Colour and Sculpture: Ancient Greek Vases
After using Greek Vases as historical sources of information, we have a go at designing our own to depict an area of Greek life that we have learnt about. We mix shades and tones to capture the right colours. We then create 3D sculptures of vases, incorporating our designs and refining our ability to shape and join malleable materials.

History
Life for people in the past: Ancient Greek daily life
We learn about the chronology of Ancient Greek civilisation, plotting important events on a timeline and beginning to understand CE and BCE dates. We interpret, analyse and evaluate a range of historical sources to help us ask and answer questions about daily life. We investigate what we can find out about the experiences of men and women, children and their education and food and farming. We look at sources that tell us about the experiences of different social groups including slaves. Throughout our historical enquiry, we reflect on what we are learning about our values of power, equality and respect in Ancient Greece and how they relate to our modern understanding of these.

FOCUS 3

FOCUS 4

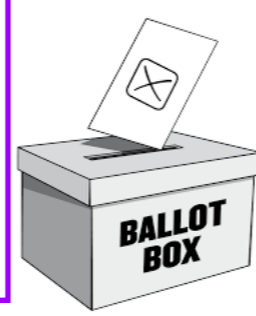
FOCUS 6

FOCUS 5

FOCUS 7

Design and Technology
Ancient Greek Armour
After finding out about Athenian and Spartan life, we learn about the different armour worn by soldiers in each city. Using images to guide us, we design our own helmets and shields. We then cut, shape and join materials to create our own final products.

History
Life in the past: What was Ancient Greek democracy like?
We find out about the practice of democracy in Ancient Athens and discover who could vote, how often and on what sorts of issues. We look at our project question and ask ourselves how fair life was for people living in this democracy. We think about our own modern standards, but also the typical standards of the time to form fair judgements.



Values Exploration
How does democracy work in the UK?
After learning about the beginnings of democracy in Ancient Greece, we find out about democracy in modern Britain. We learn about the role of Parliament and the job an MP does. We discover how parties communicate their policies in manifestos and through campaigns and have a go at running our own election, communicating our policies and voting on our favourites.

Answering the Project Question
We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

Science
Forces and Magnets
In this unit, we find out how magnets work. We learn that magnets can attract or repel each other and can describe magnets as having two poles. We investigate magnetic and non-magnetic materials, knowing how to test to find out about a new material's magnetic properties.

FOCUS 8

FOCUS 9

FOCUS 10

FOCUS 11

Religious Education: Incarnation
We find out about the Christian belief in the Trinity and why this can be challenging to understand. We explore some of the different symbols and descriptions used to help Christians to understand this. We find out about the ways Christians talk to God through prayer.



Music: War Music
We think about the Greek warriors we have learnt about and listen to music that captures the feelings of going to war. We look closely at Ancient Greek artefacts that show people playing instruments to see if we can find out what sorts of instruments they used.

Science
Rocks
In this unit, we find out how different kinds of rocks are formed. We compare and group rocks based on their appearance and physical properties. We learn that fossils can be formed in rocks and how this happens.



FOCUS 11

R.E.

Does a democracy make life fair?

FOCUS 12