

Knowledge Organiser

Year 3

Summer Term 2022



Art Y3 Summer Term

As an Artist I will:	
• Produce creative work	
• Become proficient in drawing and painting	
• Evaluate and analyse	
• Know about great artists.	

Prior Knowledge:

Exploring:

- Know how to explore their own ideas.
- Know how to communicate their own ideas and meanings through a range of materials and processes.
- Know how to identify the different forms art takes

Collage:

- Know how to cut a variety of shapes to complete a composition.
- Know how to investigate texture with paper
- Know how to use a range of decorative techniques

Key Knowledge

Exploring:

- Know how to create sketch books to record their observations
Know how to use them to review and revisit ideas
- Know how to use visual and other information for their work

Collage:

- Know how to use ripping as a technique for collage
- Know how to rip material to create a collage

Evaluating:

- Know how to comment on differences and similarities in their own work and the work of others
- Know how to adapt and improve their own work



Vocabulary

abstract , composition, colour wash, overlay, collage, style, shadow, landscape, proportion, textile

Computing Y3 Summer Term

Programming - Sequencing Sounds

As a Computing Scientist I will:	
• Understand computer science.	
• Analyse problems and write computer programs to solve them.	
• Evaluate information technology.	
• Will be a responsible, competent and creative user of ICT.	

Prior Knowledge:
Robot algorithms:
Creating and debugging programs, and using logical reasoning to make predictions.

Key Knowledge
Sequencing sounds:

- Know that a program includes sequences of commands.
- To know that the sequence of a program is a process.
- I know how to order commands in a program.
- I know how to create a sequence of commands to create sounds when keys are pressed.
- To know how to adapt a piece of music.

Vocabulary
Block based programming, Sequence, Algorithm, Creating, Debugging, Process, adapt



Computing Y3 Summer Term

Programming - Events and Actions

As a Computing Scientist I will:	
• Understand computer science.	
• Analyse problems and write computer programs to solve them.	
• Evaluate information technology.	
• Will be a responsible, competent and creative user of ICT.	

Prior Knowledge:
 Programming quizzes:
 Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

Key Knowledge
 Events and actions in programs:

- I know what a sequence is.
- I know that a program includes sequences of commands.
- I know the relationship between an event and an action.
- I know how to match a piece of code to an outcome.

Vocabulary
 Algorithm
 Code
 Interactive
 Event
 Action
 outcome



DT Y4 Summer Term

Textiles

Prior Knowledge:

Have joined fabric in simple ways by gluing and stitching.

- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

Key Knowledge

Know how to strengthen, stiffen and reinforce existing fabrics.

- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.

As a Designer I will:

- | | |
|---|--|
| • Develop creative, technical and practical expertise. | |
| • Design and make products for a range of users. | |
| • Evaluate my designs. | |
| • Understand and apply the principles of nutrition and learn how to cook. | |

Vocabulary

fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance

user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces



Geography Y3 Summer Term

South America - The Amazon

As a Geographer I will be:

- | | |
|---|--|
| • Develop knowledge of globally significant places. | |
| • Understand key physical and human geographical features of the world. | |
| Carry out a range of fieldwork | |
| Interpret information from a range of sources. | |

Prior Knowledge:

Continents and oceans; use of maps; compass points; rocks (science topic)

Key Knowledge

- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

Vocabulary

'ABC' islands, Amazon River, The Andes, Angel Falls, Antarctic, Arctic, Argentina, Bolivia, Brasilia, Cairo (Egypt), The Caribbean, Central America, Cerro Aconcagua, Chile, Columbia, Costa Rica, Denali, Dominican Republic, Ecuador, Falkland Islands (Malvinas), French Guiana, Great Lakes, Greenland, Guatemala, Guyana, Isthmus of Panama, Jamaica, Lake Titicaca, London (UK), Louisiana, Manaus (Brazil), Mississippi River, New York, Niagara Falls, Nuuk (Greenland), Paraguay, Rio de Janeiro, Rocky Mountains, Sandwich Islands, Santiago (Chile), Santos, São Paulo, Seville (Spain), South Georgia, St Kitts and Nevis, St Lucia, Suriname, Uruguay, Venezuela

architecture, arid, axis, bay, biome, climate, climate change, equatorial, export, favela, glacier, grassland, human feature, ice-field, industry, landscape, location, manufacturing, Mediterranean, meteorologist, mineral, mountain range, orbit, physical feature, plantation, polar, precipitation (*KS1 snow, rain*), recreation, region, retail, season, service industry, skyline, sphere, state, temperature, tilt, trade, tropical, volcano, weather station, wilderness

Eastern Hemisphere, latitude, longitude, map index, North Pole, northeast, Northern Hemisphere, northwest, southeast, Southern Hemisphere, southwest, time zone, Tropic of Cancer, Tropic of Capricorn, Western Hemisphere



History Y3 Summer Term

Overview of Ancient Civilisations

As a Historian I will:	
Know chronology of topic	
Understand significant	
Understand historical	
Understand historical concepts and use them to	
Understand and take part in historical enquiry.	

Vocabulary

Ancient Sumer
 city-state, cuneiform, cylinder seal
 scribe, ziggurat, lyre, stylus
 Akkadian, dynasty, irrigation,
 Gilgamesh, Code of Hammurabi
 (amelu, muskinu, ardu), shekel
 Marduk, domesticate, shrine,
 cultivate, aqueduct, whitewash, Tigris
 and Euphrates Rivers, **civilisation**

Shang Dynasty

dynasty, acupuncture
 bamboo, Oracle bones
 terracotta, peasant, artisan/craft
 workers, **emperor**, merchant, slave,
 officials, tax collectors, peasants,
 writing – characters, diviner/
 divination, sacrifice, ancestor
 worship, cowrie shell, millet, Yellow
 River, ritual
 bronze, mould, castings, lacquer,
 jade, **civilisation**

Indus Valley

Harappans, Aryans, nomadic, Vedas,
 Gana, Raja, caste system, guru,
 dhoti, monsoon, flood plain, barter,
 Sanskrit, Brahman/Brahmin, River
 Ganges, Mauryan, Dharma, stupa,
 citadel, **civilisation**

Ancient Egypt

(see above)

BC / AD

Prior Knowledge:

- Built an in-depth knowledge of Ancient Egypt; chronological place in history (beginning and ending) and impact on future civilisations.
- Identified the achievements of Ancient Egypt.
- Understood the importance of the River Nile in enabling the civilisation to grow and flourish.
- Begun to develop an understanding of the meaning of 'civilisation'.
- Know the achievements and time periods of the Stone Age, Bronze Age and Iron Age

Key Knowledge

- Know when each civilisation started and its duration; use timelines to establish a narrative overview of past civilisations: Ancient Sumer; Shang Dynasty; Ancient Egypt; Indus Valley. ·
- Know that the **civilisations** started at different times and were of different durations, but there is one period when they were all building cities and civilisations at the same point in time. ·
- Build an overview of the Ancient Civilisations focusing on their features and achievements, making links and comparisons between them.
- Know where these civilisations were located and that they were all located near rivers / approximately the same lines of latitude (climate conducive). ·
- Understand the importance of these rivers; without the river, the civilisation would not have developed. ·
- Know what the earliest civilisations had in common. ·
- Know what all the ancient civilisations needed in order to build cities ·
- Compare what was happening at the same time in Britain (how people lived, what they made etc.)
- Build a chronological understanding of the different ages: ·



History Y3 Summer Term

Stone Age to Iron Age

As a Historian I will:	
Know chronology of topic	
Understand significant	
Understand historical	
Understand historical concepts and use them to	
Understand and take part in historical enquiry.	

Vocabulary

Prehistory, hunter-gatherer, nomad Settlement, Palaeolithic, Mesolithic, Neolithic, Neanderthal, Homo sapiens, pelt, Beaker People, pottery
 Significant places: Skara Brae, Starr Carr, Knowlton (Wimborne), Stonehenge, Maiden Castle, Must Farm, Orme Mine (Llandudno), barrows, domesticate, farming
(agriculture), quern, roundhouse, henge, hillfort, tin ore, copper ore, iron, smelting, Borer, tribe, societal roles: warrior, priest, druid, polytheistic, BC / AD, impact, cause/effect, continuity and change

Prior Knowledge:

- Children have identified different periods of time through significant individuals (Queen Elizabeth v. Queen Victoria / Florence Nightingale v. Edith Cavell)
- Children have connected different time periods with significant events (Gunpowder Plot / Great Fire of London).
- Children have carried out simple, guided enquiries making semi-independent decisions and using evidence provided to justify.
- Children have made reasoned interpretations about individuals and events using a small selection of focused sources.
- Sequenced events and artefacts that are close together in time

Key Knowledge

- Build a chronological understanding of the different ages: Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age, Iron Age. ·
- Can identify what brought about each age and the effects of this.
- Build a coherent knowledge of the Stone, Bronze and Iron Ages through comparing (contrasts and similarities): developments made, achievements, housing, society, food, beliefs.
- Know what caused the shift in hunter-gathering to farming, communicating the reasons for it, and the impact on how humans lived
- Identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparing achievements, housing, society, food and beliefs
- Know the potential uses for Stonehenge and understand it as an achievement of Prehistoric Britons. ·
- Know how the Beaker culture arrived in Britain, bringing with them the knowledge on how to make bronze and how using metal was such a huge change for prehistoric humans. ·
- Know who the Celts were that formed the first proper tribes in Britain. ·
- Know aspects of Celtic culture and how they made use of a new metal: iron.
- Know how and why Maiden Castle Iron Age hillfort was built, and what life was like for its inhabitants. ·
- Analyse artefacts and know how they have given us clues about how people lived.
- Identify and articulate why our interpretation of these time periods is difficult due to limited primary sources and written evidence
- Understanding of the advantages and disadvantages of different evidence categories in giving us information about the past: sites, artefacts.
- Can identify what brought about each age and the effects of this.



MFL Y3 Summer Term

Las Estaciones (The Seasons)

As a Linguist I will:	
Understand spoken and written language.	
Speak with accurate pronunciation and intonation.	
Write for different audiences.	
Discover and develop and. Appreciateion of. The language studied.	

Prior Knowledge:

- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the singular definite article: “the” (el/la)
- Know that the word “the” has a plural form
- Read, write and say the masculine and feminine forms of the plural definite article: “the” (los/las)

Key Knowledge

- Name the four seasons
- Repeat a short phrase from memory connected to a season
- State which is their favourite season and why, using the conjunction “because”

Vocabulary

Las estaciones – the seasons
 el invierno – winter
 ea primavera – spring
 el verano – summer
 el otoño - autumn
 En invierno... - In winter...
 En primavera... - In spring...
 En verano... - In summer...
 En otoño... - In autumn...
 hace frío - it is cold
 nieva – it snows
 las flores crecen – the flowers grow
 los pájaros cantan – the birds sing
 hace sol – it is sunny
 hace calor – it is warm
 los árboles pierden sus hojas – the trees lose their leaves
 ¿Cuál es tu estación favorita?
 - Which is your favourite season?
 Mi estación favorita es... - My favourite season is...
 y – and
 porque – because



MFL Y3 Summer Term

Puedo...(I can)

Prior Knowledge:

Know the first person verbs: I am (soy) / I play (toco)

Key Knowledge

- Know what ten popular verbs are
- Read, write and say a few/some/all ten popular verbs are
- Use “Puedo + one of the popular verbs” in spoken and written work
- Learn about aspects of Spanish culture
- Know key information about *La Tomatina* Festival

As a Linguist I will:

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and. Appreciateion of. The language studied.

Vocabulary

Puedo – I am able to / can
 bailar – to dance
 cantar – to sing
 saltar – to jump
 hablar – to speak
 escuchar – to listen
 comer – to eat
 beber – to drink
 ver la tele – to watch TV
 escribir – to write



Music Y3 Summer Term

Blackbird

Reflect, Rewind and Replay

As a Musician I will:	
Perform, listen to and evaluate a range of music.	
Learn to sing, create and compose music and play an instrument.	
Understand how music is created and use appropriate notation.	

Key Knowledge

Performing

- Know how to sing in tune with expression.
- Know how to control the voice when singing with clear diction.
- Know how to play clear notes on an instrument

• **Composing**
 Know how to use different elements in composition; repeat patterns on a range of instruments and create accompaniments to a melody

- Know how to choose instruments purposefully and combine different sounds to create an intended effect.

Listening and appraising

- Know how to use musical vocabulary to describe a piece of music, discussing likes and dislikes.
- Know how to improve work, stating how it has been improved.
- Know how to recognise the work of at least one famous composer showing awareness of when it was written.

Prior Knowledge:

Performing

- Know how to follow a melody accurately when singing.
- Know how to perform with others- songs/ simple rhythmic patterns on an instrument.
- Know how to maintain a steady pulse when performing simple patterns and are able to keep the beat whilst showing changes in tempo.
- Know how to copy changes in pitch

Composing

- Know how to make connections between notations and musical sounds.
- Know how to use symbols to represent sound and begin to order sounds into a structure (beginning, middle, end).
- Explore how to create music from different starting points- a poem/ picture/ story



Vocabulary
 Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody

PE Y3 Summer Term

Cricket, Tennis and Athletics

As a Sports person I will:	
Develop competence in a broad range of physical activities.	
Be physically active for sustained periods of time.	
Engage in competitive sports and activities.	
Lead healthy, active life.	

Prior Knowledge:

Cricket

- Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.

Athletics

- To be able to learn to use their body parts to demonstrate running fast and slow, jumping, throwing.

Tennis

- Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.

Key Knowledge

Cricket

- Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.
- Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding).

Athletics

- Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.

Tennis

- Pupils will throw/hit the ball into space on their opponents side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.

Vocabulary

Cricket

Throwing , catching, outwit, strike

Athletics

Tactics, speed, acceleration, accuracy, distance

Tennis

Return, out,



PHSE/RSE Y3 Summer Term

Rights and Responsibilities

Prior Knowledge:

- I know some ways to help me self-regulate.
- I know ways to help me stay safe in a cyberworld.
- I know I have a responsibility to look after the immediate and broader environment and the communities I belong to.
- I know about saving and spending money.

Key Knowledge

- I know the people who help me in school and the community.
- I know the difference between opinion and fact.
- I know effective methods to help the environment.
- I know how money is earned and factors which affect this.

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

Vocabulary

Fact, opinion, community, trust, waste, environment, earnings, income.



PHSE/RSE Y3 Summer Term

Growing and Changing

Prior Knowledge:

- I know the range of feelings associated with loss
- I know the life stages from birth to death.
- I know the names of human genitalia .
- I know what consent it and how to protect privacy.

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

Key Knowledge

- I know what personal space is and when to allow someone into my space.
- I know I have different types of relationship, with different people, that have different purposes and qualities.
- I know what makes positive and negative relationships.

Vocabulary

Personal space, trust, relationship, quality, secret, surprise, uncomfortable, worried, scared, positive, negative.



Science Y3 Summer

Animals Including Humans

Prior Knowledge:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)

Vocabulary

Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine

As a Scientist I will be:

Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

Key Knowledge

- 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.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

