



Saint Nathaniel's Academy Curriculum Map

KEY
Maths Links

| Autumn | | | | | |
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| Year 3 | Geography The UK | Intent | Trips/Experiences | Orienteering with compasses | |
| | | | Knowledge Organiser | Key vocabulary, places in the UK and rivers. | |
| | | | Vocabulary | Capital city, compass, country, flag, island, sea, river, county and United Kingdom | |
| | | Implementation | In the context of the UK <ul style="list-style-type: none"> To 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, To 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. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night). | | |
| | | | Impact | To use a compass and map to find city's, mountains and hills in the UK. | |
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| | History Ancient Egypt | Intent | Trips/Experiences | Egyptian museum | |
| | | | Knowledge Organiser | Key dates, key vocabulary and Egyptian Gods | |
| | | | Vocabulary | Linen, tomb, monument, chisel, hieroglyphics, mummification, pharaoh and pyramids. | |
| | | Implementation | In the context of the Egyptian people: <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | | |
| | | | Impact | Know about Egyptians Gods and how Egyptians lived | |
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| Art Autumn | Intent | Trips/Experiences | Autumn Walk | | |
| | | Knowledge Organiser | Overview of artists and examples | | |
| | | Vocabulary | Autumn, leaves, sketch, colour, print, artist, | | |
| | Implementation | <ul style="list-style-type: none"> To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a drawing. To improve mastery of art and design techniques in the context of pastel/coloured pencil drawings, printing, paper sculpture, collage and painting. To learn about great artists, architects and designers in history in the context of Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse and Paul Cezanne. | | | |
| | | Impact | Finished Artwork in the style of Paul Cezanne and Henri Matisse using paint and ink printing. | | |
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| D & T Let's go fly a | Intent | Trips/Experiences | Fly kites outside | | |
| | | Knowledge Organiser | Key vocabulary and the different parts of a kite. | | |
| | | Vocabulary | Wind, drag, lift, spars, keel, sail, bridle, line, tow, tail. | | |



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| | kite | Implementation | <p>In the context of investigating, designing, making and evaluating kites</p> <ul style="list-style-type: none">• Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world.• Investigate and analyse a range of existing products.• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |
| | | Impact | Design, build and test own kite |