Enquiry Organiser LKS2 **Year 3**
Summer 2A

History: Structures [Constructing a Castle]

Knowledge, I know...

- How wide and flat based objects are more stable.
- The importance of strength and stiffness in structures.
- some features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose.
- A façade is the front of a structure.
- A castle needed to be strong and stable to withstand enemy attack.

Skills I can...

- Draw and label a simple castle that includes the most common features.
- Recognise that a castle is made up of multiple 3D shapes.
- Design a castle with key features which satisfy a given purpose.
- Score or cut along lines on the net of a 2D shape.
- Use glue to securely assemble geometric shapes.
- Utilise skills to build a complex structure from simple geometric shapes.
- Evaluate their work by answering simple questions.

Links back to I remember... [card from Y2 & textiles Aut]

- Explore how my product can be made stronger, stiffer and more stable.
- Explore and use mechanisms e.g. axels.
- Design and make a template from an existing collar and apply an individual design criteria.
- Follow design criteria to create an Egyptian collar.
- the collar.
- Evaluate an end product and think of other ways in which to create similar items.

Vocabulary:

2D: flat objects with 2 dimensions, e.g. square, rectangle and circle
3D: solid shapes with 3 dimensions e.g. cube, oblong and sphere
Castle: a building from the past created to defend land and be the home of rich people like a king
Facade: the front of a structure
Stable: object that does not fall over
Stiff: not flexible, doesn't bend easily
Strong: it doesn't break easily
Net: a 2d shape that can be made into a 3d shape
Structure: something that stands on its own
Design criteria: a set of rules to help designer focus on their ideas and test the success of them
Scoring: scratching a line with a sharp object to make it easier to bend
Tab: the small flaps on a net template that are bent and glued to hold the shape together
Weak: it breaks easily

Images:

Music: Developing singing technique - the Vikings

Knowledge I know...

- The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- Different notes have different durations, and that crotchets are worth one whole beat.
- 'Reading' music means using how the written note symbols look and their position to know what notes to play.
- Written music tells you how long to play a note for.

Knowledge I know...

- Move and sing as a team, following the lyrics on the screen.
- Recognise minims, crotchets and quavers often by ear and reliably by sight.
- Perform rhythms accurately from notation and layer them to create a composition.
- Add appropriate sound effects to performances using untuned percussion.
- Join in with the performances confidently, and reasonably in time and tune.
- Make suggestions for improving performance.

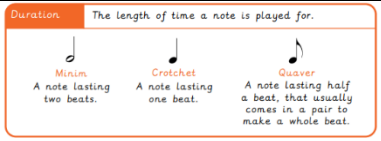
Knowledge I know...

- Matching movements to the music,
- Explaining why I chose these movements.
- Accurately playing a pentatonic melody.
- Playing my part in a composition confidently.
- Working as a group to perform a piece of music.

Vocabulary:

Transpose: moving the music up and down o stat on a different note
Major: a tonality where the music sounds happy or bright
Minor: a tonality where the music sounds sad or tense
Parts: different instrumental or vocal melodies in the music that happen at the same time.
Ensemble: a small group of musicians who perform together.
Notation: a visual record of the sound
Duration: the length of time a note is played for

Images:



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Geography: Scandinavia

Knowledge I know...

- Sweden is a country in Scandinavia and the capital city is Stockholm.
- Norway is a country in Scandinavia and the capital city is Oslo
- Denmark is a country in Scandinavia and the capital city is Copenhagen
- The most northern areas of Norway and Sweden experience a 'dark season'.
- Northern Lights happen every year around the Artic Circle.
- Northern lights happen when solar dust from the sun blows into the earth's atmosphere and causes a chemical reaction.
- Summer seasons are generally quite mild in Scandinavia depending on the area.
- Countries in Scandinavia have varied weather, and the climate can change.
- Danish winters are much milder than those in Norway and Sweden.
- The countries of Scandinavia share a wild and varied landscape.
- Scandinavian countries have lakes, fjords, waterfalls, volcanoes, forests, glaciers, coastline, islands.
- Norway and Sweden are very mountainous countries.
- Norway is home to a very special physical feature called a glacier.
- A glacier forms when fallen snow builds up over many years and compresses to form thick ice that moves incredibly slowly over time.
- Norway has fjords.
- Sweden has Lake Vanern. It's one of the largest lakes in Europe.
- Denmark is flat. There are no mountains or cliffs.
- Different parts of Scandinavia are utilised differently because of the climate and physical features of the region/ country.
- Norway is the least inhabited as it is so mountainous, cold and far away from mainland Europe.
- Most cities in Scandinavia are built by the coast and lakes so they often need lots of bridges.
- Stockholm many islands and bridges.
- Oslo is situated near the coast**.**
- Copenhagen is flat and many people cycle.
- Many Scandinavian coastal towns are important ports for trade.
- Scandinavia has so many lakes and rivers that boats are a vital form of transportation.

Skills I can...

- Describe and understand some key aspects of physical geography, including climate zones, rivers and mountains.
- Name and locate countries in Northern Europe, Northern Hemisphere, Arctic and Antarctic and describe the difference between them with support.
- Ask and respond to geographical questions about my environment and the countries studied.
- Use simple geographical vocabulary.
- Use maps, atlases, globes to locate countries and continents and describe features.

Links back to I remember...

- The seven continents of the world are: North America, South America, Antarctica, Europe, Asia, Africa, and Australia.
- The five oceans of the world are: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.
- The capital cities of the UK [London, Edinburgh, Cardiff, and Belfast].
- Observing and collecting information and data from, photos and aerial images, diagrams, globes, atlases and maps, GIS and a range of age-appropriate charts and graphs.
- Using aerial photographs and plans to identify several features e.g. rivers, lakes, mountains, hills.
- Communicating geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.
- Making observations using a range of sources to compare e.g. climate.
- The Vikings settled in the UK from Denmark.
- Settlements are built around rivers because of water, fertile lands for agriculture, transportation routes and defence benefits.
- A tourist is someone who visits an area which is not where they live.
- Tourists spend money to create an income for people who live in the area e.g eating at restaurants, visiting museums.

Vocabulary:

Northern Lights an aurora, sometimes referred to as northern lights, is a natural light display in the Earth's sky seen in the high
sustainability to maintain at a steady level without exhausting natural resources or causing severe environmental damage
Northern hemisphere the half of the Earth that is north of the Equator
glacier a huge icy, snow river! They form when snow is packed down tightly to make sheets of ice.
Fjords are long, narrow inlets along the coast, formed by ancient glaciers
Artic Circle is a line of latitude that runs around the globe north of the equator.
The regions within the Arctic Circle experience extreme weather conditions and freezing temperatures**.**
Compresses flatten or squeeze by pressure.
Lakes a large body of water that is surrounded by land.
waterfalls a place in a river where water spills suddenly downward**.**
Forests piece of land with many trees.
Glaciers large area of thick ice that remains frozen from one year to the next.
coastline the area where land meets the sea or ocean
islands area of land that is surrounded by water**.**

Images:





Enquiry Organiser LKS2 **Year 3**
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History: Anglo Saxons & Scots & Vikings [Alfred the Great]

Knowledge I know...

- Alfred the Great was the king of Wessex.
- Alfred the Great was one of the most famous Anglo-Saxon kings and one of the only kings in British history to be called 'Great'.
- Alfred the Great took the throne in 871AD.
- To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as **'burhs'.**
- Alfred also built **warships** to guard the coast from raiders and organised his army into two parts. While half the men were at home on their farms, the rest were ready to fight Vikings.
- Alfred's Anglo-Saxon army defeated the Vikings at the Battle of Edington.
- Alfred the Great made peace so that English and Vikings settled down to live together.
- Alfred the Great encouraged people to learn and he tried to govern fairly.
- Over time Alfred brought the English kingdoms together and his coins name him as the King of the English.
- Alfred the Great translated books from Latin into English, so more people could read them.
- During Alfred's reign he was advised by a council of **nobles** and **church leaders.** This council was called the **Witan.**
- Christianity slowly became the main religion in Britain.

Skills I can...

- Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.
- Comment on a range of possible reasons for differences in a number of accounts.
- Ask valid questions for enquiries and answer using several sources.
- Show awareness and understanding visually, orally and in writing.
- Use a wider range of vocabulary when showing awareness.
- Demonstrate knowledge of causes for events e.g invasion and examples of consequences/impact of events or civilisations over time.
- Make valid statements about the main similarities, differences and changes occurring within topics.
- Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics.
- Select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of X).
- Begin to explain why.

Links back to I remember...

- Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.
- The Stone Age was approximately 3000BC.
- The Iron Age was 800 to 43AD in Britain.
- Romans left Briton in 410AD.
- In 600AD there were five important Anglo Saxon kingdoms: East Anglia, Kent, Mercia, Northumbria, Wessex.
- By 878AD there was just one kingdom left [Wessex] as the others had been overrun by the Vikings.
- Sequencing some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.
- The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons.
- The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat.
- The Anglo-Saxons only invaded Britain.
- The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it.
- Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land.
- The Vikings and Anglo Saxons fought many battles in Britain.
- Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics.
- Understand how sources can be used to answer a range of historical questions.

Vocabulary:

Anglo-Saxons: main group of people living in Britain when the Vikings arrived.
Fought: take part in a violent struggle.
Govern: system of rules and the people who make and administer them.
Christianity: Christianity is focussed on the life and teachings **of** Jesus **Christ**, who Christians believe to be the Son of God.
Burhs: forts and walled towns in Wessex.
Warships: a ship equipped with weapons.
Nobles: a group of rich people.
Church leaders: ministers and other who govern the church..
Witan: the council of nobles and church leaders that advised Alfred the Great.

Images:

What the coin says- King Alfred of the English, AD 871-899

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Science: Animals inc. humans: Digestive System & Food Chains

Knowledge *I know…*

- Teeth are used for cutting and chewing food. The start the digestive process.
- Humans look after their teeth by brushing and flossing and ensuring that they do not eat foods high in sugar.
- Not looking after teeth can lead to plaque and tooth decay.
- Canines are pointed for tearing and ripping food.
- Incisors are shovel shaped and help bite lumps out of and cutting food.
- Premolars and molars are flat and they grind and crush food.
- How the Digestive System works:
  - The smell of food triggers saliva to be produced.
  - Food is ingested and chewed in the mouth.
  - Saliva is mixed with the food which helps to break it up.
  - When the food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach.
  - In the stomach, food is mixed further.
  - The mixed food is sent to the small intestine which absorbs nutrients from the food.
  - Any leftover broken down food then moves on to the large intestine.
  - The food, minus the nutrients, arrives in the rectum where muscles turn it into faeces. It is stored here until it is pushed out by the anus. This is called excretion.
- A food chain is a simple way to show the direction in which energy moves from the producer to the tertiary consumer.
- The producer (a plant) gets its energy from the Sun.
- A primary consumer gets its energy from a produced e.g. a mouse gets it's energy from wheat.
- A secondary consumer gets its energy from a primary consumer e.g. an owl is the predator and a mouse is the prey.
- A tertiary consumer gets its energy from a secondary consumer e.g. a wolf gets its energy from an owl.
- The arrows in a food chain show the direction in which the energy travels.
- A food web shows the direction in which energy travels when animals and producers (plants) are eaten by more than one thing.
- A food web shows multiple food chains where there are multiple feeding relationships.

Skills *I can…*

- Match predators and their prey depending on their habitats.
- Create food chains for different habitats and compare them. How do the producers, predators and prey compare? What are their teeth like?
- Dissect owl pellets and investigate and identify the contents.
- Create food webs.

Links back to *I remember…*

- Humans cannot make their own food like plants do - we need to eat plants and animals to get our energy.
- Healthy, balanced diets lead to healthy, active people.
- Humans and some other animals have skeletons and muscles for support, protection and movement.
- The life processes (MRS GREN): Movement, Respiration, Sensitivity, Growth. Reproduction, Excretion, Nutrition.
- Animals can be grouped into carnivores, herbivores and omnivores and other ways in which to classify animals.
- Most animals live in habitats to which they are suited.
- Animals and plants depend on each other.
- How animals obtain their food and an example of a food chain.

Vocabulary:

Absorb: soak up or take in
Canine: pointed teeth near the front of the mouth of humans and of some animals
Carnivore: an animal that eats meat
Decay: gradually destroyed by a natural process
Digestion: breaking down ingested food material
Enamel: the hard white substance that forms the outer part of a tooth
Excretion: the process of eliminating faeces, urine, or sweat from the body
Faeces: the solid waste substance that people and animals get rid of from their body by passing it through the anus
Herbivore: an animal that only eats plants
Incisor: the teeth at the front of your mouth which you use for biting into food
Ingested: When animals or plants ingest a substance, they take it into themselves, for example by eating or absorbing it.
Intestines: the tubes in your body through which food passes when it has left your stomach
Molar: the large, flat teeth towards the back of your mouth that you use for chewing food
Nutrition: the process of taking food into the body and absorbing the nutrients in those foods
Oesophagus: the part of your body that carries the food from the throat to the stomach
Omnivore: person or animal eats all kinds of food, including both meat and plants
Organ: a part of your body that has a particular purpose
Plaque: a substance containing bacteria that forms on the surface of your teeth
Premolar: two situated on each side of both jaws between the first molar and the canine
Saliva: the watery liquid that forms in your mouth and helps you to chew and digest food
Stomach: the organ inside your body where food is digested before it moves into the intestines
Classification key: a system which divides things into groups or types
Energy: the ability and strength to do physical things
Environment: all the circumstances, people, things, and events around them that influence their life
Food chain: a series of living things which are linked to each other because each thing feeds on the one next to it in the series
Food web: a combination of food chains that integrate to form a network
Habitat: the natural environment in which an animal or plant normally lives or grows
Organism: a living thing
Predator: an animal that kills and eats other animals
Prey: an animal hunted or captured by another for food
Primary consumer: an organism that feeds on producers. They are always herbivores.
Producer: organisms that make their own food using energy from the Sun.
Secondary consumer: organisms that eat primary consumers for energy.
Tertiary consumer: eat primary and secondary consumers as their main source of food.

Images: