The Churchill School
#teamchurchill

# The Churchill School 2026-27 Year 3 Curriculum Map

| | Subject | Term 1 | | Term 2 | | Term 3 | |
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| Year 3 | Main Project (Geography or History) | Through the Ages (History)<br>Pupils explore British prehistory from the Stone Age to the Iron Age, investigating how people's lives changed through ingenuity, invention, and technology. | | Rocks, Relics and Rumbles (Geography)<br>Pupils explore the features and layers of the Earth, including volcanic, tectonic, and seismic activity. | | Emperors and Empires (History)<br>Pupils explore the history and structure of ancient Rome and the Roman Empire, including the Romanisation of Britain. | |
| | Science | Animal Nutrition and the Skeletal System<br>Pupils learn about the importance of nutrition for humans and animals, the need for a balanced diet, and the role of skeletons and muscles, including identifying animals with different types of skeleton. | | Rocks<br>Pupils learn about different types of rocks and soils, their properties and uses, and how fossils are formed over time. | Forces and Magnets<br>Pupils explore contact and non-contact forces, including friction and magnetism, investigating how forces affect movement, identifying magnetic materials, and learning the parts and properties of magnets. | Plant Nutrition and Reproduction<br>Pupils learn how flowering plants grow and survive by exploring plant parts and their functions, water transport, life cycles, pollination and seed dispersal. | Light and Shadows<br>Pupils explore light and dark, identifying light sources and reflective materials, investigating how shadows are formed, and learning about the dangers of the Sun. |
| | Art & Design | Mixing Colour Prehistoric Pots<br>Pupils explore colour mixing and contrasting colours while creating prehistoric-style Bell Beaker pots, using patterns, lines, shapes, and natural mark-making techniques. | | Ammonite Mixing Colour<br>Pupils explore colour, shading, and relief printing, studying artists and motifs to create and evaluate expressive, three-dimensional artworks. | | Mosaic Masters<br>Pupils explore warm and cool colours while creating mosaics using tesserae, developing skills in pattern, composition, and evaluating artworks. | |
| | Geography | Our Planet, Our World<br>Pupils explore Europe and the UK, learning to locate places, describe human and physical features, and collect and interpret geographical data. | | Rocks, Relics and Rumbles<br>Pupils explore the Earth's layers, rocks, volcanoes and earthquakes, learning about tectonic plates, significant geographical events, and using compass points to describe locations. | | Geography revision and retrieval practice | |
| | History | Through the Ages<br>Pupils journey through the Stone, Bronze, and Iron Ages, discovering how early people made tools, built homes, and lived their daily lives, with exciting finds like Skara Brae and Cheddar Man helping us learn about the past, all leading up to the Roman invasion. | | Rocks, Relics and Rumbles<br>Pupils explore the fascinating world of fossils with Mary Anning's discoveries, learn about the ancient Roman city of Pompeii and the eruption of Mount Vesuvius, and discuss how some historical sources are more reliable than others. | | Emperors and Empires<br>Pupils learn about the Roman Empire's expansion, from Emperor Claudius' invasion of Britain in AD 43 to Boudicca's rebellion, and explore how Roman life influenced Britain through art, culture, and architecture. | |
| | Design & Technology | Cook Well, Eat Well<br>Pupils learn about food groups, the Eatwell Guide and cooking methods by preparing vegetables and designing and making a taco filling to meet given design criteria. | | Making it Move<br>Pupils explore cam mechanisms by investigating different cam shapes and designing, making and evaluating a high-quality automaton toy with a moving part that is safe and suitable for a child to operate. | | Greenhouse<br>Pupils explore the purpose and structure of greenhouses by studying designers, learning how to strengthen frameworks and safely use tools to design and build a mini greenhouse. | |
| | RE | Bahá'í | Christianity | Buddhism | Christianity | Ethical Veganism | Sanatana Dharma (Hinduism) |

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| | | What is the best way for a Bahá'í to lead a good life? | Has Christmas lost its true meaning? | Is it possible for everyone to be happy | What is 'good' about Good Friday? | Why do vegans feel they have a responsibility to make certain lifestyle choices? | What is the best way for a |
| | Computing | **Connecting Computers**<br>Pupils explore how digital devices have inputs, processes and outputs, and how devices can be connected to form networks.. | **Stop-frame Animation**<br>Pupils explore capturing and editing digital still images to create a stop-frame animation that tells a story. | **Desktop Publishing**<br>Pupils explore creating documents and modifying text, images and layouts for a specific purpose. | **Branching Databases**<br>Pupils explore building and using branching databases to sort and group objects using yes/no questions. | **Sequencing Sounds**<br>Pupils explore creating sequences in a block-based programming language to compose music. | **Events and Actions in Programs**<br>Pupils explore writing algorithms and programs that use events to trigger sequences of actions.. |
| | PSHE (Jigsaw) | **Being Me in my World**<br>Pupils explore personal goals, self-identity, positivity, responsibilities, making choices, and understanding others' perspectives. | **Celebrating Differences**<br>Pupils explore family differences, managing conflict, responding to bullying, the impact of words, and giving and receiving compliments. | **Dreams and Goals**<br>Pupils explore setting and achieving goals, overcoming challenges, staying motivated, evaluating progress, managing feelings, and basic budgeting. | **Healthy Me**<br>Pupils explore fitness, healthy eating, attitudes towards drugs, online and offline safety, respect, and making healthy choices. | **Relationships**<br>Pupils explore family roles, friendships, online safety, global awareness, the impact of choices, and appreciating family and friends. | **Changing Me**<br>Pupils explore how babies grow, body changes, challenging stereotypes, and preparing for transition. |
| | PE | Fundamentals of Fitness | Dance | Gymnastics | Yoga | Athletics | Outdoor Adventurous Activities (OAA) |
| | Games | Ball Skills – coordination and control | Netball | Hockey | Basketball | Tennis | Cricket |
| | Spanish | Phonics & Pronunciation 1 | I Am Learning Spanish | Animals | Instruments | I know How... | Fruits |
| | Music | **Ancient China**<br>Pupils explore pitch, harmony and the pentatonic scale by singing, playing, composing and performing music inspired by Ancient China.<br><br>**Harvest Festival**<br>Pupils use their voices expressively to perform songs as part of a whole-school celebration, developing confidence, listening skills and a sense of community. | **Christmas Showcase Performances**<br>Pupils develop their singing and performance skills by learning and performing a range of songs in different styles, demonstrating musical expression and ensemble awareness. | **Jazz**<br>Pupils explore the key features of jazz by improvising, composing and performing rhythms and melodies with pulse, swing and the pentatonic scale. | **Ocarina**<br>Pupils learn to play the ocarina, keeping a steady beat and performing simple tunes together, refining their music for a group performance. | **Samba**<br>Pupils explore samba music by listening, creating and performing rhythms, call-and-response patterns, and ensemble pieces in carnival style. | **Musical Theatre**<br>Pupils explore musical theatre by listening to pieces, learning about composers and their works, and singing using different vocal techniques. |