










Article 31 – I have the right to be creative.



Knowledge Organiser – Art 'Invaders and Settlers' Year 3



Key Knowledge and Skills	Key vocabulary	Cultural Heritage
<p>Use pattern art vocabulary such as symmetrical, tessellated and repeated to discuss Roman mosaics. Use colour art vocabulary such as bright and tones to discuss other mosaics including Gaudi.</p>  <ul style="list-style-type: none"> Know how to use sketchbooks to research facts about Gaudi and make comments on his work. 	<p>symmetrical is when each half of the artwork is identical or very similar.</p> <p>tessellated A tessellation is created when a shape is repeated over and over again covering a shape without any gaps or overlaps</p> <p>tones How light or dark a colour is</p> <p>ceramic tiles</p>  <p>Clay tile cutter</p>  <p>relief To scrape away clay to create a design that is raised.</p> 	<p><u>Islamic Mosaic Art</u></p>   <p><u>Romanian Mosaic Art</u></p> 
<p>Know how to use squared paper to design and make a mosaic pattern (using coloured square tiles or ceramic tiles). Know how to create a mosaic picture with different tones.</p>  <p><u>Know how to create clay tile and add relief.</u></p>  <ul style="list-style-type: none"> After creating a design, roll out the clay with a rolling pin to about 1 cm thick. Use a clay tile cutter to create a tile shape. Lay the design over the top and go over with pencil. Use clay cutting tools to scrape away at the clay to create the design. 		

Article 17 – I have the right to find out information in different ways as long as it is safe.



Knowledge Organiser – Year 3 Computing: We are Programmers (3.1)












Key Knowledge	Key Vocabulary	Cultural Heritage
<p>Unit 3.1: We are programmers Programming an animation</p> <p>During this sequence of learning, pupils will learn how to program a sprite to move around the screen and create their own animation.</p> <p>How we program The process of iterative development</p> <p>Scratch</p> <p>at's do</p> <ol style="list-style-type: none"> Go to Scratch: https://scratch.mit.edu/ and click on 'Create'. Close the tutorial. On the screen you will see: <ol style="list-style-type: none"> blocks palette scripts area stage sprite list <p>Try to remember these names.</p>	<p>Scratch A simple, block-based programming language in which programs for characters are built by snapping together code blocks</p> <p>Code Instructions that can be understood by a computer</p> <p>Sequence Placing programming instructions in order, so that each happens one after.</p> <p>Sprite A graphical character in a program that can be given its own sequence of instructions.</p> <p>Storyboard A visual representation of the key scenes or frames in a video; one way of recording an algorithm visually.</p> <p>Program A sequence of instructions (or sometimes a set of rules) that can be followed by a computer.</p> <p>Output Information produced by a computer – in this case, moving sprites on a screen, text and audio.</p> <p>Decomposition breaking a problem down into smaller</p> <p>Algorithm A sequence of precise instructions or steps (sometimes a set of rules) to achieve an objective</p> <p>Question 1 A storyboard is an example of: a) A program b) Code c) A script d) An algorithm</p> <p>Question 2 Finding and fixing mistakes in computer code is called: a) Debugging b) Debugging c) Debugging d) Editing</p>	<p>Cultural Heritage</p> <p>Kellee Santiago a Venezuelan-American video game designer and producer.</p> <p>Kellee Santiago</p> <p>She played video games from a young age, cooperatively playing them with her younger brother; one of her earliest games was <i>Sleuth</i>, which she describes as "simple, but so effective and so evocative" in instilling emotion in the player.</p> <ul style="list-style-type: none"> ➤ Can you find out which games Kellee designed and produced? ➤ Who was Kellee's partner in the business? ➤ In which year was she named as part of 'one of the top 100 most influential women in technology'?

Article 29 – I have the right to an education which allows me to understand and explore the world.



Knowledge Organiser – Geography: Invaders and Settlers Y3



Key Knowledge		Key vocabulary	Cultural Heritage																						
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Article 29 - I have the right to an education and to learn historical knowledge.



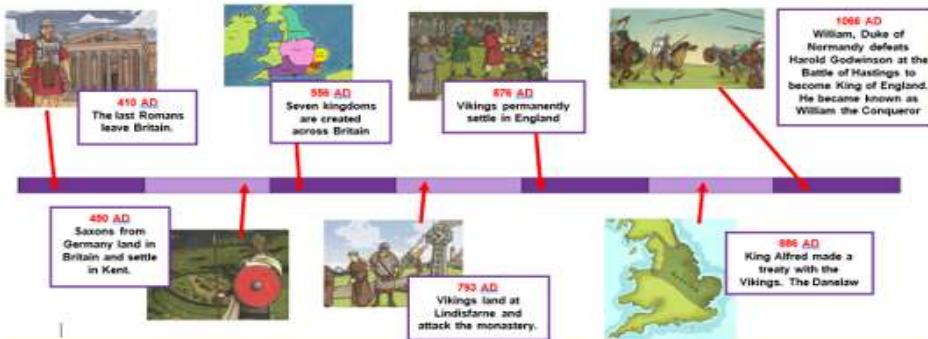
Knowledge Organiser – History: Invaders and Settlers 2 Y3



Key Knowledge: Anglo Saxons and Vikings

What happened when the Romans left Britain?	By around 410 AD the last of the Romans left Britain. This left Britain vulnerable to invasion. The Picts and Scots were powerful fighters so the British King asked his brothers to come over from modern day Denmark to help keep Britain safe. They brought warriors and began to settle in Britain. Other tribes also invaded Britain including the Angles and Saxons (known as Anglo Saxons).
Where did the Vikings come from?	The Vikings came from the area of modern Scandinavian countries (Denmark, <u>Norway</u> and Sweden).
Why did the Vikings invade Britain?	The Vikings came to Britain looking for lucrative new items to steal and trade. They also wanted land that they could take and claim for their own.

Timeline



Danelaw

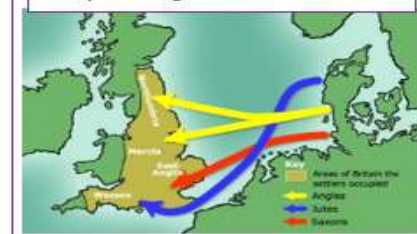
In 886 AD King Alfred made a deal with King Guthrum. The treaty gave the Vikings control over Northern and Eastern England. This would later be known as Danelaw. This arrangement helped to establish more peaceful relationships between the English and the Vikings.

Key vocabulary

AD	AD comes from the Latin Anno Domini meaning: "in the year of Our Lord". AD is used to refer to the years after the birth of Jesus.
BC	BC comes from the term Before Christ. BC is used to refer to all the years before the start of the time AD.
ancient	Belonging to the very distant past and no longer in existence.
century	A century is a period of 100 years. The word century comes from the Latin centum meaning 100.
Picts	Tribes originally from Scotland.
Scots	People from Ireland who like the Picts were fierce and powerful fighters.
Invader	To enter as an enemy, by force, in order to conquer or plunder.
Pillaged	To violently steal something.
Danegeld	"Paying the Dane" King Ethelred paid the Vikings 4,500 kg of silver to go home but they kept returning and were paid 22,000 kg of silver in Danegeld altogether.

Cultural Heritage

Map showing Invaders and Settlers



The Vikings travelled in boats called longships and first arrived in Britain around 787 AD. The Vikings raided places such as monasteries (the Holy Islands of Iona and Lindisfarne). They **pillaged** monasteries looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain. They **invaded** and settled in Scotland before heading south to places such as York. By 878 AD the Vikings had settled permanently in Britain.

Impact of Settlers



Settlers leave their mark behind whether this is through buildings like mosques or temples, shops like halal butchers or in the place names. Bordesley is an Anglo-Saxon word meaning clearing. There are many Anglo-Saxon names in the Birmingham area.

Key Knowledge: Anglo Saxons and Vikings



William the Conqueror 1066 AD

In 1066 AD King Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge. William, the Duke of Normandy, thought he should be king of England so came to fight Harold in the Battle of Hastings. Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King. This brought the Viking and Anglo-Saxon age to an end. This was the beginning of the Norman Era.

Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often brutal and would be carried out in public, to discourage others from committing such crimes. Stoning, whipping and exile were common punishments; as well as paying a fine (wergild)



Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-outlawed and fighting to the death

Crime and Punishment



Christianity



597 AD a Roman monk was sent to tell the Anglo-Saxons about Christianity. The King of Kent was the first to be converted to Christianity. Over the next 100 years, the rest of Britain converted to Christianity.

An Irish monk, Columba founded a very important abbey on the island of Iona. Years later, Aiden was sent from Iona to Northumbria to help King Oswald to spread the word of Christianity. Oswald gave Aiden the island of Lindisfarne.

Cultural Heritage

Anglo Saxon Kingdoms



The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by 878 AD there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings. Some paid **Danegeld**, while others fought hard to keep control of their land, King Alfred the Great was the first king to defeat the Vikings in battle.

Birmingham would have been in the Mercia kingdom. Today institutes use this word eg the Mercian police force, the Mercian Regiment to indicate the area they serve.

Belief



The early Anglo-Saxons were pagans. They would worship gods during festivals and make sacrifices of objects and animals. They were also superstitious and believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next.



Even today people believe in lucky charms to bring them luck eg horseshoes, the hand of Fatima. People also display their faith in their houses eg Christians have may crosses, Muslims have pictures of Mecca, while Hindu's have statues or pictures of their Gods.

Gods and Goddesses



The days of the week that we use today are mainly named after the Anglo Saxon and Norse Gods.

Tuesday = Tiw's Day

Wednesday = Woden's Day (Woden was the chief of the Gods)

Thursday = Thor's Day


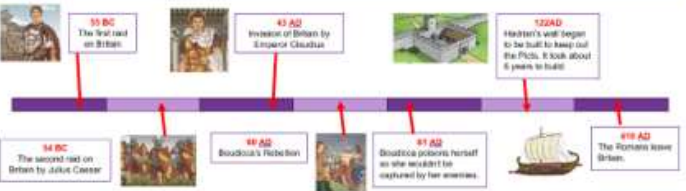






Friday = Frigg's Day (Goddess and wife of Woden)

Article 13 – I have the right to find out information and share it.



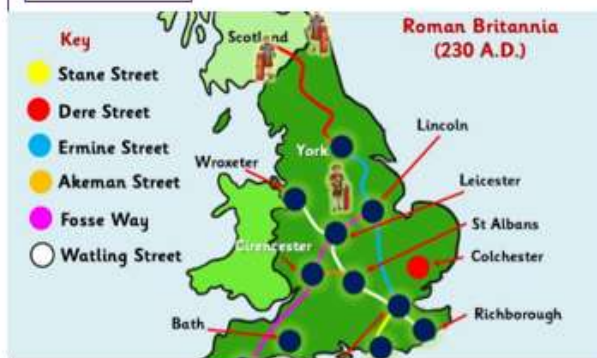
Knowledge Organiser – History: Invaders and Settlers Y3



Key Knowledge: Romans	Key vocabulary	Cultural Heritage
<p>What is the Roman Empire? The Roman Empire is the name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa.</p> <p>Who were the Celts? The Celts were the people living in Britain at the time of the Roman invasion.</p> <p>What is Boudicca remembered for? Boudicca was the leader of the Iceni tribe. She did not like how the Romans treated her people. Boudicca led a revolt against the Romans.</p>	<p>AD AD comes from the Latin <i>Anno Domini</i> meaning: 'in the year of Our Lord'. AD is used to refer to the years after the birth of Jesus.</p> <p>BC BC comes from the term Before Christ. BC is used to refer to all the years before the start of the time AD.</p> <p>ancient Belonging to the very distant past and no longer in existence</p> <p>century A century is a period of 100 years. The word century comes from the Latin <i>centum</i> meaning 100.</p>	<p>Map showing the Roman Empire from 44 BC to 305 AD.</p>  <p>In 106 AD Romans conquered Dacia (modern day Romania). From 106 ~ 274 AD Dacia was a province of the Roman Empire.</p>
<p>Timeline</p>  <p>Roman Soldier</p>  <p>Celtic Warrior</p>  <p>Gods and Goddesses</p> <p>Early Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives, such as time, love and the seas.</p> 		<p>Hadrian's Wall</p>  <p>There was a fort on Hadrian's Wall by Burgh by Sands. In the 3rd Century AD it was home to troops from North Africa (modern day Morocco).</p> <p>Roman Emperor Septimus Severus</p>  <p>Emperor Septimus Severus was born in Roman Libya and became Rome's first African Emperor. For a brief period from 208 AD, the entire Roman Empire was ruled from Britain when Severus came to campaign north of Hadrian's Wall. During his reign he strengthened and rebuilt the wall and its fortifications in many areas. In 210 AD Severus fell ill. By 211 AD he died in the city of York and his body remains returned to Rome.</p> <p>Metchley Fort, Birmingham</p>  <p>The Roman Fort at Metchley, lies on the Roman road of Icknield Street which is now the site of the QE hospital. Metchley was built in about 43 AD. The fort was defended by a turf and earth bank (these can still be seen today). Archaeologists have found many artefacts from this site telling us about life in the Roman fort.</p>

Key Knowledge: Romans

Roman Roads



The Romans were famous for building long, straight roads to transport legions (especially in times of trouble), supplies, trading goods and messages from the Emperor. The Fosse Way was one of the first roads built. Over the years, the Romans continued to build more roads, linking to many places throughout Britain. Eventually around 2,000 miles of Roman road had been built.

Roman Towns



Within 17 years of the invasion Romans had several major towns connected by the Roman roads. Streets were laid out in neat straight lines. In the middle there was a large square called the Forum. Many towns had running water and sewers. People used water from public fountains. The only toilets were public toilets. The 3 largest towns in Roman Britain were London (Londinium), Colchester (Camulodnum) and St Albans (Verulamium).

Towns ending in **chester, caster, cester** was once a Roman town: **Winchester, Gloucester and Doncaster**

Hadrian's Wall ~ 122 AD



The Caledonian tribes fought battles against the Romans who tried to take their land. The Romans wanted a way to separate their land from the Picts so the Roman Emperor Hadrian ordered a wall to be built to protect the Romans' land. The wall was 117 km long with castles, guarded turrets, major forts, barracks, bath houses and even hospitals.



Roman Bathing



The Romans built elaborately designed Roman baths where people would go to relax and socialise. Some of these buildings still remain today.

Roman Food



The Romans brought food over from other countries in the Empire (imported food). Many of these food were new to Britain and had therefore never been tasted before by people living in Britain. These new foods included many vegetables such as carrots, cucumber, cabbage, radishes, broad beans, turnips, asparagus and celery. Herbs like mint, rosemary and basil. New types of meat such as rabbit, dormice and pheasants. Some of these food we still eat today.



Rich Romans would hold dinner parties. The Romans did not sit on chairs around a table, instead the adults lay on sloping couches situated around a square table. Only small children or slaves were permitted to eat sitting. The Romans ate mainly with their fingers and so the food was cut into bite size pieces. Slaves would continually wash the guests' hands throughout the dinner.

Article 31- I have the right to play and relax.



P.E Knowledge Organiser – Multi-Skills – Year 3



Key Knowledge	Key vocabulary	Cultural Heritage																		
<p>In Year 2, you will have learned about: agility, balance and co-ordination. These are very important in most sports, being able to control your body, move quickly and maintain balance is vital. Which sports do you think balance is most important? Can you explain why?</p> <p>When playing sports, you will often have to work as a team, passing and moving, evading the other team and keeping possession. It's very important to always look up and be aware when playing sports.</p> <p>Watch, stay balanced and be aware of other people - can you explain why?</p> <p>As well as keeping your head up, you should always try to find space. When you find space, you are less likely to be tackled or lose the ball.</p>	<table><tr><td>balance</td><td>Being able to stay on your feet/foot without falling over.</td></tr><tr><td>send</td><td>When you pass or give the ball to a teammate.</td></tr><tr><td>return</td><td>When you receive the ball, then give it back to a teammate.</td></tr><tr><td>travel</td><td>When you move, you can travel in many different ways and speeds.</td></tr><tr><td>control</td><td>To travel or move safely and with balance and coordination.</td></tr><tr><td>Coordination</td><td>To do two or more things at the same time accurately.</td></tr><tr><td>speed</td><td>To move quickly.</td></tr><tr><td>agility</td><td>To move in lots of different directions quickly, with control.</td></tr><tr><td>concentrate</td><td>To focus and show interest in something for a sustained period of time.</td></tr></table>	balance	Being able to stay on your feet/foot without falling over.	send	When you pass or give the ball to a teammate.	return	When you receive the ball, then give it back to a teammate.	travel	When you move, you can travel in many different ways and speeds.	control	To travel or move safely and with balance and coordination.	Coordination	To do two or more things at the same time accurately.	speed	To move quickly.	agility	To move in lots of different directions quickly, with control.	concentrate	To focus and show interest in something for a sustained period of time.	<div><p>Serena Monique Guthrie MBE is a netball player from Jersey who plays internationally for England. She plays in the Centre and Wing Defence positions. She is a dynamic player, known for her speed and athleticism, with a keen eye for the intercept.</p></div> <div><p>Sohail Abbas, (born 9 June 1975) is a former captain of the Pakistan Hockey Team. He is the highest goal scorer in international field hockey with 348 international goals. A notable player of the field hockey game, he is widely regarded as the 'King of the drag flick'.</p></div>
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Keep your feet facing forwards



Technique: When moving from side to side (laterally)

- 1 Keep a low body position by bending your knees.
- 2 Stay light and on the balls of your feet (front part of the foot).
- 3 Use quick feet to shuffle sideways.
- 4 Push off from the outside of your foot to change direction.
- 5 Keep your head up and control over your body.

Technique: When moving forwards and backwards



- 6 Accelerate forwards explosively.
- 7 Use your arms to generate power.
- 8 Keep low and on the balls of your feet.

Article 12 – I have the right to be listened to and taken seriously.



Knowledge Organiser – Year 3 HW It's My Body – 1.1



Key Knowledge		Key Vocabulary		Cultural Heritage
<p>1. Fit as a Fiddle What do we need to do to keep physically and mentally healthy?</p> <ul style="list-style-type: none"> ✓ Sleep well ✓ Eat well and drink water ✓ Look after your teeth ✓ Exercise often ✓ Enjoy yourself ✓ Spend time with people who accept and appreciate you just the way you are ✓ Do a range of activities, both indoors and outdoors and those which are both active and calm ✓ Limit the amount of screen time each day and each week <p>2. Good Night, Good Day</p> <ul style="list-style-type: none"> ○ If you don't get enough sleep, your brain can't function properly. ○ 7 and 8 year olds should get ten and a quarter to ten and a half hours sleep each night. ○ If you don't get enough sleep regularly (sleep deprivation), you will start to have problems reading and speaking. You will feel cold and hungry. <p>To help you sleep:</p> <ul style="list-style-type: none"> ✓ Create a calming bedtime routine ✓ Go to bed early enough ✓ If you haven't had enough sleep, get an earlier night the next night. <p>3. Cough, Splutter, Sneeze! Diseases can be spread in lots of ways. Some diseases are:</p> <ul style="list-style-type: none"> ○ airborne – they float in the air ○ spread through blood or saliva ○ spread through food or water <p>stop diseases from spreading, remember to:</p> <ul style="list-style-type: none"> ✓ Wash your body regularly; ✓ Wash your hands before eating or cooking; ✓ Wash your hands after going to the toilet; ✓ Use a tissue when sneezing and coughing and remember to bin it then wash your hands 		<p>4. Drugs: Healing or Harmful?</p> <ul style="list-style-type: none"> ○ A drug is something that causes a change in us once inside our bodies. ○ Some people like the way it tastes or the way it makes them feel. ○ Some of these drugs are legal but they are restricted. That means you have to be a certain age to buy or consume them. ○ You have to be 18 - an adult - to smoke or drink alcohol in the UK. ○ Addictions can be harmful and when any kind of drug use becomes a habit, it can be difficult to break that habit. ○ Drugs can be things that help us get better. ○ Always follow the instructions on medicines. ○ Only take your own medicine, never someone else's. <p>5. Choices Everywhere</p> <ul style="list-style-type: none"> ○ Good habits can help us achieve our goals. ○ Some habits are really difficult to break ○ We can replace our unhealthy habits with healthy ones <p>For example: <i>Going out to play with friends or exercising instead of playing a video game or watching TV or taking some time out to calm down instead of hitting someone when you feel very angry.</i></p>		<p>Physical Health</p> <p>Sports can help your physical health</p>  <p>Amir Khan is a British Pakistani professional boxer. He is a former unified light-welterweight world champion</p>  <p>Simona Halep is a Romanian professional tennis player. She has been ranked world No. 1 in singles twice between 2017 and 2019</p>
		<p>Word:</p> <p>addiction</p> <p>choices</p> <p>disease</p> <p>drugs</p> <p>habit</p> <p>hygiene</p> <p>mental health</p> <p>physical health</p> <p>restrict</p> <p>sleep deprivation</p> <p>trusted adult</p>	<p>Meaning:</p> <p>the condition of being addicted, especially to something that is not good for one's health</p> <p>the ability to choose between 2 or more things</p> <p>a condition that causes harm to the health of a person, animal, or plant; illness; sickness.</p> <p>a medicine or other substance which has a physical effect when taken</p> <p>something that a person does regularly and often</p> <p>a practice to maintain health and prevent disease or germs</p> <p>the condition of your mind</p> <p>the condition of your body</p> <p>to keep within limits</p> <p>not getting enough sleep</p> <p>someone you have a good relationship with, whom you can talk to</p>	










Article 14 – I have the right to my own thoughts and beliefs and choose my religion.

Learning from Experience Learning about Religious Traditions and Non-Religious Worldviews Learning from Faith and Non-Religious Worldviews Learning to Discern



Knowledge Organiser – R.E Year 3 – 1.2



Key Knowledge		Key Vocabulary		Cultural Heritage
Unit 3 - Disposition: Creating Unity and Harmony		Word: Meaning:	Gestures (Unit 3) Which body positions and/or gestures in UK culture have a particular meaning? <i>E.g. shaking hands, bowing down</i>	
1. What brings followers of Islam together? <ul style="list-style-type: none"> Followers of Islam are called Muslims. They believe that all human existence started with Prophet Adam (as). People have become different over time due to lots of reasons such as climate, culture, food growth, geographical needs, language and genes that are inherited from the mother and father. When Allah (swt) moulded Prophet Adam (as) from clay and gave him breath, his body became alive. This is described in the Qur'an. Allah (swt) tells Muslims in another part of the Qur'an that Jesus (Prophet Isa, as) was created without a father just like Prophet Adam (as) was created without a mother or a father. Is unity promoted by common practice and activities? Does disunity come from communications breakdown? <div> Does doing the same thing as others in the same group always put an end to conflict and disagreement? </div>		advancement moving forward or being moved forward; progress	 	
		Bethlehem an ancient town in the Middle East where Jesus Christ was born		
2 and 3. What brings followers of Islam together? <ul style="list-style-type: none"> When Muslims pray at the mosque, they are all facing in the same direction to Makkah and the Kab'ah. Other parts of prayer that show unity and harmony are: <div> Timings:  </div> <ul style="list-style-type: none"> Wudu (preparation): Everyone equally needs to be clean before Allah (swt). 		Baha'i (pronounced ba-hi) a relatively new religion teaching the essential worth of all religions and the unity of all people	 	
		Carol Service includes hymns about Christmas and readings from the gospels telling the Christmas story		
4. What brings followers of the Baha'i faith together? <ul style="list-style-type: none"> The key principles of the Baha'i faith are unity, peace and advancement. Unity is shown in three inter-related ways: the unity of God, the unity of religion and the unity of humanity. <p><i>'The American Indian' folktale - Baha'i's believe that we are all one people. They believe that this knowledge is available to everyone, but often remains an undiscovered secret.</i></p> <ul style="list-style-type: none"> Baha'i's celebrate a feast every month of the Baha'i year. The Baha'i year includes 19 months, each of 19 days. During this time, they eat, play music, read prayers and discuss community plans and activities. It is important that everyone feels happy at the feast and goes away feeling close and unified like one big family. How does the nineteen-day feast bring people of the Bahai faith together? Do you have any events in your life that bring people together and make you feel united? 		Christingle a symbolic object used in Advent, Christmas, and Epiphany services	 	
		Crib service includes the Nativity story and is aimed at children		
		existence the condition of being alive or real	 	
		harmony a pleasant or organised relation among the parts of something		