



**Heatherlands
Primary School**

Year 3 Knowledge Organisers

Ready, steady, grow



Shake, rattle & roll



Prehistory Timeline

Prehistory			History	
Stone Age	Bronze Age	Iron Age	Romans	Saxons
1000	2,000	700	43	410
BC			AD	
The birth of Christ				

From
Stone to
Rome

Curriculum Intent

Resilience
R

Motivation
M

Independence
I

Aspiration
A

Respect
R

The intent of our curriculum is for pupils to have high aspirations, strive to be the best they can be and to make a positive contribution to the school community and beyond.

Community

At Heatherlands we want our children to develop a sense of self within the school community and the wider community.

We will:

- utilise our school environment, our local area, and its people in our curriculum
- participate in the local & global community and be a beacon for others
- help and support community initiatives
- build links to other schools both locally & globally
- promote cultural awareness and celebrate diversity
- relate learning to real life contexts
- investigating the impact of important individuals in our world
- consider the impact we have on our community
- promote environmental awareness

Communication

At Heatherlands we want our children to develop the tools necessary to communicate their thoughts, ideas and feelings successfully in different ways.

We will:

- enable the children to listen and respond appropriately to adults and their peers, maintaining attention and participating actively
- ask relevant questions and use strategies (including modeling and knowledge organisers) to extend the children's understanding and knowledge and build their vocabulary
- enable the children to articulate and justify answers, speculate, hypothesise
- imagine and explore ideas and share opinions
- encourage participation in discussions, presentations, performances, improvisations and debates
- use high quality texts to support learning

Consolidation

At Heatherlands we want our children to build schemas of knowledge that enable them to be curious and solve problems for themselves.

We will:

- make links to prior learning explicitly
- plan across phases to ensure progression and consolidation
- provide knowledge organisers to enable pre-learning/overlearning
- develop metacognitive and self-regulation approaches, helping the children think about their own learning more explicitly
- teach specific strategies for planning, monitoring and evaluating learning
- consolidate our school values to build 'rounded' citizens
- deepen and broaden learning experiences and understanding

Down by the riverside



Pizza the action!



Key term dates 2025 - 2026

- Autumn term: 5th September 2025 to 19th December 2025
- Autumn half term break: 27th October 2025 to 31st October 2025
- Christmas holiday: 22nd December 2025 to 2nd January 2026
- Spring term: 5th January 2026 to 27th March 2026
- Spring half term break: 16th February 2026 to 20th February 2026
- Easter holiday: 30th March 2026 to 10th April 2026
- Summer term: 13th April 2026 to 22nd July 2026
- Summer half term break: 25th May 2026 to 29th May 2026

Summer holiday: from 23rd July 2026

Heatherlands INSET Days 2025 - 2026

Inset Day - Wednesday 3rd September 2025 – School closed

Inset Day - Thursday 4th September 2025 – School closed

Inset Day - Friday 24th October 2025 – School closed

Inset Day - Monday 5th January – School closed

Year group reminders

Please ensure children are always dressed appropriately wearing school uniform: Children in Key Stage 2 wear a school tie which needs to be worn with either a crested v-neck jumper or cardigan and white collared shirt with a grey skirt or trousers and black shoes.

PE kit - Children are required to wear navy blue shorts and a house coloured t-shirt (red, white, blue) for indoor PE.

For outdoor PE, trainers or plimsolls are necessary. Navy blue tracksuit bottoms (**plain, without logos or patterns**) must be worn in cold weather along with the Heatherlands sweatshirt or cardigan they have for their school uniform.

Home learning 2025 - 2026

Home learning will be uploaded to the school website year group pages on a Wednesday and submitted by the following Monday as per the home learning schedule.

If you require a paper copy, please let the class teacher know and you will be provided with the relevant resources.

We use Bug Club, EMILE and Purple Mash to supplement the 'essentials' in reading and multiplication.

Ready, steady, grow

Words I need to know and use:

Botanical art	art based on plants
Pop art	an art movement
Style	a way something is done
Abstract	using shapes and lines to represent something
Secondary colours	a colour made by mixing two primary colours
Complementary colours	colours which are opposite on a colour wheel
Printing	creating designs using blocks
Sketching	making a drawing
Tone	the lightness or darkness of a colour
Shapes	lines arranged together
Patterns	repeated shapes or images for decoration
Design	a plan, drawing or decorative pattern
Texture	the feel or appearance of a surface

The focus of this topic is science and art

Key knowledge:

The 'Big Ideas' in science are: investigation, explanation & observation,

To understand that plants are made up of different parts and that each part has a specific function

To recognise that different areas outside have different plants growing and begin to link this to consider the reasons why this may be

To recognise that there are different stages of a plant life cycle and that seed dispersal is vital to the cycle

To recognise and observe that seeds come in different shapes and sizes

To understand that seeds are designed to ensure they are dispersed away from the mother plant to enable them to have space to grow

To state the different methods of seed dispersal

To understand that germination is the development of a plant from a seed or spore after a period of dormancy

To know and understand the requirements of plants for germination and growth (air, light, water, nutrients from soil and room to grow)



Ready, steady, grow

The focus of this topic is art and science.

Artists study

Margaret Mee



Margaret Mee was both a botanical artist and a conservationist. She specialised in painting plants and flowers from the Amazon rainforest.



Andy Warhol

Andy Warhol was part of the pop art movement. He was famous for exploring popular culture in his work, using brands like Coca Cola and Campbell's Soup (which was one of his favourite things to eat).

The Pop art movement

'Pop art' is a style of art inspired by people and things from popular culture. It began in the 1950s and artists such as Andy Warhol, Roy Lichtenstein and Keith Haring made it famous. They all had their own different styles and ways of working but they all used bright, complementary colours and bold shapes in their work.



The Colour Wheel



Printing techniques

Block printing – Wood or foam are cut and carved to make an image. Ink is rolled onto this and pressed onto paper to make the print.

Screen printing – This is the technique that Andy Warhol used. Ink is pushed through a mesh onto paper or fabric. The mesh has a stencil on it which means the ink does not go through some parts and this makes a picture.

Shake, Rattle and Roll! Year 3

The focus of this topic is
geography

Words I need to know and use:

Geography	The science of the earth's surface and all life on it. When studying geography, one learns about the different countries and people of the earth, its climate, its natural resources, and its oceans, rivers, and mountains.
crust	Is the outer layer and is formed by tectonic plates.
mantle	Is a layer of molten rock under the crust.
Outer core	Made of mainly molten (liquid) nickel and iron which forms the magma Inner
Inner core	Solid ball of nickel and iron
Tectonic plates	The Earth's outer crust which are broken into large rocky plates that can move to create earthquakes and volcanoes
Igneous rock	Formed by the cooling of magma (molten rock) inside the Earth or on the surface.
Metamorphic rock	Formed by temperature and pressure changes inside the Earth.
Sedimentary rock	Formed from the products of precipitation on the Earth's surface.
Richter Scale	Is a scale used to measure the strength of an earthquake. (1 is the lowest, 10 is the highest magnitude).

Key knowledge:

The 'Big Ideas' in geography are: location, diversity and impact

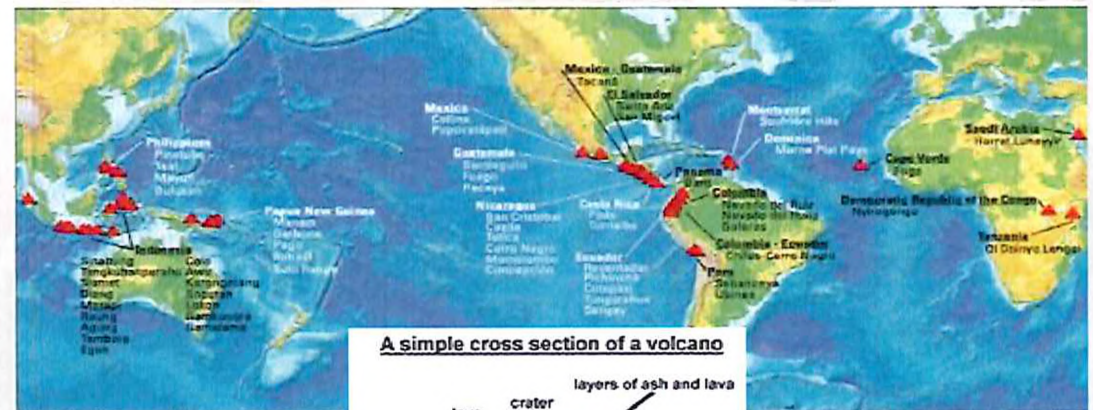
To identify and describe the structure of the earth.

To know the location of volcanoes and earthquakes around the world and use maps to locate them.

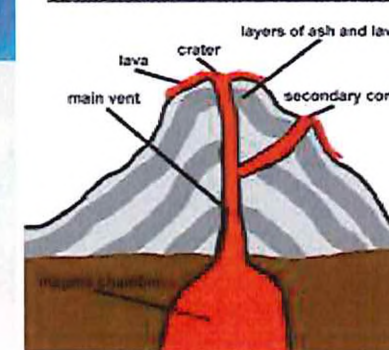
To identify patterns in the distribution of volcanoes, their key features and why they erupt.

To know the effects of earthquakes and volcanoes on human settlements and on the environment.

To compare and contrast the magnitude of different earthquakes and their impact.



A simple cross section of a volcano



Shake, Rattle and Roll! Year 3

The focus of this topic is
geography

Volcanoes

When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.

The Ring of Fire runs around the edge of the Pacific Ocean and is made up of fault lines in the Earth's crust. Most of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. A great place to live? Despite the



Pompeii

Mount Vesuvius erupted in 79AD, killing 20,000 people in the ancient town of Pompeii in Italy. The ash that fell perfectly preserved buildings and bodies until they were dug up by archaeologists many hundreds of years later.

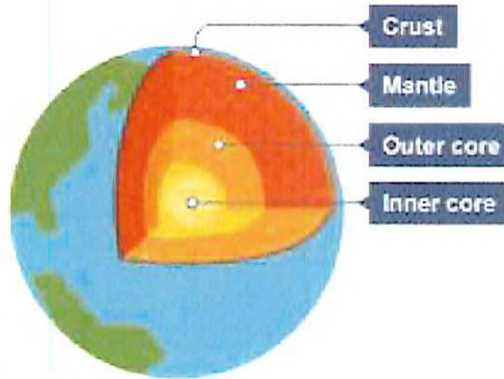
Did you know?

The word volcano originally comes from the name of the Roman god of fire, Vulcan.

The object with the most volcanic activity in our solar system is Io, one of Jupiter's moons. Covered in volcanoes, its surface is constantly changing due to the large amount of volcanic activity.

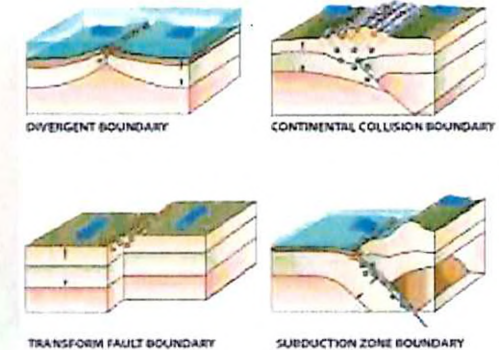
Volcanic eruptions can send ash high into the air, over 30km (17 miles) above the Earth's surface.

Pumice is a unique volcanic rock (igneous) that can float in water.



Earthquakes

Earthquakes happen when two tectonic plates move along a fault line. The earth shakes violently, especially at the centre (the epicentre). Plates do not always move smoothly alongside each other and sometimes get stuck. When this happens pressure builds up. When this pressure is eventually released, an earthquake tends to occur.



Scientists use a machine called a seismometer and a numbered scale called the Richter scale to measure the strength of the earthquakes (1 is the lowest, 10 is the highest magnitude).

From Stone to Rome Year 3

The focus of this topic is
history

Words I need to know and use:

Stone Age	When the first humans began to live in Europe. They used stones as tools
Bronze Age	When metals were used to make hunting tools and humans began to farm land.
Iron Age	When humans used iron to make tools, lived in communities and farmed land instead of hunting.
Neolithic	The name given to the people from the end of the stone age
Archaeology	Studying buildings and artefacts from the past to learn about history.
artefact	An object made by a human being
site	An area of ground where something is built
tribes	A group of people that live together for protection
flint	A type of stone that can be shaped into blades, knives and spears.
settlement	A place where a group of people live together in different buildings.
agriculture	Farming and growing crops
Hunter gatherer	People who found food in the environment. They moved to new places to find food.
BC	A way of dating years before the birth of Jesus. The bigger the number the further in the past it is.
AD – Anno Domini	This is used to show years after the birth of Jesus This year is AD 2022

Key knowledge:

The 'Big Ideas' in history are: chronology, innovation and impact.

To know how life changed between the Neolithic, Bronze and Iron Age

To identify the characteristic features of each period

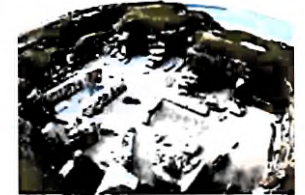
To identify how changes happened and what stayed the same or became different

To understand why changes happened and what their consequences were

To understand that history is an account from a range of evidence and some sources are more useful than others

Key places

Skara Brae is an archaeological site in Orkney, Scotland. It is a Stone Age village. There are 8 houses made of stone. There is only one room in each house. It is famous because it has been well preserved and has taught us a lot about life in the Stone Age.



Stonehenge is a famous monument located in Wiltshire, England. It is a circle of very large stones standing upright. It was built in the Stone Age. Nobody knows why it exists. Some believe it was built to study the movement of the sun and moon. Some believe it was a place with special healing powers.



From Stone to Rome Year 3

The focus of this topic is
history

Words I need to know and use:

Latin - The language spoken and written by the Romans.
Centurion - An officer commanding about 80 legionaries.
Roman numerals - The Roman system for counting based on seven different symbols. I, V, X, L, C, D, M.
Legion - The main battle unit of the Roman army.
Barbarian - A person who lived outside the Roman Empire, seen by Romans as violent and uncivilised.
Mosaic - A pattern made by using coloured pieces of stone
Empire - a group of countries ruled over by one person or group
Conquest - take control using an army.



Key knowledge:

The 'Big Ideas' in history are: chronology, innovation and impact.

Key Question: What was the Roman Empire's most significant impact on Britain. *(A study of changes in Britain's social history and settlements)*

- To know that Britain was invaded and settled in by the Romans.
- To know that people come to / invade a country because of the resources that it offers.
- To know that the spread of the Roman Empire was due to conquering land across Europe, the East and the Mediterranean.
- To identify what made the Roman army so successful (military power, political flexibility, economic expansion, well organised, ambitious).
- To know about the Romanisation of Britain (Roman roads; religion; language, writing and numbers; town construction).
- To know that Boudicca rebelled against the Romans in order to protect her property.
- To know how the fall of the Roman Empire came about.
- To know that within the same period of time, there were different parts of the world that were both similar and different to Britain.
- To know that different people who have invaded and settled have brought different technology, culture and beliefs to the country that are still prevalent / evidenced today.
- To know that invasion and settling has led to significant changes that have impacted on everyday life.

Timeline

 13,000 BC Cave paintings	 4,500-3,500 BC Pottery begins to be made	 4,500-3,500 BC Farming begins and spreads	 4,000-3,000 BC People begin to ride horses	 2,500 BC People begin using metals	 1,200-800 BC Many more metal objects created	 1,200-800 BC Celtic culture and tribal kingdoms	 800-700 BC First hill forts are created	 700-500 BC Iron used much more commonly	 100 BC First coins made and used	 43 AD Romans invaded - Iron Age ends!
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Down By The Riverside Year 3

Words I need to know and use:

Fieldwork— practical work conducted in the natural environment, rather than in a laboratory or office.

Grid references— a map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters.

Mouth—The place where a river enters a lake, larger river, or the ocean is called its mouth. River mouths are places of much activity. As a river flows, it picks up sediment from the river bed, eroding banks, and debris on the water.

Estuary—the tidal mouth of a large river, where the tide meets the stream.

Meander—a winding bend of a river

Erosion— the geological process in which earthen materials are worn away and transported by natural forces such as wind or water.

Oxbow lake—a curved lake formed from a horseshoe bend in a river where the main stream has cut across the narrow end and no longer flows around the loop of the bend.

Source—the original point from which the river flows.

Flood plain—an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding.

Tributaries—a smaller river or stream that joins a larger river.

Upper course—The first stage of river, often located on high ground.

Middle course—The second stage of a river, where the land is flatter and the river wider.

Lower course—The land is flat and the river is at its widest.

The focus of this topic is
geography

The 'Big Ideas' in geography are: location, diversity and impact.

Key Question: How and why does a river change as it flows towards the sea?

Key knowledge:

To know and describe the key characteristics of physical geography such as Rivers
To describe and understand human geography such as land use and settlements
To use fieldwork to observe, record and present the features of the local area
To use grid references on maps to locate features and places
To know and understand the impact of flooding upon a landscape and people



Down By The Riverside Year 3

Always remember to stay **SAFE** near water -
Stay Away From the Edge.

What we know about Rivers

Rivers are natural and make their own path through the landscape.

Rivers travel through countryside, cities, towns and villages.

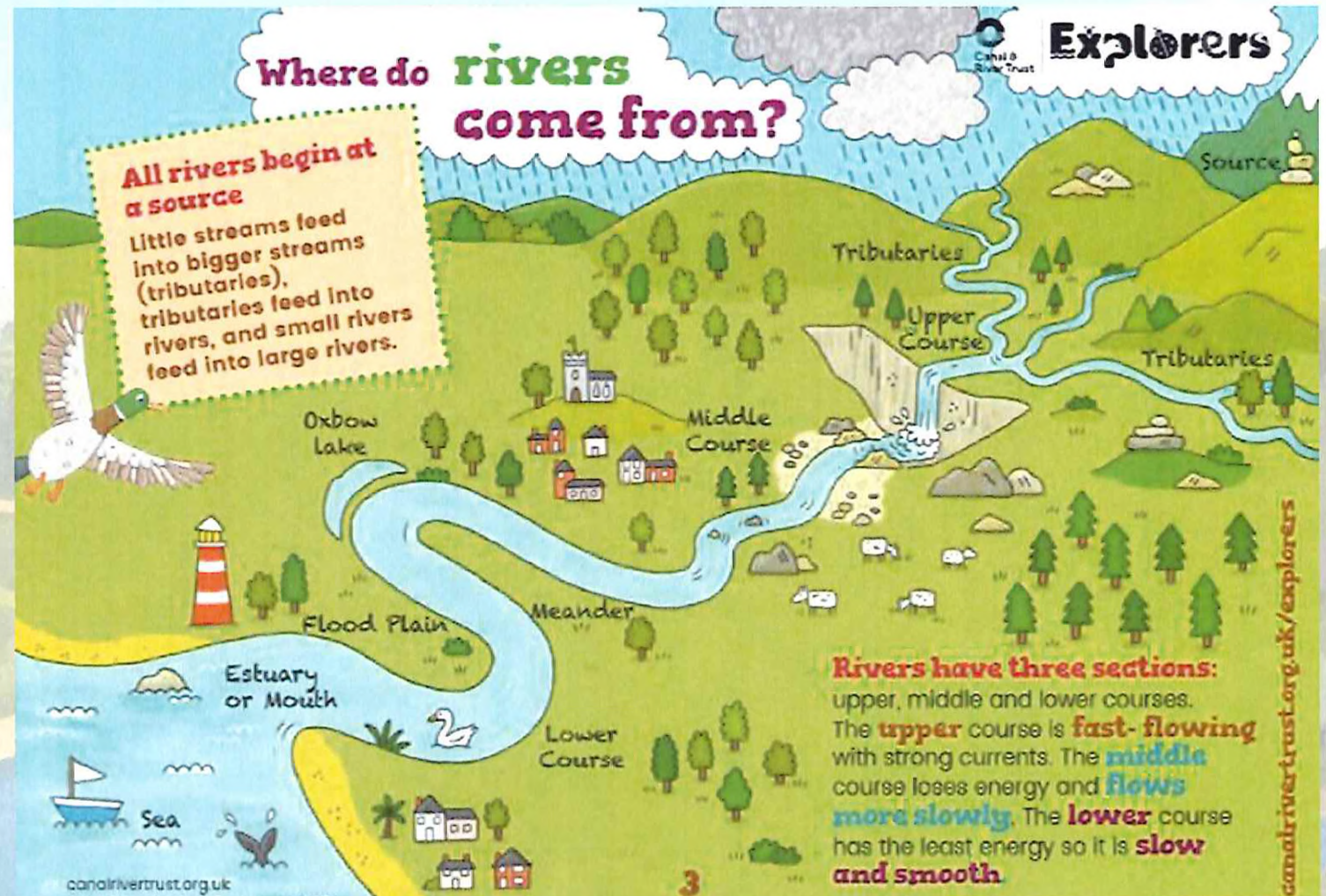
You cannot always travel down a whole river because some parts may be dangerous, overgrown or you just cannot get to them!

They start at a source at the highest point and flow downhill. They also grow in size as they travel down.

They have parts which are fast flowing with strong currents and parts which are slower.

They can change from flooding and droughts.

The focus of this topic is
geography



Pizza the Action Year 3

The focus of this topic is design technology

Words I need to know and use:

Design and technology	Design and Technology in primary schools develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and encourages them to think about important issues.
evaluate	To make a judgement about something. Designers evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved.
prototypes	A prototype is an early sample, model, or release of a product built to test a concept or process.
typography	Typography is the art and technique of arranging type to make written language legible, readable, and appealing when displayed
nets	The 'net' of a shape (also called a geometry net) is a term used to describe what a 3D shape would be like if it was opened out and laid flat.
criteria	Design criteria are the precise goals that a project must achieve in order to be successful.
seasonality	Educating children about seasonal food has far-reaching benefits as not only does it help children learn more about where food comes from, it also links with other skills such as time, weather and the seasons. It is important for children to understand that fruit and vegetables naturally grow, ripen and are best eaten during certain seasons each year.

The 'Big Ideas' in design technology are: design, problem solving and skills and expertise

Key knowledge:

To investigate and analyse a range of existing products

To develop ideas through use of prototypes

To explore how nets make different 3d boxes

To plan by discussing and communicating ideas

To select and use tools and equipment to accurately cut and join materials to make a 3D net

To use research to inform design of appealing products

To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



Pizza the Action Year 3

The focus of this topic is design technology

What is seasonality of food?



Most fruit and vegetables grow at certain times of year or in different seasons because of the changes in the weather.

When a food is in season there is more of it available and it will be fresher and tastier.



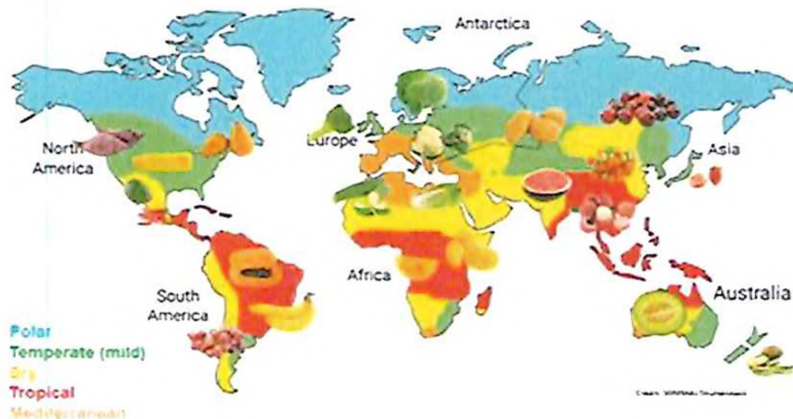
Autumn September— November	Fruit	Apples, blackberries, pears, plums, quince, sloe
	Vegetables	Beetroot carrot, mushroom, kale, leeks, lettuce, marrow, potatoes, pumpkin, rocket, squashes, sweetcorn, watercress
Winter December— February	Fruit	Apples, pears
	Vegetables	Beetroot, Brussel sprouts, cabbage, cauliflower, artichoke, kale, leeks, parsnips, potatoes, red cabbage, swede, turnips

Spring March— May	Fruit	rhubarb
	Vegetables	Asparagus, cauliflower, cucumber, new potatoes, radishes, cabbage, spinach, spring onions, watercress, pepper
Summer June— August	Fruit	Blueberries, currants, plums, raspberries, strawberries
	Vegetables	Aubergine, beetroot, broad beans, broccoli, carrots, courgettes, cucumber, peas, garlic, green beans, lettuce, new potatoes, radishes, spring onions, tomatoes, watercress pepper

Why do my bananas come from South America?

Different foods grow in different parts of the world depending on the climate and weather conditions. For example, Spain is warmer than England so tomatoes and peppers are grown there for more time in the year.

The map shows different climates around the world and some of the foods that are grown. We are only able to eat bananas all year round because we transport them from other continents such as South America where the climate is much warmer (tropical).



Heatherlands Primary School KS2 Curriculum Overview 2025-2026 Year 3

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'**.

Autumn Term		Spring Term	Summer Term	
RESPECT RESILIENCE		ASPIRATION MOTIVATION	INDEPENDENCE THE HEATHERLANDS WAY	
Ready, steady, grow	Shake, rattle & roll	From Stone to Rome	Down by the riverside	Pizza the action!



The purpose of the MTC is to determine whether pupils in Year 4 can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify children who have not yet mastered their times tables, so that additional support can be provided. We start using this website in Year 1 to support the children and continue this through key stage 2.

We use EMILE to aid the children in learning their multiplication tables and becoming more fluent. This website supports them to recall them at speed in a similar format to the check.

All information can be found on our school website:

<https://www.heatherlands.poole.sch.uk/>

<https://www.heatherlands.poole.sch.uk/year-3/>

If you need to contact the class teacher, please email the school office and your message will be forwarded on to them:

heatherlands.office@coastalpartnership.co.uk



Children in Year 3 will have outdoor PE on a **Monday** and indoor PE on a **Tuesday**.

Children need to come into school on Mondays and Tuesdays wearing their Heatherlands PE kit.



Forest Schools will take place on a Friday once a term.

Most sessions run in Autumn term 2, Spring term 2 or Summer term 2 and you will be informed of the dates on a termly basis.