

# **Knowledge Organisers**

## **1<sup>st</sup> Spring Term**

**Science**

**Geography**

**History**

**Art/DT**

**Latin**

**PSHE**

**Computing**

**RE**

**Music**

**PE**

# **Year 3**

## Knowledge Organiser – Rocks, Fossils and Soil – Science – Year 3

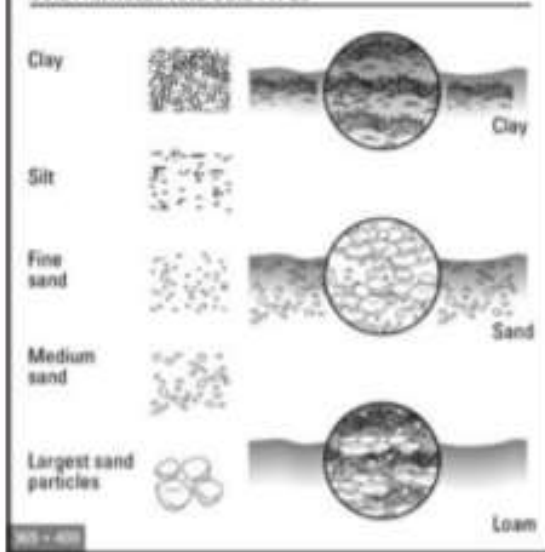
Key Vocabulary	Definition
<b>Rock</b>	A solid mineral material forming part of the surface of the earth
<b>Sedimentary</b>	Rocks that are made of small particles laid down over time
<b>Hardness</b>	How well a rock resists being changed when scratched.
<b>Flint</b>	Flint is a hard form of sedimentary rock
<b>Chalk</b>	Chalk is limestone which is also a form of sedimentary rock
<b>Soil</b>	Soil is a mixture of tiny particles of rocks, organic matter from animals and plants, as well as air and water
<b>Fossils</b>	the remains or impression of a prehistoric plant or animal embedded in rock
<b>Organic matter</b>	A substance come from recently living organisms (plants, animals)
<b>Permeability</b>	Allowing water to pass through it
<b>Profile</b>	A cross section of soil

Key Knowledge
I know the three different types of rock. I can describe and compare different rocks according to their properties.
I know that different rocks have different levels of hardness and I can suggest ways to investigate this
I know what fossils are and can describe how they are made.
I know that soil is made up of different materials (bedrock, subsoil, topsoil, humus and organic matter)
I know what permeability means and which soils are the most permeable.

**Chalk**



**SOIL PARTICLES AND SOIL TYPES**







## Knowledge Organiser- Settlements - Geography - Year 3

Key Vocabulary	Definition
<b>Settlements</b>	A settlement is a place where people live. It can consist of a single house or a group of homes. Settlements can contain different types of housing, parkland, shops and factories
<b>Urban</b>	An area where a large amount of people live near to each other. Urban areas have lots of buildings and roads.
<b>Rural</b>	The countryside
<b>suburban</b>	The outer parts of the city
<b>Population density</b>	The amount of people in a certain area
<b>Conurbation</b>	A really big urban area is called a conurbation. A conurbation is when a city gets so big that it connects with other nearby towns and cities to form a huge urban area.

### Key Knowledge

- I know that a settlement is a place where people live. I know that settlements have different services to help the people in the community.
- I know there are four main types of settlement (hamlet, village, town and city) and can compare the features of each.
- I understand the difference between rural and urban areas. I can explain what a suburban area is and where they can be found.
- I know that population density is the amount of people living in a certain area and can compare the population density of different settlements,
- I understand the different reasons for choosing the location of a settlement

Types of Settlements:		
<b>hamlet</b>		A small settlement without a church.
<b>village</b>		A group of houses in the countryside, sometimes with a church and small shop.
<b>town</b>		A place where there are lots of houses and shops. A town may have a local council that makes decisions for the people who live there.
<b>city</b>		A city is a large urban area where lots of people live close to each other. There are often lots of shops and services in a city



Urban



Rural

## Knowledge Organiser- Ancient Greeks, Part 2 – History – Year 3

Key Vocabulary	Definition
<b>Philosophy</b>	The word comes from the Greek language and means 'love of wisdom'. It is the study of difficult questions about human life and questioning the world
<b>Empire</b>	A group of different countries with one leader
<b>Gordian Knot</b>	Legend says that the 'Gordian Knot' was a knot with so many twists and turns that nobody could untie it. The people believed that whoever could untie it would have the world as his kingdom
<b>Hellenism</b>	Greek language and culture before the Romans invaded Greece 31BCE

Key Knowledge
I know that philosophy means 'love of wisdom'. I know three famous Greek philosophers: Socrates, Plato and Aristotle.
I understand how Alexander's upbringing shaped the king he would become.
I know Alexander conquered the whole of Greece in just two years.
I understand that Alexander's empire spread across to modern day Pakistan and India.
I understand Alexander the Great's legacy and whether he was a good ruler.

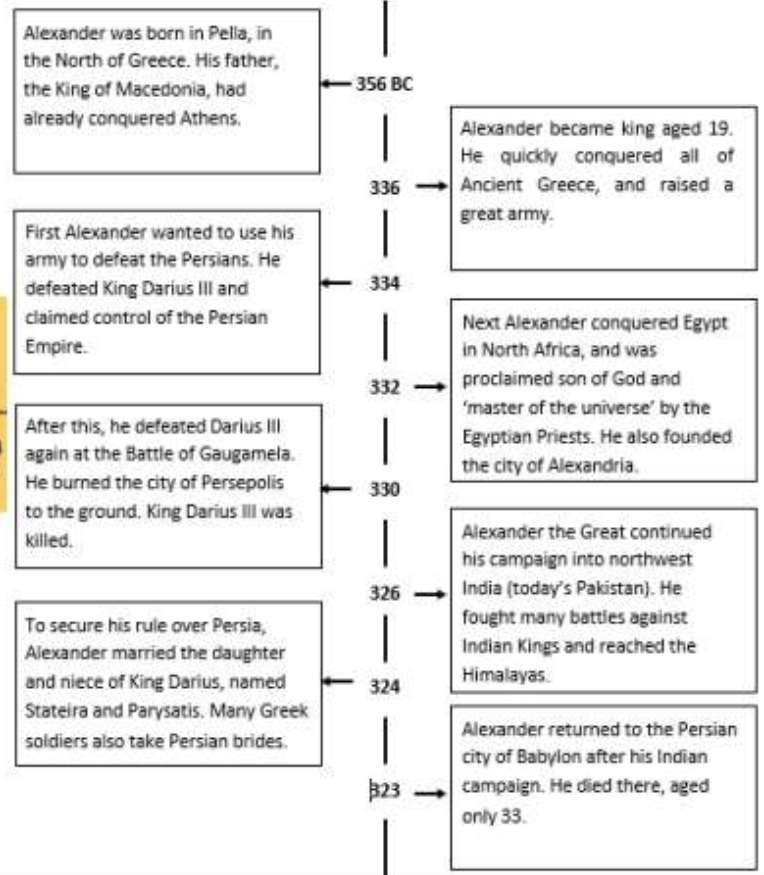
**Socrates:** He asked lots of questions. People today still use the Socratic Method. People from all over Greece to listen to him speak. He never wrote any of his ideas down.



**Plato:** He was a student of Socrates. He wrote Socrates ideas down and came up with his own ideas too. He wrote a book called 'The Republic'.



**Aristotle:** He was a student of Plato. He said the goal to life was happiness and came up with the idea of 'The Golden Mean'; a belief in moderation.



## Knowledge Organiser- Art of Ancient Egypt - Visual Arts - Year 3

Key Vocabulary	Definition
Ancient Egypt	An ancient civilisation which grew along the River Nile, in the country we now call Egypt.
Pharaoh	A ruler in Ancient Egypt.
Pyramid	A large stone building in the shape of a pyramid, built as a royal tomb .
Tomb art	Art painted on the walls of special places where the Ancient Egyptians placed important people who had died.
Sarcophagus	A stone coffin, which was decorated, used in Ancient Egypt.
Sphinx	A mythical creature with the head of a man and the body of a lion.
Bust	A sculpture of a person's head, shoulders and chest.
Papyrus	Paper made from reeds.
The Book of the Dead	A collection of art work and hieroglyphs that tells stories about the afterlife, often found on the walls of Ancient Egyptian tombs, on coffins and on papyrus.

Key Knowledge
To know the Ancient Egyptians created different pieces of art.
To know that the Great Sphinx is a large statue built by the Ancient Egyptians.
To know that a bust means a sculpture of a head and shoulders.
To know that the Ancient Egyptians made the first paper called papyrus.
To know that the Ancient Egyptians used art to show what they believed in.

Art	Description
	The Great Sphinx
	A Bust of Queen Nefertiti
	Tutankhamun's death mask

# Latin Knowledge Organiser - Unit 3: Work, Work, Work

## Key Vocabulary

Latin	English
facis	You are doing
scrībō	I am writing
scrībit	He/she/it is writing
spectat	He/she/it is watching
pūrgō	I am cleaning
pūrgat	He/she/it is cleaning
legō	I am reading
legit	He/she/it is reading
verrō	I am sweeping
subitō	suddenly
ancilla	slave girl
intra	He/she/it enters
nova/novus	new
labōrant	They are working
rīdent	They are smiling
quod	because
minimē!	No!
legis	You read
coquis	You cook
valida/validus	strong
semper	always

## Grammar

Words we use to talk about actions are called verbs, e.g. Corinthus **is writing**.

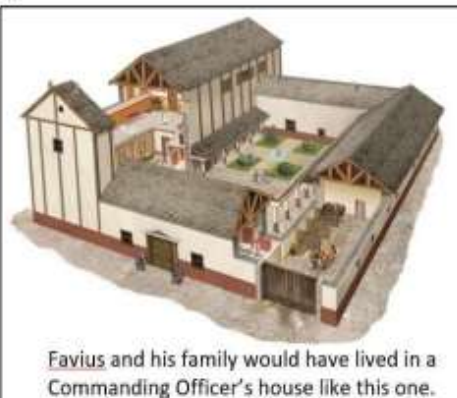
In Latin you don't need to use a separate word for "I" or "he" or "they". The ending of the verb tells us who is doing the action.



I want you to remember that if a verb ends in -t, then *he* or *she* is doing that action.



Pandora's Box



Favius and his family would have lived in a Commanding Officer's house like this one.



## Key Knowledge

- To identify verbs in English and Latin.
- To identify Latin verbs and begin to understand their endings.
- To explore regular verb endings.
- To write simple sentences with verbs and 'quod' (because).
- To explore creation myths (Pandora's Box).

**Unit Motto**  
**veni, vidi, vici = I came, I saw, I conquered**



## Knowledge Organiser – PSHE – Dreams and Goals - Year Three

Vocabulary	
<b>Perseverance</b>	The effort required to do something and keep doing it until the end, even if it is hard.
<b>Challenge</b>	Something that puts you to the test.
<b>Success</b>	The achieving of the <b>results</b> wanted or hoped for.
<b>Obstacles</b>	Something that blocks your way so that progress is made more difficult.
<b>Dreams</b>	Something that you hope for very much, although it is not likely to happen.
<b>Goals</b>	An aim or purpose.
<b>Aspirations</b>	A strong hope or wish for achievement or success.
<b>Ambitions</b>	A strong desire for success, achievement, power, or wealth.



Key Knowledge
I can tell you about a person who has faced difficult challenges and achieved success.
I can identify and dream / ambition that is important to me.
I can recognise obstacles which might hinder my achievement and can take steps to overcome them.



Reflective questions
Ask me this...
Who do you respect or admire for a challenge they have overcome?
How will you achieve your dreams and goals?
Can you identify positive solutions to help overcome obstacles?

## Knowledge Organiser - Data and Information: Branching Databases

Key Vocabulary	Definition
attribute	An attribute includes its name and a value. For example, a ball will have a colour which might be red. Colour is the attribute name, red is the attribute value.
value	What the data in a cell represents. This could be certain text e.g. blue/green, a date or a number.
table	Sorting information into rows and columns.
object	An element in a computer program that can be changed using actions or properties.
branching database	A way to sort information by asking questions that are normally answered 'yes' or 'no'.
database	A collection of data organised in such a way that it can be searched, and information found easily. Database usually refers to data stored on computers.
equal	Exactly the same in number or amount
structure	To organise
selecting	To choose a particular action
decision tree	An attribute includes its name and a value. For example, a ball will have a colour which might be red. Colour is the attribute name, red is the attribute value.
question	Something that is asked or written to try and gain information.

### Grouping and Separating

**-Grouping:** Objects can be put into different groups. These groups can be made up of objects that are the same, or objects that have the same attributes (features).



Computers can help us by allowing us to put different objects into groups.

**-Yes or No Questions:** Questions that require yes and no answers can be useful for helping us to find out the attributes of different objects. For example:

- Is it big? (size)
- Is it red? (colour)
- Is it made of plastic? (material)
- Is it heavy? (weight)



**-Multiple Groups:** Sometimes, we need to split objects into more than two groups, and so one yes or no question alone is not enough. For example, we may wish to classify animals into the different animal types (mammals, birds, reptiles, amphibians, fish, etc.). We may ask multiple yes or no questions, such as 'does it lay eggs?' 'does it have hair or fur?' etc.

Key Knowledge:
To be able to explore and create yes/no questions
To be able to group objects into a tree structure
To be able to create a branching database
To be able to create yes/no questions and compare two branching database structures
To be able to identify objects using a branching database
To be able to compare the information shown in a pictogram with a branching database

### Branching Databases

**-Branching Databases:** A branching database (sometimes known as a binary tree) is a way of classifying a group of objects. If it has been designed correctly, a branching database can be used to help someone identify one of the objects.



**-Creating Branching Databases:** Programs such as /Zabata can help you to create branching databases. Firstly, you need to select which objects you would like to use in your database. You can then type in 'yes' or 'no' questions to sort your objects. Add as many questions as needed until all of the objects are sorted individually.



### Structuring Branching Databases

-Remember that for your branching database to be effective, the strength of the questions that you ask is hugely important. Your questions need to separate different objects based on their attributes. E.g. the question 'does it have stripes?' would separate the animals below. You should also carefully consider the order that you ask questions.



### Presenting Information

-Both pictograms and branching databases can be used in order to **answer questions and solve problems**.

-You should know which is best to use in different situations. E.g. a pictogram is best to show the favourite colours of children in the class, whilst branching diagrams are best to identify different types of minibeasts.





## R.E. Year 3 Spring 1 Judaism Knowledge Organiser

### Enquiry: How important is it for Jewish people to do what God asks them to do?

Key vocabulary	Definition
<b>Kashrut</b>	Keeping the laws of kashrut is one of the most important things a Jewish person can do. The Hebrew word 'kasher' means 'fit or proper'. It means that a food or drink is permitted and acceptable to be eaten or drunk according to Jewish law.
<b>Kosher</b>	Kosher describes any food that complies with a strict set of dietary rules in Judaism. These rules are called kashrut. The rules cover which foods to eat, how to prepare them, and how to combine them.
<b>Passover</b>	The Jewish holiday of Passover (in Hebrew, Pesach) commemorates the exodus of the Jews from enslavement in Egypt.
<b>Seder</b>	A special family meal called a Seder is held the first and sometimes the second night of Passover. Before the meal the story of Passover is told through the songs and prayer of the Haggadah, which is the book used during the Seder.
<b>Moses</b>	Moses is a central figure in Judaism. He was the prophet who led the Hebrew slaves out of Egypt. He also helped them form a special relationship with God. Moses is important to Christianity and Islam too because of his role in communicating God's laws.

Key Knowledge
I know what a rule is and what respect means.
I know what the Jewish Kashrut rules are.
I know why Jewish people celebrate Passover and that Passover festival commemorates the escape from slavery in Egypt.
I know how a Jewish person celebrates Passover and understand how they follow God's requests (rules).
I know that all children have rights (rules) and relate this to why Jewish people follow God's requests (rules).



**Seder plate**



**Egypt**



**Kosher foods**



**Moses**




**Passover celebration**




Key Vocabulary	Definition
Time signature	The rhythm following a clef
Key signature	The key of a piece of music depends on the flats and sharps in the music.
Dynamics	Levels of sound in music (soft to loud)
Pop	A popular genre of music
Ballad	A song that tells a story
Musical	A stage, television or film production to tell a story through music
tonality	Major key, minor key
articulation	Legato or staccato

**Key Signature: C major** — there are no sharps or flats in the key signature



C D E F G A B




How many beats per measure  
What note gets one beat

**Key Signature: E major** — there are four sharps in the key signature



E F# G# A B C# D#

**Key Signature: G major** — there is one sharp in the key signature



G A B C D E F#

**Time Signature: 4/4** — there are four crotchet beats in a bar



Songs covered

- Your imagination
- You're a shining star
- Music makes the world go round

Key Vocabulary	Definition
<b>Footwork</b>	The first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
<b>Chest pass</b>	A fast pass from chest height.
<b>Bounce pass</b>	A pass that is bounced past an opponent.
<b>Shoulder pass</b>	A pass from the shoulder over the top of an opponent.
<b>Intercept</b>	To cut out a pass to gain possession.

Skills	
<b>Pivot</b>	
<b>Passing</b>	
<b>Shooting</b>	

### Skill Development

- To develop passing and moving skills including the footwork rule.
  - To use a variety of passes.
- To develop movement skills to lose a defender.
  - To develop defensive skills.
  - To develop a shooting action.
- To apply skills in a game situation.