Year 3 KEY THEME THINKING – FOCUS THEME – Seven Wonders of the World

Exploring the ancient and modern wonders of the world

'To be the best we can be'

Links to Previous Learning	Books (including class reads)	Immersion / Discovery	Collate and Create	Communicate
Geography: - weather - continents	The picture history of Great Buildings- Gillian Clements Writing Non-Fiction The Great Pyramid of Giza. The oldest monument on the list of the Seven Wonders of the Ancient world – The only one still standing	Day 1 – 'Going on an expedition' Pupils locate Wonders on a map, research destinations and climate, prepare passports, list of items to take and why. Day 2 – 'Classroom of Curiosities' Flight experience. Each class becomes a different destination (3 sessions). Children come to school ready to travel to their destination. Pupils visit each destination throughout the day. Experience – music, food, artefacts, fashion and traditions.	Each class will collate information about 2 wonders of the world – an ancient and a modern wonder. In addition, all children will collate information about the Great Pyramid of Giza – the only ancient wonder to still stand today. This will be done through a piece of non-fiction writing.	Share learning on class dojo – double page spread (Non-fiction) about a wonder of the world. Share green screen between classes.
Links to Future Learning				
Future history in LKS2: Ancient Egypt (Year 3) Roman Empire (Year 4).				

Step 1		Step 2		Step 3		Step 4		Step 5	
Enquiry question	NC objective Geography	Enquiry question	NC objective Geography	Enquiry question	NC objective Geography	Enquiry question	NC objective Geography	Enquiry question	NC objective History
Where in the world might these places be?	*Ask and answer geographical questions about the physical and human characteristics of a location. * Explain own views about locations, giving reasons. * Use maps, atlases, globes and computer maps to locate countries and describe features.	What are the ancient and modern wonders of the world?	* Ask and answer geographical questions about the physical and human characteristics of a location. * Explain own views about locations, giving reasons. * Use maps, atlases, globes and computer maps to locate countries and describe features.	Who build the Pyramids of Giza and why?	* Use evidence to ask questions and find answers about the past. Suggest suitable sources of evidence for historical enquiries. * Use maps, atlases, globes and computer maps to locate countries and describe features.	Who built the Taj Mahal and why?	* Use evidence to ask questions and find answers about the past. Suggest suitable sources of evidence for historical enquiries. * Use maps, atlases, globes and computer maps to locate countries and describe features.	Why are some accounts of historical events different?	*Describe different accounts of a historical event, explaining some of the reasons the accounts may differ.
Key Vocabulary Tier 2 Capital city Continent Weather Country Statue Temple Tier 3 Dynasty Amphitheatre Colosseum Mausoleum		**Key vocabulary** Tier 2 Great Modern Ancient Temple Tier 3 Colosseum Taj Mahal Mausoleum Pharos		**Key vocabulary** Tier 2 Monument Ancient Egypt Pyramid Symmetry Tier 3 Menkaure Khafre		**Key vocabulary** Tier 2 India Century Emperor Palace Marble Dome Canopy Symmetry Precious Tier 3 Minaret		**Key vocabulary** Tier 2 Artefacts Religion Design Structure Tier 3 Attila the Hun	

Key Vocabulary – Vocabulary that by the end of the scheme of learning should be learnt and understood in context. (Use images and diagrams to ensure understanding of the vocabulary) Teach it, don't expect it.

How will you gauge the level of vocabulary understanding at the start and end of the theme of learning?

How will you assess children's understanding of the theme being learnt? Quizzes? Pre and post assessment? Written work? Presentation?

How will you assess the level of knowledge development throughout the theme of learning? Do they know more and remember more? How do you know?

EACH STEP IS NOT ONE LESSON! Each step is a part of the learning journey to achieving an understanding. 'Know more and remember more'