

Knowledge Organisers

2nd Autumn Term

Science

Geography

History

Art/DT

French

PSHE

Music

P.E

R.E

Year 3

Knowledge Organiser – The Water Cycle – Science -Year 3

Key Vocabulary	Definition
evaporation	When a liquid becomes a gas, with help from a heat source such as the sun.
water vapour	The water that has evaporated that is now in the air.
cirrus clouds	They are high level clouds that are thin and wispy.
cumulus clouds	Clouds that are puffy like cotton wool and they are very high up.
stratus clouds	Low clouds that are like a thin blanket.
condensation	Water that collects as droplets on a cold surface.
droplets	A very small drop of a liquid.
precipitation	A form of water that falls from the sky: rain, hail, sleet or snow.
groundwater	Water that soaks into the ground instead of evaporating.
humidity	When the air contains a lot or a small amount of water vapour.
particles	A tiny amount of what we call matter, what all things are made up of.
infiltration	Water filtering down into the ground to form groundwater.
solid	A substance that is firm and stable in shape e.g. ice or a pencil.
liquid	A substance that can move freely e.g. water or orange juice.
gas	A substance that is moving in the air e.g. water vapour or oxygen.



Homemade water cycle.

Key Knowledge
I know that evaporation is caused when water is heated and turns water from a liquid into a gas.
I know that water sometimes travels into the ground, forming groundwater which provides water for wells.
I understand that rain is formed when water vapour condenses into clouds and the water droplets become too heavy for the cloud to support.
I know the three main types of cloud: cirrus, stratus and cumulus.
I understand how the water cycle works and that it is a continuous cycle with no clear beginning or end.



COMMON CLOUD NAMES



Knowledge Organiser - Western Europe - Geography - Year 3

Key Vocabulary	Definition
Climate	The weather conditions in an area over a long period of time.
Temperate Climate	A climate where the conditions do not get extremely hot or extremely cold.
Trade	Buying and selling things, for example food, machines, books
Import	Buying things from other countries.
Export	Selling things to other countries.
Agriculture	The farming of plants and/or animals.
The Alps	A large mountain range located in Western Europe.
Human Feature	Things built/made by humans and which humans have changed or influenced.
Physical Feature	Things found in the natural environment. Not man-made.

Country	Capital	Language(s)
France	Paris	French
Germany	Berlin	German
Belgium	Brussels	French and Flemish
Switzerland	Bern	German, French and Italian
Austria	Vienna	German



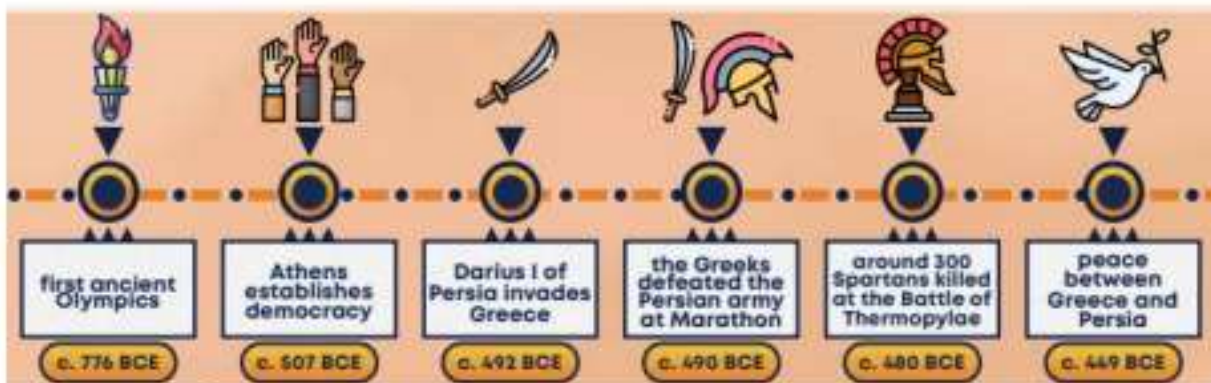
Key Knowledge
I can name the countries in Western Europe and locate them using an atlas.
I know Western Europe has a temperate climate. I can analyze data about the climate in Germany.
I know that trade means buying and selling goods. I know that countries in Western Europe import and export different items.
I can locate and describe human and physical features of France.
I understand the similarities and differences between London and Paris

		
Switzerland	France	Germany
		
The Netherlands	Belgium	Austria
		
Luxembourg		

Knowledge Organiser- Ancient Greeks – History - Year 3

Key Vocabulary	Definition
Hoplite	A soldier in the Greek army who fought with a long spear and use a large, round shield for protection
Athenian	People who lived in the city-state Athens.
Spartan	People who lived in the city-state Sparta. They were known for being great warriors
Boule	The group of people (the ruling council) who were voted to rule Athens on behalf of the Athenian citizens
Pnyx	The hill that speakers would stand on to talk about politics to the Athenian citizens
democracy	A system of government where the people can vote to decide things. Athens had democracy from 510 BC.
Persia	An empire to the east of Greece, ruled by kings. Persia tried to invade Greece. Ancient Persia is modern Iran
Olympics	A religious festival held in honour of Zeus, attended by people from all over Greece.
Ecclesia	Citizens of Athens. Women and slaves could not qualify for citizenship and therefore did not have the right to vote.

Key Knowledge
I know that Ancient Greece was divided into city states which frequently fought with each other.
I know what democracy is and how it started in the Greek city-state Athens.
I understand why Spartans were famous for being great warriors.
I know that King Darius started the Persian Wars when he attempted to conquer Ionia
I know that the battle of Marathon is remembered when people run 26 miles like Pheidippides. I know that the battle of Thermopylae is remembered for the 300 Spartans who died in battle.



Ancient Greece and nearby regions

Year 3 - Design Technology - Knowledge Organiser - Textiles

Key Vocabulary	Definition
template	a shape drawn to exact shape and size, used to assist in cutting out
aesthetics	what the product looks like
fastening	cloth produced by weaving or knitting textile fabrics
seam allowance	an extra fabric allowed for joining together – usually 1.5cm
Seam	A line of stitching that joins fabric together
gusset	a piece of material sewn into a garment to strengthen or enlarge a part of it.
embroidery	sewing decorative designs onto fabric
reinforce	to strengthen or support something
Specification	Stating the exact requirements of something
Prototype	A model that is made to test whether a design will work

Key Knowledge

I know products are designed for different purposes and uses.

I know a range of stitches.

I know how to make a paper template that uses a seam allowance.

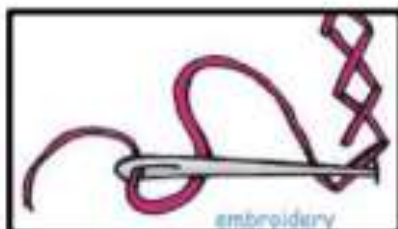
I understand how to measure, tape or pin, cut and join fabric with some accuracy.

Cutting out techniques

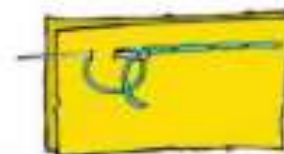
Ensure template is secured to fabric to allow for accuracy. Double sided tape can be used instead of pins to do this.



Possible fastenings



Teaching aids - joining techniques



Back stitch



Backward running stitch



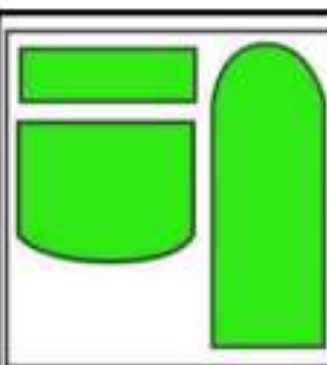
Over sew stitch



Blanket stitch



Running stitch



Place pattern pieces carefully to avoid wastage.

Knowledge Organiser Year 3 French Unit 2: En classe

Key Language	English
J'ai un stylo.	<i>I have a pen.</i>
un crayon	<i>a pencil</i>
un cahier	<i>an exercise book</i>
un livre	<i>a book</i>
un sac	<i>a bag</i>
une trousse	<i>a pencil case</i>
une règle	<i>a ruler</i>
une gomme	<i>a rubber</i>
rouge	<i>red</i>
bleu	<i>blue</i>
vert	<i>green</i>
jaune	<i>yellow</i>
marron	<i>brown</i>
orange	<i>orange</i>
gris	<i>grey</i>
noir	<i>black</i>
blanc	<i>white</i>
Quel âge as-tu?	<i>How old are you?</i>
J'ai ans.	<i>I'm ... years old.</i>
écoutez	<i>listen</i>
regardez	<i>look</i>
lisez	<i>read</i>
asseyez-vous	<i>sit down</i>
levez-vous	<i>stand up</i>
écrivez	<i>write</i>
chantez	<i>sing</i>

J'ai un crayon orange.



J'ai un stylo rouge.



J'ai un sac bleu.



J'ai un livre vert.



J'ai une règle jaune.



J'ai une trousse rose.

Quel âge as-tu?



J'ai huit ans.

Key Questions

Qu'est-ce que tu as?

What have you got?

Quel âge as-tu?

How old are you?

Quelle est ta couleur préférée?

What's your favourite colour?

C'est de quelle couleur?

What colour is this?

Knowledge Organiser – PSHE – Celebrating Difference - Year Three

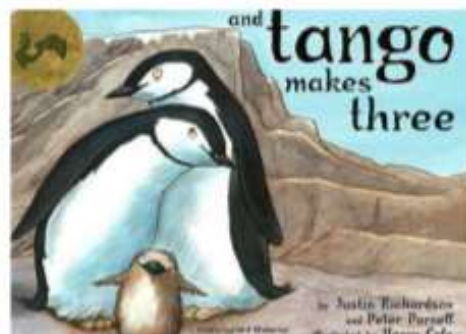
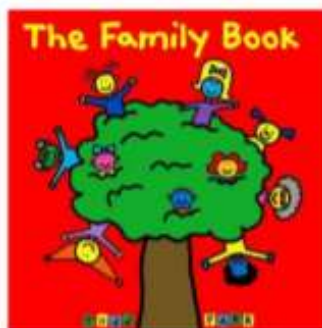





Key Vocabulary	Definition
Connected	Brought together or into contact so that a link is established.
Unique	Being the only one of its kind.
Similarity	Having a resemblance in appearance, character, or quantity, without being identical.
Difference	Not the same as another or each other.
Conflict	A disagreement or argument.
Solutions	A means of solving a problem or dealing with a difficult situation.
Witness	A person who sees an event, typically a crime or accident, take place.
Bystander	A person who is present at an event or incident but does not take part.
Bullying	Behaviour that is repeated, intended to hurt someone either physically or emotionally.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.

Key Knowledge
I understand that everybody's family is different and important to them.
I know what it means to be a witness to bullying.
I recognise that some words are used in hurtful ways.





Reflective questions
Ask me this...
What might the consequences be of using hurtful words?
How are we special, unique and different?



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.
Minim	
Crotchet	
Quaver	
Disco	A form of dance music emerged in 1970s
Jazz	A style of music from Southern America which uses pianos, saxophones, trumpets and drums
Folk	Traditional popular culture music
Sea shanty	A song with alternating solos and chorus originally sung by sailors while performing physical labour
Harmony	The notes that support the tune
Melody	The tune

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

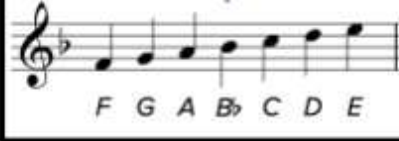



How many beats per measure
What note gets one beat

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






Key Signature: F major — there is one flat in the key signature



- Songs covered**
- Love what we do
 - When the saints go marchin' in
 - My bonnie lies over the ocean



Key Vocabulary	Definition
Point balance	A balance on a small body part e.g. hands, elbows, feet.
Patch balance	A balance on a large body part e.g. back, stomach, bottom.
Shapes	E.g. tuck, straddle, dish, arch, star, front support, back support.
Body tension	Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Skills	
Moving out of balances	
Moving into balances	
Stepping, jumping and landing	

Skill Development
<p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence using the skills I have learnt.</p>

R.E. Year 3 Autumn 2 Knowledge Organiser

Has Christmas lost its true meaning?

Key vocabulary	Definition
Christmas	Celebrated on December 25 th each year when Christians remember the birth of Jesus Christ.
meaningful	Something has meaning, is important, worthwhile
Incarnation	Incarnation means God coming to earth in Human form as Jesus, to help people
Jesus	Jesus also referred to as Jesus of Nazareth or Jesus Christ. He is the central figure of Christianity.
Christian	One who believes in Jesus Christ
Celebrate	To mark a special day or occasion.

Key Knowledge
I can talk about how I celebrate Christmas / Christmas holidays
I know some of the different ways in which other people celebrate Christmas
I know the which parts of the Christmas Story of meaningful to Christians
I know the difference between Christian and non-Christian aspects of Christmas
I can give my opinion on whether I think Christmas has lost its true meaning

Some people celebrate Christmas like this:



Some people celebrate the Christmas holidays like this:

