

Stone Age to the Iron Age

Year 3 Term 3 and 4

The BIG Questions...

- What is prehistory?
- When were the Stone Age, Bronze Age and Iron Age (Chronology)?
- How do we find out about the past?
- How have homes changed over time?
- When and why did farming begin?
- How did the discovery of bronze/iron change life in prehistoric times.

Cave paintings

Pinch pots / artefacts

Archaeology box

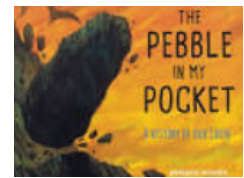
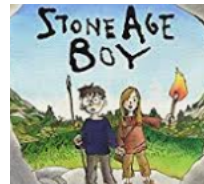
Stone Age tools

Stone Age houses

Iron Age hill forts

Suggested links...

Mary Anning Stone Age boy Pebble in my pocket



Lead story and others...

Stone Age Boy

The pebble in my pocket

Stone Age Times

What's under the bed

Stone Girl, Bone Girl

Opportunities for visits, visitors and outdoor learning...

Making a Stone Age home (cave).

Excavation of prehistoric artefacts.

Key Skills and Knowledge

Possible activities

History

As historians we will...

- Find out about the everyday lives of people and compare with our life today.
- Identify reasons for and results of people's actions.
- Place the time studied on a timeline.
- Use dates and terms related to the study unit and passing of time e.g. BC/AD.
- Sequence several events or artefacts.
- Identify and give reasons for different ways in which the past is represented.
- Distinguish between different sources.

Create a chronological timeline.

Research and create a cave painting.

Investigate prehistoric artefacts and make a pinch / coil pot from clay.

Research prehistoric homes and make a Stone Age cave. To compare Skara Brae to modern day homes.

Research the bronze Age, grave goods and the smelting process.

	<ul style="list-style-type: none"> • Look at representations of the period e.g. museum, story, cartoons. • Use a range of sources to find out about the period. • Observe small details e.g. in artefacts, pictures. • Select and record information relevant to the study. • Begin to use information books and internet for research. • Communicate our knowledge through: <ul style="list-style-type: none"> • Discussion • Drawing • Role play and drama • Writing • Models • ICT 	Research and make an Iron Age hill fort.
Geography	<p>As geographers we will...</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	History link - Prehistoric settlements.
<p>Science</p> <p>Term 3 - Rocks and Soils</p> <p>Term 4 - Animals including humans.</p>	<p>As scientists we will...</p> <ul style="list-style-type: none"> • Compare and group together different types of rocks on the basis of appearance and simple physical features. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p>Group rocks according to their own criteria.</p> <p>Research igneous rock formation - volcanoes. Make crystals.</p> <p>Make model to show how sedimentary rocks are formed.</p> <p>Examine and make fossils - clay.</p> <p>Soil investigation - to identify what soil contains.</p> <p>Construct model skeleton</p> <p>Make model to show how muscles work.</p>
PSHE	<p>As Wentworth citizens we will...</p> <p>Feelings and emotions</p> <ul style="list-style-type: none"> • Recognise and respond appropriately to a wider range of feelings in others. <p>Healthy relationships</p> <ul style="list-style-type: none"> • Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • Recognise different types of relationships, including those between 	<p>Circle time</p> <p>Circles showing close family, friends, acquaintances etc.</p>

	<p>acquaintances, friends, relatives and families.</p> <ul style="list-style-type: none"> • Learn that their actions affect themselves and others. • Work collaboratively towards shared goals. <p>Valuing difference</p> <ul style="list-style-type: none"> • Learn to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). 	<p>Role play different scenarios. (What would you do?)</p> <p>Role play - scenarios.</p>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> • generate ideas for an item, considering its purpose and who will use it. • identify a purpose and establish criteria for a successful product. • explore, develop and communicate design ideas by making models. • make drawings with labels when designing. • Select tools and techniques for making our product. • measure, mark out, cut, score and assemble components. • work safely and accurately with a range of simple tools. • Strengthen and improve the appearance of their product using a range of equipment. • evaluate our product against original design criteria e.g. how well it meets its intended purpose. 	<p>To investigate, design, make and evaluate a Stone Age home.</p>
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> • learn about what different people believe about God. • learn why the bible is important for Christians. • learn why people pray. • learn why festivals are important to religious communities. (Easter) 	<p>Compare Christianity with Islam.</p> <p>Sequence the Easter story.</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> • Use a range of drawing implements on a variety of media. • Use a sketchbook to test ideas and record media explorations. • Use pinch/coil techniques when using clay. • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of different techniques. 	<p>Cave paintings - pastels, spray paint.</p> <p>Pinch / coil pots - clay</p>
Computing	<p>As computing technicians we will...</p> <p>Explain the importance of sequencing (correct order of blocks)</p> <p><u>Scratch jr.</u></p> <ul style="list-style-type: none"> - Use all blocks - Add pages - Add sprites <p><u>Scratch starter projects</u></p>	<p>Use of Scratch to complete Scratch projects.</p>

	<p>- Use blocks from scratch junior</p> <p><u>Microsoft Word</u></p> <ul style="list-style-type: none"> - Right click for spelling suggestions - Change font - Change font colour - Copy / paste text - Copy / paste image from - Internet - Place image in front of text <p><u>Search skills</u></p> <ul style="list-style-type: none"> - Use keywords - Use child friendly search engines <p>Explain the difference between input and output</p>	<p>Food groups information page.</p> <p>(Inserting pictures for each food group)</p>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • learn about being tolerant of others, faith and religions - Christian / Islam (RE) • Learn how important people fought for individual freedom/equality. (RE) • learn to show mutual respect - good winners and losers • be able to follow the rule of law (PE – Rules of games.) • vote for school council representatives. 	<p>Learn about Rosa Parks</p>
P.E. Swimming OAA	<p>As sports stars we will...</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. • Perform safe self-rescue in different water-based situations. <ul style="list-style-type: none"> • Use simple maps and diagrams to follow a trail. • Use clues to follow a route. • Follow a route safely. • Select appropriate equipment/route/people to solve a problem successfully. 	<p>Activities planned by swimming teacher.</p> <p>Using maps to follow a trail.</p> <p>Treasure hunt.</p>
PFL	<p>As linguists, we will ...</p> <ul style="list-style-type: none"> • Learn to read, write, listen to and speak in French (basic greetings, counting to 10, classrooms instructions) 	<p>Practical activities</p>