



Summer 1 Term 3

Whole School topic 'We are Britain'- Year 3 Stone Age to Iron Age

History	Geography	Art	Design and Technology
<p>Children will learn what a time period is, and look specifically at the Stone age, Bronze age and Iron age.</p> <p>We will look at how life has changed since then in everyday life, and use DT to create some household objects from the time, comparing them to objects we may use now.</p>	<p>Children will understand that the periods we are learning about were the beginnings of human life in Britain, and that due to historical sources, we cannot be sure how these relate to other areas of the world.</p>	<p>Children will use paint to decorate their pottery.</p> <p>They will also use drawing to design the clay pots.</p>	<p>Children will design and make different household objects from the Bronze age period:</p> <ul style="list-style-type: none"> - Necklaces by making beads from playdough, soap and string - Clay to make coil-made pottery or thumb pots - Cardboard to make a jewelry box for their necklace

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>Historian / Archaeologist- looking at how historians use sources to learn about the past</p> <p>Potter - using clay to create objects</p>	<p>Children will understand that they are part of 'England', which is part of 'Britain'. They will begin to understand British values through looking back at British time periods.</p>	

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts</p> <p>Stone age boy - Satoshi Kitamura</p> <p>Stig of the Dump - Clive King</p> <p>Writing opportunities</p> <p>Write a non-chronological report about one of the three time periods, after researching this using ICT</p> <p>Reading opportunities</p> <p>Selection of Non-Fiction books about Stone age, Bronze and Iron age</p>	<p>As part of the DT work within this subject, pupils will be measuring length.</p>	<p>Children will search the internet search engines to find out about the different time periods studied. Children will do extra research at home for homework.</p>	

Objectives	Activities
ICT:	
C.3.2.1. Use search technologies effectively.	Using the internet to research.
D&T	
<p><u>Design</u> He/she can design products that are functional and designed for purpose</p> <p><u>Make</u> He/she can choose the most appropriate joining technique to add a decoration to a piece of fabric</p> <p><u>Evaluate</u> He/she can explain strengths and weaknesses of existing products</p>	<p>Children will design and make different household objects from the Bronze age period:</p> <ul style="list-style-type: none"> - Necklaces by making beads from playdough, soap and string - Clay to make coil-made pottery or thumb pots - Cardboard to make a jewelry box for their necklace <p>Children will discuss and learn about what was invented in these time periods</p> <p>Children to assess their finished product.</p>
History	
<p><u>Historical Knowledge</u></p> <p>H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study.</p> <p><u>Historical Concepts</u></p> <p>H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>H.2.4.1. Address and devise historically valid questions about cause</p> <p>H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Historical Enquiry</u></p> <p>H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Produce timelines for the Stone, Bronze and Iron age.</p> <p>Discuss similarities and differences between then and now, asking questions around why things may have changed since then.</p> <p>Discuss the use of primary and secondary sources to find out information.</p>
Expressing Art and Design:	
<p><u>Sculpture</u> He/she can make a 3D sculpture using clay</p> <p><u>Painting</u> He/she can select the brush size and type depending on the task</p> <p>He/she can mix and match colours for purpose: skin tones, backgrounds.</p>	<p>(See DT objectives)</p> <p>Children will use paint to decorate their pottery.</p> <p>They will also use drawing to design the clay pots.</p>