



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/jewellery box.</p> <p>They will also use drawing to design the clay pots/jewellery box.</p> <p>Look at mixing colours to recreate cave paintings and linking to drawing portraits</p>	<p>Children Will design and make different household objects from the Bronze age period:</p> <ul style="list-style-type: none"> - Cardboard to make a jewellery box for their necklace - Necklaces by making beads from playdough, soap and string

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>Historian / Archaeologist- looking at how historians use sources to learn about the past 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>	<p>Relationships PHSE</p>

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts Stone age boy - Satoshi Kitamura Stig of the Dump - Clive King How to skin a bear</p> <p>Writing opportunities Write a non-chronological report about one of the three time periods, after researching this using ICT</p> <p>Reading opportunities 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> <p>Word processing skills in ICT developed to present information.</p>	<p>Science topic is our bodies, skeletons which will links to basic discussions about evolution through the topic</p>

Objectives	Activities
<p>ICT:</p> <p>C.3.2.1. Use search technologies effectively. Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><u>Word processing skills:</u> Use undo and redo. Make text bold, italic or underline. Select text in different ways. Change case. Align text. Select single words. Cut, copy and paste text. Format the font. Insert images. Copy a screenshot into another application. Use a secure password. Use <ctrl> keyboard shortcuts. Select text in different ways. Format images. Use an effective layout. Use the Snipping Tool. Use bullets and numbering effectively. Insert and format text boxes effectively.</p>	<p>Using the internet to research.</p> <p>Present information about stone age people on a word document, developing specific computing skills.</p>
<p>D&T</p> <p>Design I can consider the design criteria and create a design brief for a product. I can make a step-by-step plan to build a product. Make: Structures; Cutting I can work accurately to measure, make cuts and make holes. I can select tools and equipment suitable to the task. I can create a shell or frame structure, I can cut slots. Evaluate I can identify the strengths and weaknesses of ideas. I can evaluate existing products to see what works better than others.</p>	<p>Children will design and make different household objects from the Bronze age period:</p> <ul style="list-style-type: none"> - Cardboard to make a jewellery box for their necklace - Necklaces by making beads from playdough, soap and string - Clay to make coil-made pottery or thumb pots <p>Children will discuss and learn about what was invented in these time periods Children to assess their finished product.</p>
<p>History</p> <p>Historical Knowledge: sequencing the past I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms Historical Concepts: Change and development I can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. Historical Concepts: Cause and Effect I can describe some relevant causes for, and effects on, some of the key events and developments covered. Historical Concepts: Significance and Interpretations I can select what is most significant in a historical account. I can provide a reason why two accounts of the same event might differ. Historical Enquiry: Planning and carrying out a historical enquiry</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: homes, diet; gatherers and hunters; weapons and tools; clothing</p> <p>Discuss the use of primary and secondary sources to find out information.</p>

<p>I can ask valid questions for enquiries and answer using a number of sources.</p> <p>Historical Enquiry: Using sources as evidence</p> <p>I can understand how sources can be used to answer a range of historical questions.</p>	
<p>Expressing Art and Design:</p>	
<p>Developing/ Applying Ideas</p> <p>To use Sketch books to develop ideas and techniques.</p> <p>Painting</p> <p>I can select the brush size and type depending on the task.</p> <p>I can mix and match colours for purpose: skin tones, backgrounds.</p> <p>I can explore tone- lighter and darker</p> <p>Drawing</p> <p>I can show facial expression in a drawing</p> <p>I can observe images and recreate a still life composition</p> <p>Independent Artist</p> <p>I can prepare and clear away my working area.</p>	<p>Children will investigate and mix colours to re-create cave paintings.</p> <p>Study portraits and how the face has changed over time and people's representation of faces.</p> <p>Draw facial expressions</p> <p>Paint a portrait</p> <p>Study Picasso's portrait and copy his abstract style</p>
<p>Science:</p>	
<p>Working scientifically</p> <p>I can ask relevant questions when prompted</p> <p>I can set up comparative tests</p> <p>I can make systematic observations, using simple equipment</p> <p>I can use standard units when taking measurements</p> <p>I can record findings in various ways</p> <p>I can, with prompting, suggest how findings may be tabulated</p> <p>I can, with prompting, use various ways of recording, grouping and displaying evidence</p> <p>I can with prompting, suggest conclusions from enquiries</p> <p>I can suggest how findings could be reported</p> <p>I can gather and record data about similarities, differences and changes</p> <p>I can with prompting, suggest conclusions that can be drawn from data</p> <p>I can suggest possible improvements or further questions to investigate</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Measuring body parts and proportions and recording these findings.</p> <p>Understand the development of primitive man to modern man in the context of basic evolution.</p> <p>Emphasise the different diet and activities of stone age man compared to now e.g., life expectancies, muscle development, obesity...</p>