

Topic Name: Stone Age to Bronze Age
Class and Year Groups: Orange Class Year 3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Recall what happened in the Stone Age. • Confidently discuss life in the Stone Age and how it compares to life today. • Show a chronologically secure knowledge of events in the Stone Age. • Use a range of sources to find out about a period. • Communicate their knowledge and understanding. • Children will be able to give examples of natural and man-made rocks. • They will be able to group rocks by their properties and identify simple similarities and differences. • They will be able to explain, using simple scientific language, how soil is formed. 	<p>KEY FOCUS AREAS:</p> <p>History: Life in the Stone Age and how it compares to life to today.</p> <p>Geog: Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Science: Rocks and soils</p> <p>ART: Cave paintings.</p>	SYNOPSIS:	
		Week 1 8.4.24	Science Week
		Week 2 15.4.24	Introduction to the Stone Age. What do we know? What would we like to find out? To develop a chronologically secure knowledge of a timeline of events in the stone age moving in to the bronze and iron age. Stone Age Animals research for writing instructions. Science – Rock detectives; Stone Age Crafts. Stone Age Reading Comprehension.
		Week 3 22.4.24	What did Humans need to survive in the stone age? Non-chronological reports
		Week 4 29.4.24	Stone age house through the different stone age periods: Palaeolithic, Mesolithic and Neolithic times. Science: Exploring, studying, grouping rocks, their properties and uses.
		Week 5 6.5.24	Science: How volcanoes are formed? Pioneer (Yr4) and Aztec Trip (Yr 3).
		Week 6 6.5.24	What did Stone Age people eat/wear? To explore how people lived in the stone age?
		Week 7 13.5.24	To investigate how different Bronze Age people lived and how this changed over time. Science: Fossils
		Week 8 20.5.24	To explore what archaeology has told us about Britain’s prehistoric tombs and monuments including how Iron Age people lived and the significance of the material iron.
TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE		KEY QUESTIONS (linking to topic factsheet):	

History: To find out what happened in the Stone Age. Consider life in the Stone Age and how it compares to life to today. To develop a chronologically secure knowledge of events in the Stone Age. Use a range of sources to find out about a period. Recall, select and organise historical information. Communicate their knowledge and understanding.

Science: Give examples of natural and man-made rocks. Group rocks by their properties and identify simple similarities and differences. Explain the difference between a bone and a fossil. Explain, using simple scientific language, how soil is formed. Make and record observations accurately.

Geog: To research and discover information about places Skara Brae, Stonehenge, Lascaux: France and their relevance to the Stone Age period. To understand types of settlements in modern Britain: comparing villages, towns, cities. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Identify features on aerial/oblique photographs. Draw a sketch map from a high view point.

1. What is Palaeolithic, Mesolithic, Neolithic?
2. What does BC and AD mean?
3. What was life like in the Stone Age?
4. Where is Skara Brae? Why is it important?
5. What is Stonehenge?
6. How do we know about the Stone Age?
7. Why was it called the Stone Age?
8. Where would you find the settlements?
9. Which materials were used in the Stone Age?

Opportunities for Extension



Take an interactive tour of **Stonehenge** with 360° views from inside the monument. Select the hotspots to find out more. Dig for fossils, go hunter gathering with an adult, research an aspect of the Stone Age and present using ICT, art or writing.

<p>ENGLISH: Visual literacy: The Croods.</p> <p>Fiction (Narrative): Stone Age Boy, Stig of the Dump, Cave Baby, Afterwards Everything Was Different.</p> <p>Non-Fiction (Instructions): How to wash a woolly mammoth (Reports): Pre historic animals and homes, stone age life.</p>	<p>MATHS:</p> <p>Yr 3: Fractions of shape and number; ordering, comparing, adding and subtracting of fractions. Properties of shape.</p> <p>Yr 4: Decimals, Money, Time, Shape, Position and Direction, Statistics. Y4 MTC practice.</p> <p>Both year groups will undertake assessment to inform end of year teacher assessment.</p>	<p>SMSC/PSHE/BRITISH VALUES:</p> <p>Being my Best:</p> <ul style="list-style-type: none"> • Making Safe Choices • How do I make a difference? • Safety in numbers • That is such a stereotype!
<p>ART: To create cave paintings. Artist/observations. Changing the Texture Of paint, Line: (chalk/charcoal)outline of animals, stick men, weapons Natures art: Andy Goldsworthy. Stone Age crafts using clay. Homework tasks to include 3D modelling: Create a shoe box cave/ milk bottle woolly mammoth.</p>	<p>READING KEY TEXT(S): Stig Of The Dump Whole Class Reading: Stone age Boy, Stig of the Dump, The First Drawing Read and Respond Texts: Stone age times, Stone age stew and Cave paintings.</p>	<p>MUSIC: <u>Learning to play an instrument - Ocarina and Glockenspiel</u> To know and be able to talk about: The instruments used in class (a glockenspiel, an ocarina) To treat instruments carefully and with respect. Play anyone, or all of four, differentiated parts on a tuned instrument – a one note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader.</p>
<p>RE- Pentecost When Jesus left, what was the impact of Pentecost? Children will:</p> <ul style="list-style-type: none"> • make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. • Describe how Christians show their beliefs about the Holy Spirit in worship. • Make links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now, giving good reasons for their answers. 	<p>ICT/COMPUTING:</p> <p>To explore how font size and style can affect the impact of a text.</p> <p>To use a simulated scenario to produce a news report.</p> <p>To use a simulated scenario to write for a community campaign.</p>	<p>ENRICHMENT and VERTICAL DRIVERS: Stone Age Day: Team building/outdoor learning: trip to Bishops wood. Internet safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p>ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding</p>		
<p>History Targets – As a Historian</p>	<p>Geography Targets – As a Geographer</p>	<p>Art and Design Targets: As an Artist</p>

<p>I can:</p> <ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD • Use dates and terms related to the study unit and passing of time • Find out about everyday lives of people in time studied • Look at representations of the period – museum, cartoons etc • Use a range of sources to find out about a period. • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<p>I can identify:</p> <ul style="list-style-type: none"> • Types of settlements in Early Britain linked to History. • Why did early people choose to settle there? Investigate places and themes. • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Identify features on aerial/oblique photographs. • Draw a sketch map from a high view point. 	<p>I can:</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Annotate work in sketchbook. • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Plan and create different effects and textures with paint according to what they need for the task.
<p>Science Targets - As a scientist</p>	<p>Music Targets- As a musician</p>	<p>PE- as an athlete/ sportsperson (rounders)</p>
<p>I can: observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time;</p> <ul style="list-style-type: none"> • use a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. • research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. • explore different soils, identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. • raise and answer questions about the way soils are formed. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. • Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. 	<p><u>Athletics</u> Develop flexibility, strength, technique, control and balance.</p> <ul style="list-style-type: none"> • Physical: sprint, jump for distance, push throw, pull throw • Social: collaborate, work safely • Emotional: determination, perseverance • Thinking: observe and provide feedback, comprehension, explore technique <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat • Social: collaboration, communication, co-operate, support and encourage others • Emotional: honesty, fair play, confidence, determination • Thinking: comprehension, select and apply skills, tactics, make decisions