The Stone Age to Iron Age

Year 3 Autumn 2023

Linked texts: Stone Age Boy by Satoshu Kitamura
Stonehenge by Mick Manning and Brita Grandstrom
How to Was a Woolly Mammoth by Michelle Robinson and Kate Hindley
The First Drawing by Mordicai Gerstein
Defenders: Pitch Invasion

Topic composite: Stone Age Exhibition for parents

Trips and experiences: Stone Age Experience Day

Intent:
Children are introduced to the idea that people have lived in Britain for a very long time. They will learn about changes between Stone Age to Iron Age and will recognise similarities to the modern day.

Skills and Knowledge Focus:
- Order events over a larger timescale.
- Learn specific language relevant to the topic.
- Pose their own questions to show understanding of the topic.
- To understand why these happened and the impact.
- Distinguish between fact and opinions.

Sticky Knowledge:
- I know that prehistory is divided up into the Stone Age, Bronze Age and Iron Age.
- The Stone Age is named after the stone tools that the earliest humans used to help them survive.
- The Stone Age (a period of time when humans used stone to make tools) covers a huge period of time - over 3 million years.
- At the beginning of the Stone Age, people were hunter-gathers and were nomadic. By the end of the Iron Age, people were settling into communities.
- People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.
- There is evidence that the Stone Age people were skilled at fishing and crafts. We also know that they developed farms to live off.
- In Britain, the Bronze Age followed the Stone Age and last around 1500 years. It is the time period when bronze replaced stone as a preferred material for making tools and weapons.
- I know that there are remains in Cornwall that date back to the Iron Age and give us clues as to how people lived.

Key Vocabulary:
Stone Age, Bronze Age, Iron Age, period, prehistoric, hunter gathers, nomadic, settlement, weapons, tools, round house, remains, monument.

Subject Composite:
Stone Age Day

Impact:
Children will have a good understanding of the timeline of prehistory

Intent:
To have a good understanding of what a rock is, the different kinds of rocks and fossils and how they are formed. Children can identify the different properties of rocks and fossils.

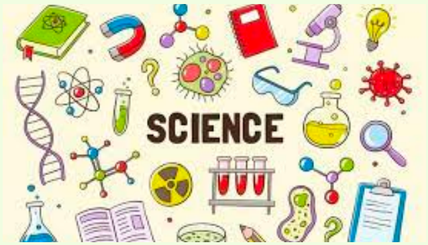
Skills, and Knowledge Components Focus:
- Compare and group together different types of rocks on the basis of their appearance and simple physical properties.
- Describe in simple term how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Sticky Knowledge:
- I know that fossils are records of life built into stone.
- I know that palaeontologist's explore fossils to discover what the dinosaurs were like.
- I know that a rock is made up of crystals / grains that are packed together.
- I know that in soil you find sand, small stones, bits of leaves and roots.
- I know that the different types of rocks are igneous, metamorphic and sedimentary.

Key Vocabulary:
rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, peat, sandy, chalk, clay, minerals, vitamins, fossils, rock, igneous, metamorphic, sedimentary, sediment, soil.

Subject Composite:
Create a slide show about Rocks and fossils and how these give us information about the history of the earth.

Impact:
Children can explain how fossils are formed and how they give us clues about the Earth and about life that existed hundreds of thousands and millions of years ago.



Intent:
To have a good understanding of what keeps humans and plants healthy and to know the role of the skeleton.

Skills, and Knowledge Components Focus:
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Sticky Knowledge:
- I know what animals including humans need to stay healthy: water, exercise, air, sleep, warmth, balanced diet, social connections
- I know that animals, including humans can't make their own food, they get nutrition from what they eat.
- I know the different food group: meat and proteins, dairy products, fruit, vegetables, fats and sugars, cereals, grains and beans.
- I know what is meant by a 'balanced diet' in terms of the food groups.
- I know some people have particular dietary needs: gluten intolerant, allergies (eg- nut)
- I know the main functions of the skeleton. Support –keeps body upright, posture- gives the body the correct shape, protection- protects internal organs (e.g. brain, heart), movement – provides something rigid for the muscles to pull on.
- I know that different animals have similar but different skeletons.

Key Vocabulary:
healthy, nutrients, energy, saturated fat, unsaturated fat, vertebrate, invertebrate, muscles, tendons, joints

Subject Composite:
Children will make an information poster about the human body and animals.

Impact:
Children will know that plants make their own food where animals do not and what animals need to stay healthy.

Intent:
Children will discover how to make drawings that capture a sense of historical drama using charcoal.

Skills and Knowledge Focus:
- Begin to use a sketch book for practice and to show development of their ideas, exploring technique and composition.
- Draw outlines with reference to size and shape
- Begin to use elements of other artists within their own work.
- Use different pencils for different purpose and effects

Sticky Knowledge:
- I know how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.
- I know how to experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal.
- I know that art can be on a large scale
- I know Chiaroscuro is the use of light and dark in art.
- I know that you can make drawings inspired by movement and have seen how other artists such as Laura McKendry do the same.

Key Vocabulary:
sketch book, charcoal, lines, outlines, gesture, chiaroscuro, light, dark, inspired, large scale, experiment

Subject Composite:
To use charcoal to create a prehistoric animal scene capturing movement.

Impact:
Children understand art can be used to capture movement and that art has been used for millions of years as a form of communication.

Intent:
Design, make and evaluate a purse/wallet (product) for their peers (user) to sell at the school fair (purpose).

Skills and Knowledge Focus:
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use finishing techniques suitable for the product they are creating.
- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
- test and evaluate their own products against design criteria and the intended user and purpose.
- Develop and use knowledge of how to construct strong, stiff shell structures.
- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.

Sticky Knowledge:
- I know that in order to create 3D structure I need to use 2D shapes.
- I know that I need tabs on my net to ensure I can stick my shape together.
- I know I can stiffen and strengthen sheet materials by laminating, corrugating or ribbing.
- I know I can score my sheet material to make it easier to fold
- I know a shell structure is a hollow structure with a thin outer covering.

Key Vocabulary:
shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype

Subject Composite:
To make a mystery box to sell at the Christmas fair.

Impact:
Children have an understanding of the design and make process for everyday items such as packaging. They build upon their designing, making and evaluating skills.