Unit Planner: How did we go from the Stone Age to the Iron age?
Year 3 – 7 Weeks

Key Concepts:
Power, Heritage, Responsibility, Change, Belonging

Intent:
To compare and contrast life in the Stone Age and Life now.
To explain the importance of an archaeologist and why they are significant in identifying periods of history.
To understand the human body and it parts and to compare them to animals.
To create a plan, create and evaluate a piece of music, which reflects the stone age period.

Curriculum Statements

Writing
Pupils should be taught to:
Plan writing by discussing writing that is similar. Plan by discussing and recording ideas.
Write narratives, creating settings, characters and plot.
Write by organising work into paragraphs as a way of grouping related material.
Write using the main features of instructions, including co-ordinating and subordinating conjunctions.
Use headings and sub-headings
Draft and write by recording ideas in a given structure.
Spell words correctly from the yr 3 literacy appendix.
Proof read own work to check for errors in spelling, grammar and punctuation.
Evaluate and edit own work using Purple Polishing Pens to make corrections.
Read work out loud to a group or the whole class with fluency and accuracy.
Write using a legible joined script.

History
Pupils should be taught to:
Place historical periods in a chronological framework.
Use a variety of resources to find out about the past.
Make comparisons between different periods of history.

Science
Pupils should be taught to:
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Report on the findings of their enquiries.

Music
Pupils should be taught to:
Sing songs with multiple parts with increasing confidence
Play and perform in solo or ensemble contexts with confidence
Begin to listen to and recall sounds with increasing aural memory

Art
Pupils should be taught to:
Experiment with materials to create a range of effects and use the taught techniques in the completed piece of work.
Use care and control over materials and their use.
Explain what they like or dislike about their work.

PSHE
Pupils should be taught to:
Keep emotionally and physically safe.
Manage their emotions.
Know what is right and what is wrong.

Starter: A parcel from the Great British Museum exploring artefacts.

Subject: History

Can I create a timeline including the stone age?
Can I understand what cave painting were used for?
Can I understand what hunter gatherers did and why they were important?
Can I understand the tools of the stone age?
Can I understand what homes were like during the stone age?
Can I understand the importance of farming during the stone age?
Can I understand the transition between the stone age to the bronze age?
Can I understand the tools that were created in the bronze age?
Can I understand and research Stonehenge?

Key Vocabulary:
AD, BC, Era, Towards the end…, Archaeology, Artefact, Settler, Stone Age Hunter – gatherer

Subject: Geography

Can I research a specific stone age settlement (Skara Brae)?
Can I understand what settlements are?
Can I understand where the best place for a settlement would be? (because of water, food ect.)

Settlement, land, water source, access, hill fort

Subject: Art

Can I replicate a stone age cave painting?
- Can I understand the primary and secondary colours and how to make them?
- Can I work on a range of scales? e.g. large brush on large paper etc.

Can I use a variety of colours?
Can I experiment with different effects and textures?

Colour, Tint, Shade, Blend, Texture, Replicate

Text types:

Literature: Stone Age Boy

Everyone's Welcome Book: Beegu

Maths links:

Enrichment: Stone Age Day, Assembly

Computing: Computing will be taught fortnightly covering the statements
MFL: French will be taught discretely fortnightly.

Understand the schools STOP programme. Recognise opportunities to make their own choices about food/ a balanced diet. <u>Computing</u> Pupils should be taught to: With support select and use a variety of software to accomplish goals.		

Sequence of Lessons Stone Age to Iron Age – 7 weeks

Lesson	Learning Challenge	Outcomes	Concepts
1. History	WOW day to gain interest into the stone age	NA	Curiosity, change
2. History	Can I understand what an archaeologist is and what they do?	Pre- task & post- task of what they look like. Key vocabulary for archaeologist in books.	Curiosity
3. Music	Can I learn a stone age rap?		
4. Music / Computing	Can I perform and record a rap video?		
5. History	Can I create a timeline of the stone age period?	Time across a double page spread.	
6. History	Can I investigate cave paintings and what they were used for?	Fact file on paintings	
7. Art	Can I create a replica of a cave painting? Can I create my own material to paint with? See project planner.	Cave painting with their own paint.	Heritage
8. Art			
9. Art			
10. History	Can I understand what hunter-gatherers do?	Blooms questions	
11. History	Can I understand what tools were used during the stone age?	Identify and explain uses. *British museum resource.*	Power
12. Geography	Can I understand where the best place for settlements were during the stone age?	Look at key features and explain importance	Home
13. History	Can I understand the importance of farming?	Animals and Tools used – double page spread.	
14. History	Can I understand the transition to the Neolithic age?		Sustainability

15. Geography / History	Can I understand the importance of Skara Brae?	DPS	
16. History/Geography	Can I understand what Stonehenge is why it is important? Can I locate it on a map?	DPS	
17. History	Can I understand what happened after the stone age.		
18. History			
19. D&T	Can I make some stone age stew?		
20. Literacy	Can I write a set of instructions for stewed fruit?		
21. Music	Can I compose a piece of stone age music to dance to?		
22.History	Can I use graphic notation to record a piece of music?		
23.History	Can I evaluate my peers stone age music?		
24.			
25.			
26.			

Discrete Science unit of Magnets and Forces

Lesson	Learning Objective	Outcome
1. Science	Can I investigate how friction can affect the movement of objects on different surfaces?	Perform experiment and record results
2. Science	Can I investigate how magnets attract and repel and group objects on this attraction?	Perform experiment and record results
3. Science	Can I complete a scientific report on an investigation?	Perform experiment and record results
4. Science investigation 5. Science investigation 6. Science investigation	Magnet investigation: Begin to talk about criteria for grouping, sorting and classifying and use simple keys. Begin to compare and group according to behaviour or properties, based on testing. Gather, record, and begin to classify and present data in a variety of ways to help in answering questions	Perform experiment and record results
7. Science investigation 8. Science investigation 9. Science investigation	Friction investigation: Set up some simple practical enquiries, comparative and fair tests. Begin to recognise when a simple fair test is necessary and help to decide how to set it up. Begin to make some decisions about which types of enquiry will be the best way of answering questions Begin to think of more than one variable factor.	Perform experiment and record results