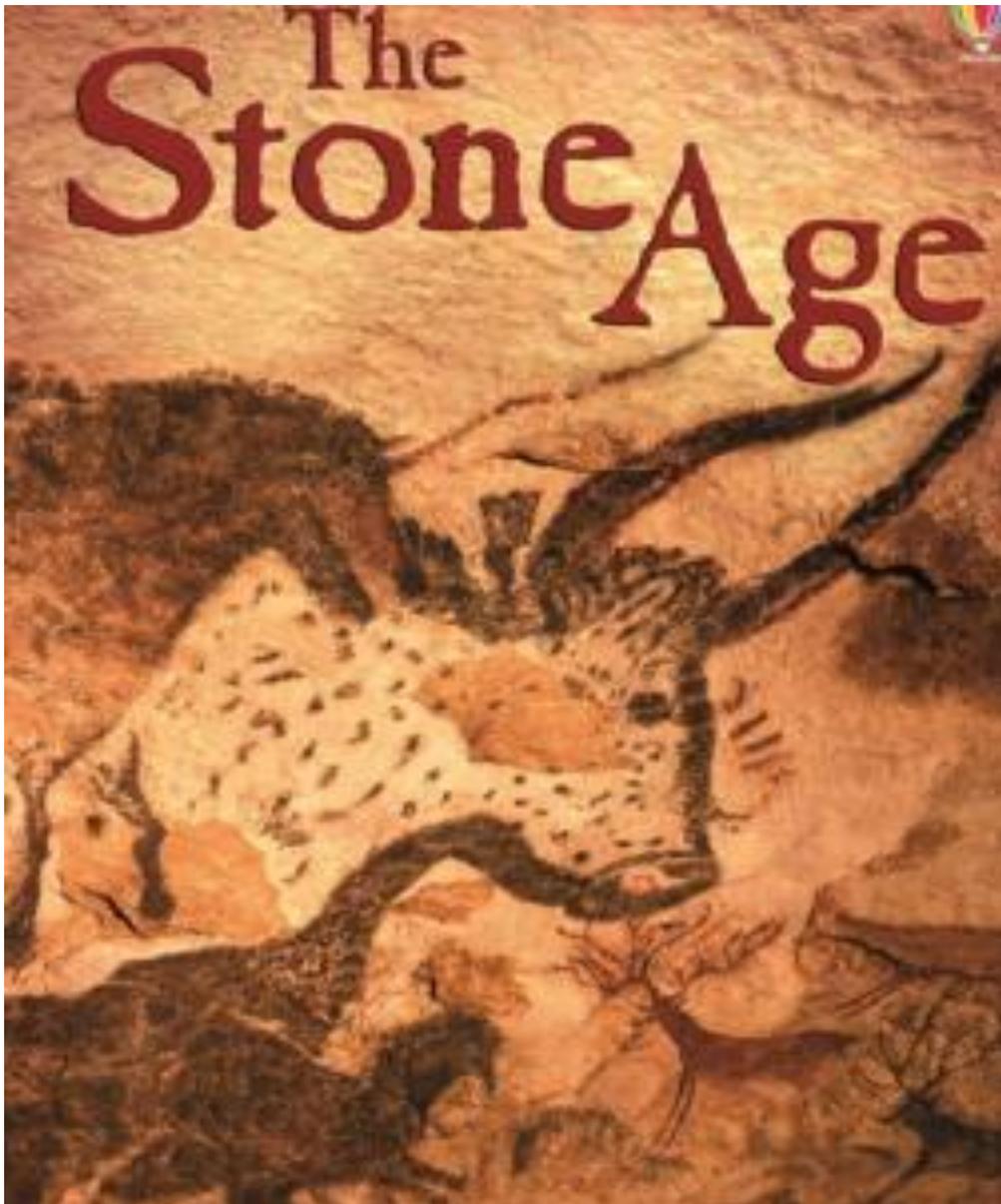




# **Year 3 - Autumn**

## **How do we know about the Stone Age?**





# Year 3

## Autumn – How do we know about the Stone Age?

### Intent: The Why Behind our Topic

#### Rationale

How do we know about the Stone Age? will give children an in-depth insight into The Stone Age and its impact on Britain, human history and societal development. Teaching the stone age is the vital, first step in helping them to understand the chronological story of who lived in Britain from the very first inhabitants to modern day. Teaching this topic helps children understand the influences these people had in terms of farming, art and even the first animations. These important mile stones that occurred in the Stone Age have helped to shape our modern society. Children will develop their historical analysis skills by looking at evidence and assessing it's importance and reliability. They will develop decision making and judgment skills through stories and debate. Looking at the past shows children models of good and responsible citizenship and also teaches us how to learn from the mistakes of others. The topic will help to understand change and societal development and will provide context from which to understand ourselves and others. Through these aims the children will experience becoming: a historian, a geographer, a scientist, an artist and a designer.

**Key Curriculum Areas:** History, Geography, Art, DT, Science.

**We will meet the S&L needs of our children by:** Providing opportunities for debates and discussions, giving children relevant key historical and geographical vocabulary – names of countries, places, invasion, conquest, see word bank for topic related words.

**We will allow children to understand cultural differences and break down stereotypes by:** Recognising how people lived during the Stone Age, what their lives were like and how this has changed. Understand how people were allowed to move around freely (migrate) without restrictions and boundaries of land. Acceptance and understand of our heritage.

**We will meet the SEMH needs of our children by:** Acceptance towards people of different backgrounds, cultures and religions. During The Stone Age there was more freedom of movement between countries – what this a good thing? How is this different to today? How did people during the Stone Age communicate? How did they understand each other?

**We will meet the socio-economic disadvantages of our children by:** Trip/experience – Stone Age day/history in action day/In-School visit from Morton Park (£160).

#### Purposeful Outcome:

**Most children will be able to** explain the impact the Stone Age had on Britain and the societal developments.

**Some children will be able to** critique the impact of the Stone Age and the changes to people's lives and the way they communicated.

**Golden strands – These core strands will thread through the History and Geography curriculums and be repeated each year to allow for progression and continuity. As the children revisit each strand, they will build on previously taught learning and develop their understanding, knowledge and sense of their own identity within our social, political, cultural and economic background.**

#### History

Childhood  
Diversity  
Legacy / discoveries  
People in power / leaders

#### Geography

How far is it from Hunslet and how could you travel there?  
**What is it like to live there compared to living in Hunslet?**  
How and why is it connected to Hunslet?



# Year 3

## Autumn – How do we know about the Stone Age?

### Intent: Topic-developed NCS Requirements

Subject	NCS Requirements
History	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to Iron Age, could include: hunting, <b>farming, religion</b>, travel, technology, tribal kingdoms, art and <b>culture</b>.</li> <li>• Understand chronology and changes over time.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
Science	<p>Rocks:</p> <ul style="list-style-type: none"> <li>•compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>•describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>•recognise that soils are made from rocks and organic matter</li> </ul>
Art	<p>Artist -</p> <ul style="list-style-type: none"> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – <a href="#">focusing on painting, drawing influence from cave painting</a>.</li> <li>•about great artists, architects and designers in history.</li> </ul>
DT	<p><b>Design:</b> Children should develop a design criteria to inform the design of stone-age toy for Year 1 children. They should develop, model and communicate their ideas through discussions, annotated sketches and pattern pieces.</p> <p><b>Make:</b> Select from and use a wide range of tools and equipment to cut, join and finish to make the toy. Select from a range of textiles based on their functional properties and aesthetic qualities.</p> <p><b>Evaluate:</b> Investigate and analyse a range of existing products: apron, oven gloves, cushion and hot water bottle cover. Evaluate their ideas and teddy against their own design criteria.</p> <p><b>Technical knowledge:</b> Understand how to join two pieces of fabric together. Understand the concept of seam allowance and patterns.</p>
Writing	<p><b>Talk for Writing Units:</b> Journey Tale (The Wild Way Home) Description poem(I was born in the Stone Age Michael Rosen) Discussion text Text (towards end of Topic – answer the question: How did society change in the Stone Age?)</p>



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### Intent: Topic-developed NCS Requirements

Subject	NCS Objectives
History	<ul style="list-style-type: none"> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• Use a range of sources to find out about the past;</li> <li>• Construct informed responses about one aspect of life or a key event in the past</li> </ul> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Note key changes over a period of time and be able to give reasons for those changes;</li> <li>• Find out about the everyday lives of people in time studied compared with our life today;</li> <li>• Explain how people and events in the past have influenced life today;</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</li> <li>• Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</li> <li>• Human geography, including: types of settlement and land use;</li> </ul>
Science	<p>Rocks:</p> <ul style="list-style-type: none"> <li>•compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>•describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>•recognise that soils are made from rocks and organic matter</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Experiment with showing line, tone and texture with different hardness of pencils;</li> <li>• Use shading to show light and shadow effects;</li> <li>• Use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• Use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>• Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>• Create different textures and effects with paint;</li> <li>• Use clay and other malleable materials and practise joining techniques</li> </ul>
DT	<p><b>Design:</b> Children should develop a design criteria to inform the design of stone-age toy for Year 1 children. They should develop, model and communicate their ideas through discussions, annotated sketches and pattern pieces.</p> <p><b>Make:</b> Select from and use a wide range of tools and equipment to cut, join and finish to make the toy. Select from a range of textiles based on their functional properties and aesthetic qualities.</p> <p><b>Evaluate:</b> Investigate and analyse a range of existing products: apron, oven gloves, cushion and hot water bottle cover. Evaluate their ideas and teddy against their own design criteria.</p> <p><b>Technical knowledge:</b> Understand how to join two pieces of fabric together. Understand the concept of seam allowance and patterns.</p>
Vocabulary	

# Year 3

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### Implement: Topic-developed NCS Requirements

Medium Term Skeleton Coverage	
	<p><b>The key curriculum objectives will be met through:</b></p>
Week 1:	<p><b>History &amp; Geography:</b> Children learn about the way of life in The Stone Age and the ways in which people communicated with each other. Consider: how did the people work together as a team? How did they hunt? How did they farm? Where did they live? What did they believe? What did Britain look like on a map during the Stone Age? Look at how it was joined to Europe by a strip of land called the Doggerland. How did the Stone Age develop and change over time?</p>
Week 2:	<p><b>Topic Week 2 – Art &amp; DT:</b> Learn Stone Age artwork, cave paintings – focus on brush techniques, thick and thin brushes, painting textures, patterns and lines, mix colours effectively. DT Design, make and evaluate a cuddly toy of an animal that was found in the Stone Age for Year one children.</p>
Week 3:	<p><b>TBC &amp; Science – Rocks:</b> compare and group together different kinds of rocks, describe in simple terms how fossils are formed, recognise that soils are made from rocks and organic matter. Added as topic goes on, allowing for reflection and reviewal of how topic is going. What still needs to be done to ensure children can answer the question "How did society change in the Stone Age?" and achieve the purposeful outcome.</p>
Experience:	<p>Online workshop from Leeds Museum</p>
Reading and Writing	<p><b>Class Books –</b></p> <div style="text-align: center;">  </div> <p><b>Shared Reading</b> – Extracts from: The Stone Age History Twinkl E book, The Boy with the Bronze Axe, Stone Age Boy, How to Skin a Bear (from Twinkl), Stone Age reports.</p> <p>Ebook for the first reading week</p> <p><b>Talk for Writing Units:</b> (Previous page)</p>





# Year 3

## Summer – How do we know about the Stone Age?

### Implement: Topic-developed NCS Requirements

Short Term Plan	
Week 2:	<p><b>Art &amp; DT:</b>  <a href="https://www.mozoweb.com/Microcurriculum/view?azon=dl_55">https://www.mozoweb.com/Microcurriculum/view?azon=dl_55</a></p> <p><b>Monday: Lesson 1: LF:</b> To develop an understanding of Cave paintings and to create one of your own. Turn tables into caves with paintings underneath. What did you see in your cave? What had been drawn/painting? What could you find out from it? Why do you think it was drawn? Children to explore traditional methods of paintings and the resources used. With the end goal for children to create their own on brown paper using paint. Focus on brush techniques, thick and thin brushes, painting textures, patterns and lines, mix colours effectively. <a href="http://www.stone-circles.org.uk/stone/rombaldsmoor.htm">http://www.stone-circles.org.uk/stone/rombaldsmoor.htm</a>  <a href="https://www.youtube.com/watch?v=ZjejoT1gFOc">https://www.youtube.com/watch?v=ZjejoT1gFOc</a> real cave art</p> <p><b>Monday: Lesson 1 DT</b>  <b>Tuesday: Lesson 2 and 3 DT</b>  <b>Wednesday: Lesson 4/5 DT Making it</b>  <b>Thursday: Lesson 4/5</b> Making it, evaluating it and finish Friday</p> <p><b>Friday: LF:</b> I know about Stonehenge (<b>legacy</b>) and have been able to create a replica. The children will look at Stonehenge and comment on the materials used to create the circle of Stonehenge from different biscuits making could be best to build it and why. Photos will be stard creams, pink wafers, digestive biscuits,</p> <p><small>(Explain that it is called Stonehenge - it was built during the Bronze Age (around 5000 years ago) Stonehenge is one of the most remarkable achievements of prehistoric history but its purpose remains a mystery. No one knows why Stonehenge was built. Some ideas historians have had are:  - To measure the movement of the sun and moon  - To create a special meeting place  - For spiritual worship  Historians have been puzzled by how stone age people actually created these stone circles due to how heavy the stones are and the lack of machinery in Stone Age times. Once of these was Stone henge.  Watch clip about Stone Henge. <a href="http://www.bbc.co.uk/learningzone/clips/computer-generated-view-of-stonehenge/8049.html">http://www.bbc.co.uk/learningzone/clips/computer-generated-view-of-stonehenge/8049.html</a>  Explain that we are going to become investigators today and research information about Stonehenge to try and find (possible) answers to three areas. Physical Appearance - What does Stonehenge look like now? What did it used to look like? Geographical Location - Where is Stonehenge? What is it like around Stonehenge? Spiritual Significance - Why was Stonehenge built? What do we think they did there? (remind chn that there is no definite answer)  <b>Activity</b>  Chn work in mixed ability pairs to use different sources of information to research information about Stonehenge. Write notes under the three different headings. (Sources - images and photographs, books, internet research)</small></p> <p><a href="https://binevenaghaonb.ccght.org/mountsandel-forest-fort/">https://binevenaghaonb.ccght.org/mountsandel-forest-fort/</a>  Mandel Forest explore</p>
Experience:	Leeds Museum workshop



# Year 3

## Summer – How Do we know about the Stone Age?

### Implement: Topic-developed NCS Requirements

Short Term Plan	
Week 3:	<p><b>Science, History &amp; DT</b></p> <p><b>Monday: Lesson 1:</b> LF: To answer to the topic question.. Children use the knowledge they have developed over the topic to write a discussion of the three periods of the Stone Age. Strengths/weaknesses of each period</p> <p><b>Tuesday: Lesson 2:</b> LF: I can compare the properties of rocks. Children will investigate which rock would make the best Stone Age shield. Plan and set up an experiment to test the hardness of different rocks and to ensure it is a fair test.</p> <p>Wednesday: Lesson 3: LF: To investigate how fossils are formed. Children will explore the formation of fossils and relate this to the different types of rocks (sedimentary) Children will create their own fossils and discuss the different types of fossil formations. Children will explain how fossils can help us to learn about the past (The Stone Age in particular).</p> <p><a href="https://www.mylearning.org/stories/prehistoric-leeds/994?">https://www.mylearning.org/stories/prehistoric-leeds/994?</a></p> <p><b>Check the Science pack for any other learning objectives that need covering here.</b></p> <p><b>Rock cycle as a comic book/strip</b></p>
Experience:	Leeds Museum workshop



# Year 3

## Summer – How Do we know about the Stone Age?

### Impact: Subject Leader and Teacher Evaluation

#### How did society change in the Stone Age?

**Teacher General Review of Topic:** The Children were able to compare and contrast life in the Stone Age with life now. They were able to discuss how society developed during the Stone Age and how it has continued to develop now. All children have a good understanding of the three stages of the Stone Age and how by the end of the time period, people had begun to settle in farming communities and were no longer hunter gatherers. They learned about the different settlements, historic landmarks and about artefacts that have been discovered around the world. They enjoyed learning about how these artefacts were used and which ones are still used today in some format. They also enjoyed looking at the artwork, clothing and jewellery from this time period.

**Subject Specific Review of Topic:**

**History:** Children gained a good understanding of the three periods of Stone Age times and are able to talk about the developments of societies across the time periods and into modern living. They enjoyed becoming archaeologists and exploring artefacts to learn about how people lived across the Stone Age. They used these artefacts to gain a wider picture of how people used to live. Children were able to compare and contrast life in the Stone Age with their own lives. They were able to place the Stone Age, Bronze and Iron ages on a timeline but some children struggled grasp just how long ago the timeline extended to. We will continue to look at this throughout other history topics in school to help them gather perspective of time.

**Geography:** Children explored settlements in the Stone age and were able to compare and contrast with modern buildings. They also learned about how land distribution has changed since the beginning of the Stone Age with the UK becoming an island after the ice age which caused Doggerland to become submerged. They learned that Doggerland used to connect France to England so people were able to walk across the countries when they were hunter gatherers. Children also learned that in paleolithic times, humans were nomadic and used to follow the herd rather than settling in one place. They also learned how weather conditions could affect living and meant England was uninhabited for thousands of years.

**Science:** Children have explored rocks and their uses both now and in the Stone Age. They have used experiments to determine which rocks would be useful to make tools, shields and buildings. They also looked at the effect of weathering on rocks and soils. Children have explored fossils from the Stone age and beyond. They have looked at the process of fossilisation.

**Art:** Children explored art that was discovered in caves from the Stone Age times. They looked at what the paintings showed, how they were created and what materials were used. They then went on to create their own Stone age paintings using similar materials such as chalk, berries, sticks, charcoal and minerals.

**DT:** Children explored clothing and jewellery from the Stone Age times, they created their own Stone Age necklaces using clay. They also looked at how Stonehenge was built and created their own Stonehenge circle using biscuits looking at which biscuit would hold strongest and what shapes were needed. Finally, children explored Stone age tools and weapons looking at key materials and styles as well as the uses of each tool. They then designed their own Stone age tool, created it and evaluated whether it was successful or not.

#### Curriculum Coverage – Assessment Evaluation

**History:**

Continue to explore timelines throughout their time in school to gain a deeper understanding of chronology and how long ago the Stone Age really was.

**Geography:**

**Science:**

Further investigate soils in Egypt and Plants topics with a focus on what soil is best for crops to grow in.

**Art:**

**DT:**

Ensure children have an opportunity to redesign after evaluating.