

Key Vocabulary

Palaeolithic
Mesolithic
Neolithic
Pigment
Primitive
Civilisations
Innovation
Ingenuity
Materials
Natural resources
Edible
Digestion
Health
Society
Hunter
Gatherer
Creativity
Jewellery
Agriculture
Migration
Settlement

Key people studied:

What is an archaeologist?
How did Stone and Iron Age people live?
What did they eat?

How did the Stone Age and Iron Age people leave artistic marks upon the world?

Our line of Enquiry in year 3 is: "*How does humankind leave its mark upon the world?*"
Coherence: We will be developing this by exploring artefacts and art.

Key questions for this area of learning:

- Why do human beings make Art?
- How do historians use art and artefacts to understand the ancient world?
- What do we have in common with our ancestors?

Home learning ideas/places to visit (Community)

Reading together: information texts.
Discussing together: should people be allowed to visit ancient sites? Do human beings need art?
Making together: If you make art together, how does it make you feel?

Science key area of learning:

Nutrition and diet (comparing ours to stone age people)
Light - how did ancient civilisations utilise light sources?

Science working scientifically skill development:

- Utilising shadow - creating structures to cast shadows at certain times of the day.
- Sourcing items for a stone age diet and considering the impact on health.

Science knowledge and understanding:

Night and day and where natural light comes from.
Colour and pigmentation - how is colour formed?
Plants and human health - diet and digestion.

Visits, visitors or key events (Community)

- Talk from an archaeologist on how art and artefacts help us to understand how people lived.

Key areas of maths learning:

- Place value
- Addition and subtraction
- multiplication and division

Topic links to maths learning:

Timelines - counting backwards in 1000s.
Scale - using the cave cross sections to think of scale.
Symmetry - using symmetry in the Iron Age jewellery designs.

Key areas of English learning:

- To entertain: setting descriptions, narratives, poetry
- To inform/ instruct: instructions, explanation leaflets, letter writing

Topic links to English Learning:

- Descriptive writing (settings) - The Cave
- Instructions- how to wash a woolly mammoth
- Letter writing from the point of view of the Stone Age Boy

Physical Education skills development and activity:

Taught discreetly, but with reference to the fitness that ancient people would have needed to hunt, gather and build.

Music skills and learning:

Singing - (The Singing Neanderthal) - some anthropologists believe that singing evolved alongside language. Why? Does singing make us happy?

Computing skills and learning:

Creating persuasive adverts for comfy clothing (based on the book 'Ug' by Raymond Briggs)

Geographical knowledge and skills:-

- The formation of caves, stalactites, stalagmites and underwater aquifers.

-The impact of tectonic plate movement and climate on the migration of early people.

-Being able to identify where early Britons lived.

-Settlements - exploring topographical features to decide where early man might have decided to settle.

Historical knowledge and skills:-

- Looking at a timeline of the Stone Age to the Bronze Age and plotting on other ancient civilisations around at the same time as early Britons .

- Looking at how historians and archaeologists use art and artefacts as sources in history.

-Looking at the development of tools and decorations for survival and trade.

Art knowledge and skills:-

-Colour: - selecting, blending and using naturally occurring pigments.

-Experimenting with different materials to create paint and tools for painting with.

-Interpreting and appreciating early Stone Age Art.

Design and technology knowledge:

Creating moulds and designs for 'Bronze Age' jewellery.

Using changing states to create objects (powder-liquid-solid of Plaster of Paris)

Religious Education:

Diwali: would celebrating Diwali at home and in the community bring feeling of belonging to a Hindu child?

Christmas: Has Christmas lost its true meaning?

PSHE development:

- Emotions :going into the cave- how do we feel?
- Empathy with people in the past and how they lived their lives.
- Health : diet and activity - what can we learn from early man about human health?
- Well being: does art make us happy and why?

Language Development (French):

We will be following the 'Salut!' scheme of learning. This term we will look at how to greet one another in French!

