

Theme Overview

Year	3	Term	Spring Term 2
Theme	Stone Age Britian	Big Question	When do you think it was better to live – Stone Age, Bronze Age or Iron Age?
<p>Focus of unit and scope of unit:</p> <p>Children are introduced to the idea that people have been living in Britain for a very long time. They learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! The children learn about the similarities and differences in the stone age, iron age and bronze age and what causes these changes.</p> <p>The children look at a range of historical cave paintings from stone age to contemporary Aboriginal art. They learn that often cave paintings were done as part of a community and the techniques used. Children develop their own piece of cave art in groups looking at how to create tone and tints.</p> <p>Children learn that much of the history of the stone age to iron age period was found out by skeletons and settlements remnants such as iron age forts. They learn about skeletons and muscles and carry out an investigation to answer a question using measurements and observations.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>Children work collaboratively to create a piece of art work. They look at how communities produce art work together such as Aboriginal Art and how this is important in creating a sense of identity and community.</p> <p>They learn about the everyday lives of people in the stone age, iron age and bronze age and make comparisons with their own lived.</p>	<p>The children work together to use techniques to create a piece of art work. They understand that art can be collective and ideas of many to tell information and stories about the past.</p> <p>The children use their creative skills to infer meanings and information from art.</p> <p>They use oracy skills to express thinking and understanding of history.</p>	<p>There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p>The children answer historical and scientific questions.</p> <p>Children choose which era they would prefer to live and explain thinking with evience</p>	<p>The unit promotes further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</p> <p>The units encourages spiritualist by enabling the ability to sense the wonder and mystery in the world.</p> <p>It encourages social development as children work cooperatively with others.</p>
Big Start		Big Finish	
Stone Age Explorers		Children answer the question -which era they would prefer to live and present this in a chosen way.	Cresswell Craggs

History

Year 3	Spring Term: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<ul style="list-style-type: none"> - Children have previously learnt about the Ancient Greeks and Local History – this is expanding the children’s knowledge of the post Ice Age Era. - The children have previously started to develop their chronological knowledge and will continue to develop this over a longer period of time. 		<ul style="list-style-type: none"> ▪ The Maya – one of the options for studying a non-European society – were a Stone Age culture too. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica – studied in Year 6 	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<ul style="list-style-type: none"> • To know what Britain was like after the last Ice Age • Know about how Stone Age people lived including homes, food, tools and clothing. • To know how the use of bronze impacted everyday life. • To identify the changes that took place in the iron age and how we know about these. 	Similarities and Differences and Continuity and Change <ul style="list-style-type: none"> • describe similarities and differences between the daily life of people in the past and people today • describe changes to ways of life which happened within the period studied. 		Amesbury Archer
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> - To use a timeline to locate the centuries when the history topic being studied occurred. 		Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Iron Age Fort/ Amesbury Archer	
Vocabulary	Settlers Traders Stone Age Iron Age Bronze Age		Tools Weapons Archaeology	

Art and Design

Year 3	Term: Cave Painting		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously learnt about Ancient Greek sculpture. They have worked in developing and practising skills to create a sculpture independently. They have begun to evaluate their art work and make improvements.</p>		<p>- Over this unit children will begin to look at simple painting techniques that can be adapted to make pictures. In future years the children will develop these painting techniques using different tools to create different styles of painting.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<p>Understanding different techniques Developing and evaluating techniques</p> <ul style="list-style-type: none"> • <i>Know how to use sketches to produce a final piece of art.</i> 	<p>Knowing and applying techniques</p> <p>Painting:</p> <p>Painting/ Printing – Cave Painting/ Aboriginal Art</p> <ul style="list-style-type: none"> • <i>Know how to create tints with paint by adding white.</i> • <i>Know how to create tones with paint by adding black.</i> • <i>Know how to use an increasing range of brushes and other tools to create different effects in painting.</i> 	
	Work of Artists - Appreciation		Elements of Art
	<p>• Reflect upon the artists' work, and their own art work and share your response verbally ("I liked... I didn't like... understand... it reminded me of...")</p> <p>• <i>Know how to identify the techniques used by different artists.</i></p> <p>Focus on T McRae and Aboriginal Art</p>		<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p>
Work of Artists - Art History		Work of Artists - Art History	
<p>• Reflect upon the artists' work, and their own art work and share your response verbally ("I liked... I didn't like... understand... it reminded me of...")</p> <p>• <i>Know how to identify the techniques used by different artists.</i></p> <p>Focus on T McRae and Aboriginal Art</p>		<p>Know how to compare the work of different artists and recognise when art is from different cultures and historical periods.</p>	
Vocabulary	<p>Tones Pigments Tints Shades Cultural art</p>		

Science

Year 3	Term: Skeletons and Muscles		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children in KS1 have learnt the names for main parts of the body. They have begun to carry out an investigation with support to find out new ideas.</p>		<p>The children will build on their learning in this unit to look the circulatory and respiratory system. They will start to ask their own scientific questions and carry these out making predictions and drawing conclusions using all their science knowledge so far.</p>
Knowledge and Skills	Planning an Investigation	Carrying Out an Investigation	Presenting Evidence and Drawing Conclusions
	<p>I can set up a simple practical enquiry and I am beginning to understand how to make a test fair. I make suggestions about what observations and measurements to make and what equipment I need</p>	<p>I am beginning to make systematic and careful observations. I sometimes use standard units</p>	<p>I can use my results when I talk about what happened.</p>
	Substantive Knowledge		Famous Scientists
	<ul style="list-style-type: none"> • Know about the skeletal system of a human. • Know about the muscular system of a human. • Know about the purpose of the skeleton in humans and animals. 		
Vocabulary	<p>Skeleton Muscles Contract Relax</p>	<p>Protect Vertebrate Invertebrate</p>	