

'Stone Age to Iron Age' OVERVIEW 2018 Autumn term Years 3 and 4.

Weeks	Experience	Literacy Genre	Topic work	Products	Links to NC
1-3		A day in the life of Stone Age Boy – create own narrative based on spending a day in the stone age. What would you get up to? What would you find out? Who would you meet and how would you interact?	Pre assessment – what do you know about the stone age Timelines of the time period Human Evolution (Neolithic, Neanderthals) research	Pre assessment what do you know? What do you want to find out? Timeline into books Poster of evolution of humans into books.	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources
4-5		Instructions to make stewed fruit	Hunter/gatherers and foraging Healthy meal and diets. Comparing food and lifestyles of cultures past and present Cooking stewed fruit recipe (DT) to a traditional stone age recipe	Photographs of children foraging and writing about their experience Cooking a stewed fruit dish Completing a healthy food plate explaining different nutritional value	<ul style="list-style-type: none"> 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.

			<p>Plants – photosynthesis, the parts of plants and transpiration of water</p> <p>Food chains and digestive system to understand how we gain energy from food</p>		<ul style="list-style-type: none"> ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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6-8	Stonehenge on the field – mystery rocks appeared.	How did Stonehenge appear? Newspaper report about the mysterious appearance of Stonehenge and how it appeared.	<p>Design a Stone Age camp based on Stone Age Boy text</p> <p>Settlements/homes/shelters</p> <p>Stone age music – aboriginal, celebration and dancing – tribal – ritual dancing a music project.</p> <p>Starr Carr – reveal of an object</p> <p>Mechanisms – how did Stonehenge appear – who built it? Children to consider mechanisms (pulleys and levers) to move 'stones' on the field</p>	<p>Plan a stone age camp into books</p> <p>Compare homes and shelters – table of comparison</p> <p>Final performance of Stone age music in KS2 assembly</p>	<ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases. <ul style="list-style-type: none"> • 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 • changes in Britain from the Stone Age to the Iron Age • Examples (non-statutory) • This could include: <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
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9-10	Making fossils Discovering fossils on the field	Information text about prehistoric animals	<p>Making fossils and understanding the process</p> <p>Prehistoric animals/ Extinct animals</p> <p>Archaeologists job roles, archaeological digs and artefacts.</p> <p>UG – Friendship and communication (PSHE)</p>	As a group design a fossil and explain how it was found where it may have come from on a3 paper to display on walls	<ul style="list-style-type: none"> • describe in simple terms how fossils are formed when things that have lived are trapped within rock • construct and interpret a variety of food chains, identifying producers, predators and prey. • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

					<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things.
9/10	Dartmoor Trip – Heatree Stone Age person for a day	Write a brief recount about the trip to Heatree	<p>Skara Brae</p> <p>Cave painting's – under the table. Make own paint in forest school using berries</p> <p>Mammoth making- paper mache</p> <p>Graffiti animals with paint in the style of cave baby</p> <p>Light and dark (Science)</p>	<p>Information leaflet on Skara Brae</p> <p>Create a cave painting on a wall</p> <p>Paper mache mammoth</p> <p>Painting of graffiti prehistoric animals</p> <p>Explain the difference between light and dark, investigate shadows.</p>	<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

					<ul style="list-style-type: none"> about great artists, architects and designers in history.
11-12		<p>Letter to Om after the Stone Age Boy was returned</p>	<p>Jewellery, pots, tool making. (Sell at Christmas Fair?)</p> <p>Materials (UG)</p> <p>Comparing Stone Age to Iron Age - similarities and differences.</p> <p>End of unit assessment</p>	<p>Make jewellery, pots. Tools to sell at fair.</p> <p>Comparative table for stone age and iron age into topic books</p> <p>Complete what I know now assessment.</p>	<ul style="list-style-type: none"> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products

					<ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products.
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Year 3 Coverage Year 4 coverage KS2 coverage