

Stone Age to Iron Age

Year 3 | Spring 1

CURRICULUM SPOTLIGHT: History | Science | PRE | Forest School

ENQUIRY

What changed in Britain from the Stone Age to the Iron Age?

OUTCOMES

Publish an information book on life in the Iron Age in Britain.

VOCABULARY

advance, age, agriculture, artefact, ancestor, attack, clan, common, era, prehistory, sophistication, tribe, weapon, worship, Neolithic, druid, AD, BC

KEY TEXTS

Stone Age Boy
The History Detective Investigates: The Stone Age to the Iron Age
The Boy with the Bronze Axe

BACKGROUND KNOWLEDGE

<https://www.history.org.uk/publications/resource/7196/stone-age-to-iron-age-overview-and-depth>

The Iron Age (Britain in the Past) (2015)

<https://www.youtube.com/watch?v=RSi8hL6J-L0>

<https://www.youtube.com/watch?v=dLPggobwPGE>

RESOURCES

Iron Age loan box, card and coloured pens, line guides, paper

CORE CURRICULUM LEARNING OUTCOMES

English	Mathematics	Physical Education	Forest School
<p>Spelling</p> <ul style="list-style-type: none"> - Phonemes: f, g, j, k, l, m <p>Grammar</p> <ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause 	<p>Calculation and Multiplication</p> <ul style="list-style-type: none"> - Subtraction – written and mental methods - 2, 4 and 8x table and the relationship between them - 3, 6 and 9x table and the relationship between them 	<p>Cognitive</p> <ul style="list-style-type: none"> - Dynamic balance- one a line - Coordination- Ball skills - Cricket 	<p>Shelter Building</p> <ul style="list-style-type: none"> - Introduction to shear lashing and frapping techniques to make the forest school star - More sophisticated use of knots for attaching to structures and trees <p>Geographical skills</p> <ul style="list-style-type: none"> - Recognise features and symbols on the map - Understand how to orientate the map - Demonstrate understanding of a line orienteering course (short loop) and star orienteering
Science	Music	Art	Spanish
<p>Forces</p> <ul style="list-style-type: none"> - Compare how things move on different surfaces. - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets attract or repel each other and attract some materials and not others. 		<p>Drawing</p> <ul style="list-style-type: none"> ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can be used to create texture <p>Painting and colour</p> <ul style="list-style-type: none"> ▪ Make tints of one colour by adding white ▪ Darken / Lighten colours without using black / white 	
History	PSHCE		
<p>Topic Knowledge</p> <p>How late Neolithic hunter-gatherers and early farmers lived</p> <p>Case study of Skara Brae</p> <p>Disciplinary focus</p> <p>Know the significant changes from the stone age to the iron age.</p> <p>Understand the importance of archaeology in understanding this period.</p>			

TRANSDICIPLINARY THEMES

Key transdisciplinary concepts that will be considered in this project:



Health & Spirit

Physical and emotional health are the foundations of being well. Knowledge about how to develop health and spirit come in different forms and need to live in action.



Sustainability

Current and future generations need to build societies that are based on principles of sustainability – the ability of humans to live in a way that can create and maintain ecological balance for people and planet.



Diversity & Relationships

Diversities are abundant in nature and societies. Through the tension of difference between people, cultures and phenomena, new learning and insight is possible. Relationships mediate the course of history and between people and their environments.



Power & Systems

Power, economy and systems are themes that shape the past, present and future. Developing a situated understanding of their role in the decisions people make gives children a more nuanced ability to make sense of the world.



Technology

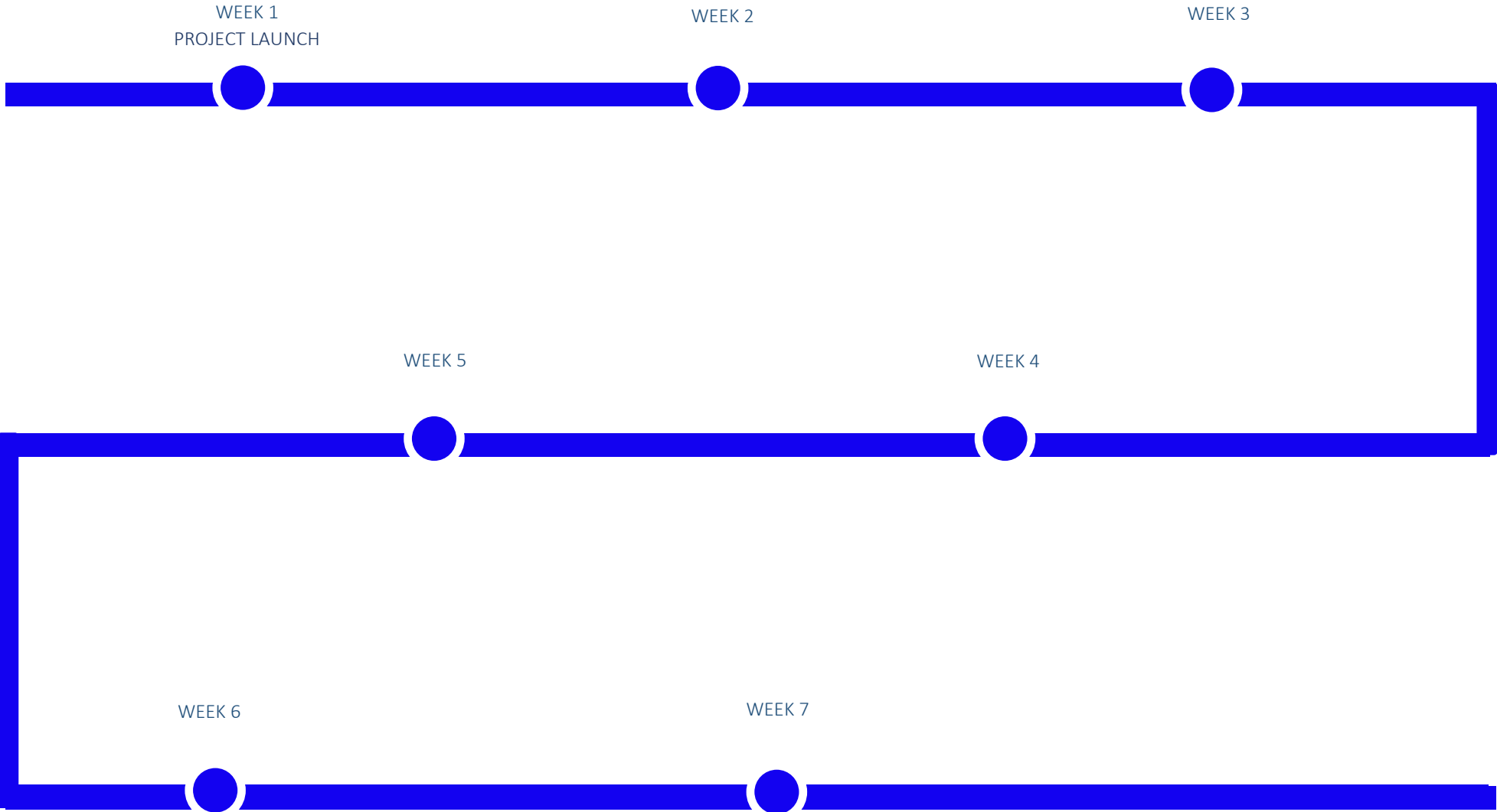
Technological advancement and the digital revolution have happened in historically a very short space of time. The positive and negative impact of these changes have huge implications for what it means to be educated and how to live fulfilling personal lives and as active, global citizens.

CURRICULUM SPOTLIGHT PROJECT: LEARNING OUTCOMES

Choose relevant curriculum spotlight and remove as necessary. See file 'curriculum spotlight list'.

Insert subject		Insert subject		Insert subject	
Thinking					
Substantive <i>Factual information of the subject to be learned</i>	▪	▪	▪	Enquiry questions ▪	
Disciplinary <i>The action taken within a subject to gain knowledge.</i>	▪	▪	▪	▪	
Enacting					
Project link	▪				
Community proposal	▪				
Personal action	▪				
Being					

PROJECT SEQUENCE



WEEK OVERVIEW

Year		Insert Term						
Project								
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Arts	Art							
	 Music							
	Design and Technology							
Languages	Key texts							
	 Writing							
	Spelling							
	Grammar							
	Spanish							
STEM	Maths							
	 Science							
	 Computing							
Humanities	Geography							
	History							
	 Philosophy, Religion and Ethics							
Health and Wellness	PE							
	 PSHE							
	Forest School							

Below is example, replace with relevant map

SURVIVAL

YEAR 3 and 4 | AUTUMN 2



OVERVIEW



End of 2020 – 26.4 million refugees worldwide

1 in 3 granted refugee status

>1% refugees find safety

Half of refugees are children

KEY VOCABULARY



asylum



migrant



refugee

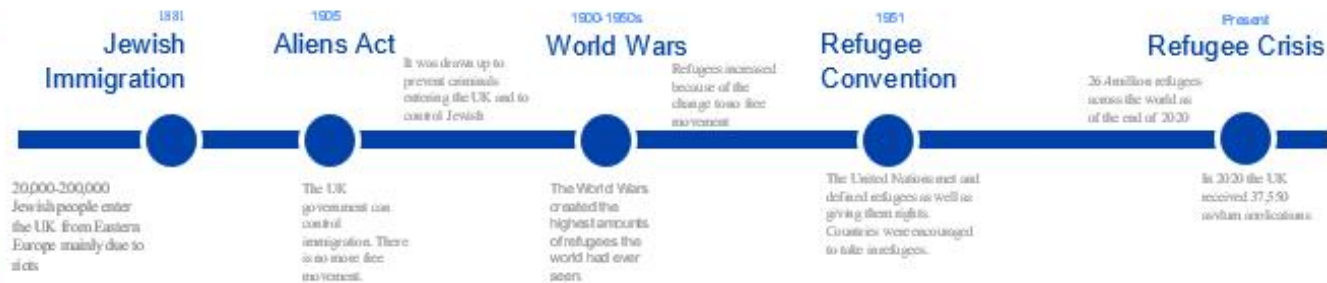


bias



border

TIMELINE



KEY PEOPLE



Matthew Henson

The first American to explore the North Pole. He wasn't acknowledged until his death.



Malala Yousafzai

Malala is an activist for human rights and education for girls.



Albert Einstein

Fled to America in 1933 from Germany because he was Jewish.



Martin Luther King

American Baptist and American civil rights activist



Qniali Q. Rauf

Author of 'The Boy at the Back of the Class' and human rights activist

FACTS

- Less than 1% of all refugees are ever able to resettle and find a new life in safety and security.
- 76% of all people seeking asylum wait longer than six months for a decision.
- One in three people are granted refugee status on appeal.
- During the asylum process families survive on £5.66 a day.
- At least 3.7 million refugee children are out of school.

KEY PLACES



Syria



Afghanistan



Iran



UK

GLOSSARY

refugee	Someone who has to flee their country because they are not protected by the government anymore.
migrant	Someone who moves from one place to another, especially in order to find work.
immigrant	A person who comes to live permanently in a foreign country.
bias	Prejudice for or against one person or a group especially in a way that is deemed to be unfair.
fake news	False or misleading information.
seeking asylum	Protection given by a country for a refugee.
border	A line separating two countries.

EVIDENCE: WHICH SOURCES ARE RELIABLE?



Tabloid newspapers



Interviews



Speeches



Books based on true stories



Charities



Refugee Council

Up to date information about help for refugees.



UN Refugee Agency

United Nations news and information site.



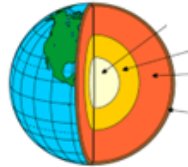
Refugee Week

Stories, films and animations about refugees.



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL

1 Label the four layers of the earth:
 (4 MARKS)



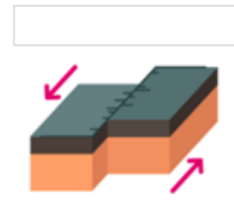
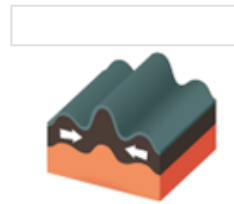
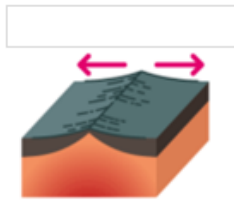
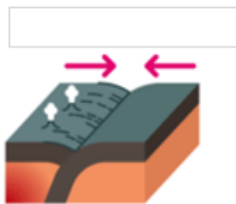
2 How many main tectonic plates are there below the earth's crust?
 (1 MARK)

- a) 3 b) 5 c) 7 d) 9

3 Approximately how old is planet earth?
 (1 MARK)

- a) 450 thousand years b) 4.5 million years
 c) 4.5 billion years d) 45 billion years

4 Name and write a caption for the following plate boundaries
 (4 MARKS)



[Blank box for name and caption]

[Blank box for name and caption]

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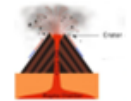
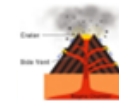
[Blank box for name and caption]

5 Draw a line to match the volcano type with its description.
 (4 MARKS)



SHIELD
 Huge, gently sloped volcanoes. The eruptions are not explosive; the lava oozes out of a central vent and spreads far, building a

COMPOSITE
 Also referred to as stratovolcanoes, can have a cluster of vents and the eruptions are highly explosive and dangerous



CINDER CONE
 Most common type. Cone shape - caused by explosive eruptions from a single vent.

LAVA DOME
 These are relatively small, circular mounds formed as the lava is too viscous to flow, which makes it



6 Describe how a Tsunami happens
 (2 MARKS)

[Blank box for description]

7 Which of the following are **primary** sources of information we can learn about volcanoes from?
 (2 MARKS)

Seismometers

Volcanic rock samples

Videos

Maps

Satellite images

[Blank box for selection]

[Blank box for selection]

PLANNING CHECKLIST

The phase leaders are responsible for ensuring the following items are prepared by the Monday of the last week of each half-term and shared with teachers and learning coaches. Phase leaders may delegate tasks to members of their team. Curriculum leaders are responsible to ensure that the subject coverage on year group plans and planning matches with policy.

- Project overview document
- History, Geography, RE Unit plans
- Science Unit plans
- PSHE Unit plans
- Project anchor fiction/non-fiction books ordered
- Project resources ordered
- Project and RE field trip organised (& risk assessments)
- External visitors/speakers booked in
- Project title pages for humanities and science books
- Knowledge map
- Vocabulary cards
- Unit assessments in Geography, History, Science and RE

OTHER

- Computing, DT, PE, Spanish Unit plans
- Forest School / Allotment Project organised
- Enrichment weeks organised
- Pre-unit assessments in Maths
- Assemblies organised