

Who Lived Here First? Green Class (Year 3) September-December 2018

Creative Launch. Investigating, appraising and recreating cave paintings.

Final Challenge; Hold a Stone age day

Key Skills to be developed in foundation subjects

History

Use interpretations and pictures to find out about the past
Give reasons why people's account of the same event might be different (the building of Stonehenge)
Recognise how tools, pottery and coins can tell us about the past
Describe how the past can be divided into BC and AD
Identify common themes and features

Geography

Discuss the impact of geographical events on early civilisations
Follow a route on a map
Suggest reasons for the location of settlements

Art

Make a range of drawings in a sketchbook to record observations
Develop an understanding of how artists from different cultures expressed their ideas
Draw the outline of simple figures
Create a 3d model using clay

DT

Use an appropriate range of tools
Identify how seasonality affected lives of early civilisations
Produce plans and designs that include accurate measurements

Music

Use musical elements to create a simple score

Curriculum Extension

Visit to National Stone Centre
Enterprise Design and make a simple tool for holding a small object

Questions to Address (open and closed)

Pupil Questions to address

What were the Stone-age, iron age and bronze age?
How do we know about the stone age?
Why did humans begin to move from living in caves?
How did humans learn to protect themselves from dangers?
How do we find out about the past, when nothing was written down?
How did changes from stone to iron to bronze tools help human development?

Science skills, Investigations and Links (If no direct links state and list skills)

Recognise animals need the right types and amounts of nutrition
Understand that humans and animals have skeletons for support, protection and movement
Identify different types of teeth in humans and their function
Interpret food chains identifying producers, predators and prey
Recognise the impact that changing environments can have on living things
Compare and group together different types of rocks
Describe in simple terms how fossils are formed
Recognise that soils are made from rocks and organic matter

Literacy Links

Write a recount of visit to the National Stone centre
Create an explanation text on how to use a given tool
Create and give a persuasive speech encouraging a group of stone-age dwellers to move to new location
Write a creative narrative on how the world was created

Numeracy Links

Gather collate and share in a variety of ways statistical evidence
Identify, order and solve problems relating to large numbers on time lines

ICT Skills and links

Work with variables

Non Learning Adventure Activities

Recognise acceptable and unacceptable online behaviour
Understand how to report online concerns