

Concept – what is the legacy?
 Stone Age – Iron Age
 25.9.18 – light and shadows workshop at Imax

Who came first?

- Skills:
- To interrogate a range of sources (inc. photos, diagrams, written accounts, stories, myths) & evaluate their usefulness and liability
 - To pose appropriate questions and precisely answer them
 - Compare and contrast the similarities and differences (from stone age to iron age)

ART & DT Skills

- painting and sculpture with a range of materials
 - understand the historical and cultural development of art forms
- Research cave paintings, produce own cave paintings, design and create Stone Age jewellery and spearheads.

Where did they settle?

- Geography Skills:
- Locate counties & cities on different maps (digital/computer mapping).
- Science knowledge: - Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- skills:
- Use their findings to identify and classify rocks according to properties – grains or crystals and whether they have fossils in them
 - Pose questions that explore how and why rocks may have changed over time (e.g. changes in water or erosion)
 - Using 1st hand and 2nd hand sources, research the different kinds of living things that are found in sedimentary rock.
 - Report on findings from enquiry including written and oral explanations
 - Draw simple conclusions and raise further questions
- Concepts:
- Recognise that secondary sources might help them to answer questions that cannot be answered through practical investigations

English -
 Autumn 1
 Adventure story including character description
 Skills to teach: planning, use of conjunctions, apostrophes
 Autumn 2
 Writing to inform
 Skills to teach: commas in a list, sub-headings, using correct tense consistently

Reading

Stone Age boy
 Secrets of Stonehenge
 See separate plans on teacher shared

Outcomes
 stating preference of how the children would have liked to live – would I like to live as a Stone Age child?

Maths
 Place value – see separate plan on teacher shared – maths/planning/year 3/place value new

The first drawing
 Ug: Boy Genius of the Stone Age
 Stone Age Boy
 (See LTP)

RE/PHSE

Awaiting progression of skills document

Why did they settle there?

- Geography skills: -Identify the effect of physical geography (River) on human activity.
- Concept: -Understand the importance of rivers on human activity now and in the past.
- History Knowledge: To know the differences in lifestyles (food, religion, settlements, organisation of society, technology, clothing)
- History skills:
- To interrogate a range of sources (inc. photos, diagrams, written accounts, stories, myths) & evaluate their usefulness and liability
 - Compare and contrast the similarities and differences
 - Critically evaluate the impact of different organisations in society & offer reasons for preference, supported by evidence
 - To present findings independently and fit for purpose using historically accuracy and can communicate their ideas clearly
- Concept:
- That all civilisations are at different stages of development and follow a journey of acceleration and decline

What technology did they use?

- History Knowledge: To know the differences in lifestyles (technology).
- Science Skills (light and shadows unit): (visit to media museum light and shadow workshop)
- Explore, using mirrors and other reflective surfaces, how light is reflected.
 - Set up practical enquiries and fair tests to investigate how shadows are made and what causes them to change.
 - Make careful observations and use appropriate equipment to measure accurately
 - Record findings in different ways
 - Report findings different ways
- Concepts:
- Recognise light cannot go around something or bend therefore blockages from objects causes shadows.
 - Without light objects cannot be seen and that darkness is the absence of light.
 - Shadow size changes due to the distance between the light source and object.