

Curriculum Year 3 Term 1- Focus The Iron Age – Hunter Gatherers to Farmers

	Curriculum	Context
History	<p>Changes in Britain from the Stone Age to the Iron Age, this could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>KEY CONCEPTS/WORDS: FLINT KNAPPING, INVENTION OF GODS, CYCLES OF MOON, SUN, SEASONS AND THEIR EFFECTS ON SURVIVAL. HUNTING/GATHERING. SHELTERS, IRON ORE AND ITS DISCOVERY.</p> <p>Introduction to the term archaeologist and their role in science and history.</p>	<p>The time travellers on their first assignment come into contact with Iron Age people and therefore need to know and understand their ways of life. This will be explored through investigations and inquiry questions such as: how did the ancient people explain natural events such as lightning, thunder & darkness? What artefacts were used in hunting and how were they fashioned? How do we know anything about such people? What did it mean to be a gatherer? How would modern people cope with the demands?</p> <p>Fieldwork: Visit by expert in flint knapping. Collecting flints and discussing their origins as sharp tools.</p>
Geography	<p>Location Knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers</p> <p>Human and physical geography human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps.</p>	<p>Identify location of Iron age settlements on map and relate to natural features.</p> <p>Location of settlement in relation to natural resources.</p> <p>Types of Iron Age shelter, land use- farming</p> <p>Fieldwork at Gressenhall Museum</p>
Science	<p>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</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>Iron age diet</p> <p>Food groups</p> <p>Skeletal remains including fossils.</p> <p>Changing a flint stone to a tool as in knapping.</p>

Design and Technology	<p>Food -understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Design: 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 Make select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</p>	<p>Design and cook Iron Age type meal diet using knowledge of natural resources and farming.</p> <p>Transition to use of metals from stone and wood for crafting</p> <p>Design and Make Iron Age replica artefacts. E.g. broaches and pins in clay, spear, arrow, bows. Observe flint tools in construction with a professional knapper from Grimes Graves and trial the process with antler tools.</p> <p>Construction in cob</p>
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	<p>Focus on Iron age jewellery- creation of torques, broaches etc using clay.</p> <p>Making accurate drawings and representations of objects in sketchbooks using charcoal.</p> <p>Making a cave painting to represent known stone age cave drawing sites of great scientific interest in the world (France, Spain)</p>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Recorder and general musicianship lessons delivered by Norfolk Music Service</p> <p>Assembly music</p> <p>Christmas Concert</p>
PE	Play competitive games, modified where appropriate, such as badminton, basketball,	Invasion games

	cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.	Football
Computing	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	E Safety for internet use. Effective searches Cross Curricular: PowerPoint/keynote Blog Posts-contexts using Stone Age/Iron Age Inquiry Word documents Tynker computer programming
Spanish	By engaging with other languages, including, where appropriate, those used in their communities, children should: 1. look at the patterns, structures and origins of languages in order to understand how language works 2. listen to and join in with conversation in other languages and communicate about simple, everyday matters 3. Understand how learning other languages can help them appreciate and understand other cultures as well as their own.	Spanish lessons –Early Start Spanish
English	Reading, Comprehension, Spelling, Handwriting Composition, Vocabulary, grammar and punctuation In writing children should: 1. learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. Explore writing using different media including web pages and multimodal formats in English and in other languages.	Writing in context: Class Blog Stone Age Boy- narrative How the tortoise got his shell - narrative Recount Diary Instructions Class reader: Stone Age Stories
Maths	Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through: <ul style="list-style-type: none"> practical activity, exploration and discussion using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols estimating, drawing and measuring in a range of practical contexts drawing inferences from data in practical activities 	Maths in practical contexts: Cooking, weighing measuring, scaling up Proportions as in using models of time machines to estimate scale. Estimating numbers of flints in a given area at Grimes Graves. Estimating and counting the flint material used in common Norfolk buildings that can be seen in locality.

	<ul style="list-style-type: none"> • exploring and using a variety of resources and materials, including ICT • Activities that encourage them to make connections between number work and other aspects of their work in mathematics. 	<p>Use of halves, segments, tessellation of patterns, numbers of shards wasted in flint tool production. Estimating amounts and measuring for Cob Oven Investigations using n-rich resources.</p> <p>Shapes- repeated patterns in Stone Age pottery</p>
British Values And SMSC	<ul style="list-style-type: none"> • foster tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • encourage respect for other people • develop an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour • An understanding of the importance of identifying and combatting discrimination. 	<p>Social: In the context of Time Travel we will tackle discussions regarding deep questions such as which civilisation is the most advanced and of greater value to humanity.</p> <p>Moral: Philosophical questions arising in the context will be exploited such as is it right for the TT team to divulge all they know to a civilisation that is at Hunter Gatherer mode? How can we ensure we leave the Stone Age/Greek/Roman people 'untouched' by our presence?</p> <p>Spiritual: Questions concerning 'belief' will be explored and our responsibility to people in different circumstances. Lightning, thunder, earthquake, storms and other natural phenomena will be investigated and questions of ethics drawn from them such as disclosing the scientific explanations to the people of the past.....</p> <p>Cultural: The meeting of the TT and the Ancient Tribal people will through drama, explore the means of 'keeping the peace', maintaining respect, understanding to make friends rather than enemies, what to do when differences arise.</p>

