

**West Earlham Junior School Termly Planning
Year 3 – Autumn Term**

STAGE 1 – PLANNING THE INQUIRY

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	<ul style="list-style-type: none"> ● The transition from Stone Age to Iron Age <ul style="list-style-type: none"> ▪ Art: Cave painting ▪ D&T: Build tents (model and full-size) ▪ Geography: British Isles, compasses, settlements. ▪ Science: Healthy/Balanced Diet; Magnets
2	Consider the aspects of the study that will possibly interest you and the children.	<ul style="list-style-type: none"> ● Bread and food ● Hunter-gatherers to farmers ● Survival using your environment ● Development of tools and equipment ● Early settlements ● Pagan worship ● Cave art ● Science behind the “time machine”
3	<u>Devise the Inquiry question(s)</u>	<ul style="list-style-type: none"> ● When did Neolithic people first settle in Skara Brae? ● How did the Neolithic hunter/gatherers live?
4	What lines of investigation can be planned for to support inquiry questions?	<ol style="list-style-type: none"> 1. How did they make tools? 2. Why did they paint cave art? 3. Why did they start to settle in one place? 4. What was it like to live as a hunter-gatherer? 5. What farming methods did they use? 6. How do magnets work? 7. Where is Skara Brae and the Orkney Islands? 8. Should we interfere in their society? 9. How can we record what we find?

STAGE 2 – PLANNING THE EXPERT FRAME

5	Create the expert frame:	
a	Invent the context (scenario):	Wealthy Art Dealer and Billionaire, Lady Morag McGregor, has hired a pioneering group of survival and scientific experts to go on the first mission back in time using her newly developed time machine. Their mission is to discover how and why the Neolithic people settled at Skara Brae and report back her.
b	Select the expert team	A team of survival experts and scientists – a specialist team that could survive in the Neolithic period with very limited modern technology.
c	Decide on a client(s)	Wealthy Art Dealer and Billionaire, Lady Morag McGregor
d	Devise a commission	The team must research and become Neolithic people of the verge of settlement. They must then travel back to Neolithic Orkney and join the civilisation at Skara Brae to discover why they were there.

STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS

6	Create a list of possible activities centred on the commission bearing in mind the inquiry question(s)	<ol style="list-style-type: none"> 1. A commission letter from Lady Morag. 2. Agreeing the team: What experts do we need for the mission? 3. Agree prime directives: What rules do we follow to preserve the past? 4. Instruction for using the time machine: How does it work? 5. Training the team: What do we need to eat healthily and differences in diet? 6. What tools did they have? 7. How did they hunt and gather?
7	How do these integrate with any aspects of statutory curricula?	<p>Science: skeletons, teeth, healthy diet, magnets.</p> <p>English: story, instructions, recount.</p> <p>Maths: measure, time, grouping.</p> <p>Art and design: different mediums, design process.</p> <p>D&T: Designing to a brief or requirements</p> <p>Geography: Maps and atlas work</p>
8	List possible points of view the context will demand and which of the 4 projections of role:	<p>Should we observe but not affect the past?</p> <p>Is it better to be nomadic or settle?</p> <p>Is it better to cooperate?</p>
STAGE 4 – PLANNING THE START		
9	Invent the first sequence of steps-in to introduce the children to the inquiry	<ol style="list-style-type: none"> 1. Meet Morag’s PA (i.e class teacher) 2. Decide on a list of experts we will need for the mission. 3. Travel to Scotland 4. Agree Prime Directives 5. Build time machine (mark delicate equipment, decide on pre-flight checks) 6. Train the team (hunting, gathering, food, tools) 7. Arrive in Neolithic times 8. Tool making and clothing