



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM



Topic: Stone Age to Iron Age: How did Britain Change? Year Group: 3 Term: Spring 1 and 2	
Ambition: To learn about archaeologists and understand that when they find things it reveals information about what life was like in the past	
Community: To know about communities in Britain in the past	
Equality: Know that communities in the past had their own beliefs and ways of life	

Links to Prior Learning

Y1: The United Kingdom	EYFS/KS1: Ordering using a sequencing vocabulary		
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Writing Opportunities Through Topic Lessons

Write an information text about Stonehenge	Ed visit follow up: Write a fact file about life in the stone age (hunter gatherers, weapons, food, cave painting, clothes/jewellery) and compare it to life today	Write a report about how Britain changed from the Stone Age to the Iron Age (in a time line format)	Write about where and how a variety of ingredients are reared
RE: List poem – what is meant by God’s image	Independent hot task History recount: Trip to Sarehole Mill		

Key Texts

Stone age boy S Kitamura	Stig of the dump Clive King	Ug Raymond Briggs	How to catch a Dragon Pie Corbett
Ning, Nang, Nong Spike Milligan			



Key Vocabulary

History
 ancient, AD, BC,
 hunter
 gatherers, Celts, past,
 present, sources,
 Neolithic,
 spear, dagger weapons,
 borer, hammerstone,
 roundhouse, bronze,
 iron, Stonehenge

DT
 reared, farm, food,
 supermarket, fields

DT- pneumatics
 components, fixing,
 tubing, syringe,
 attaching,
 finishing, control,
 pneumatic system,
 pressure, inflate,
 deflate, input, output,
 pump

Computing sp 1
 Stop motion, onion-
 skinning, animation,
 frame

Computing sp 2
 Process, digital device,
 non-digital tool,
 computer network,
 switch, server,
 wireless access point

Projects

**Sp 1 Computing
 project:**
History Stop motion
 animation of
 improvements
 between Stone Age –
 Iron Age

Art project:
 Make cave paintings to
 accompany information
 writing in topic books
 (Look at Lascaux in
 France for inspiration)

DT project:
 Make a moving
 monster

Concrete Knowledge

History

- Know how Britain changed between the beginning of the stone age and the iron age (Everyday life of Stone age, Bronze age and Iron age people. How has it changed over time?)
- Know the main differences between the Stone, Bronze and Iron ages
- Know what people in The Stone Age needed for survival (hunting for food and materials, materials for clothing, appropriate place to live), why it was difficult & the jobs they did
- Know what pre-historic means
- Know that stone age people were some of the first people to live in Britain
- Know why Stone Henge was built and its significance today
- Know what stone age people ate and how it is different to today

DT

- Know how to use learning from mathematics to help design and make products that work (marking out)
- Know how to use learning from science to help design and make products that work
- Know how to use learning from mathematics to help design and make products that work (measuring to make packaging)
- Know how mechanical systems such as levers and linkages or pneumatic systems create movement
- Know how to make strong, stiff shell structures (making packages)



Art

Art stimulus for wider learning:

Use of cave art to ask for successful hunting or help from the spirit world

D&T

Understand and know where and how a variety of ingredients are reared (double page spread in Topic)

Skill Progression

History

- I can research to find out what life would have been like for early settlers
- I can look at different representations of the same story (sources)
- I can order a timeline using dates
- I can sequence artefacts

Sp 1 Computing

Teach computing - Stop-frame animation iMotion

Final project: History Stop motion animation of improvements between Stone Age – Iron Age

- I can explain how an animation/flip book works, can draw a sequence of pictures and create an effective animation
- I can explain why little changes are needed for each frame
- I can predict what an animation will look like and can explain why small changes are needed between frames
- I can describe an animation that is achievable on screen
- I can use onion skinning to help me make small changes between frames
- I can evaluate my own and another learner's animation and identify ways in which it can be improved
- I can add other media to my animation
- Stop motion, onion-skimming, animation, frame

Sp 2 Computing

Teach computing: Connecting computers

- I can explain that digital devices accept inputs and produce outputs and can classify these inputs/outputs
- I can describe and follow a simple process
- I can explain how I use digital devices for different activities
- I can recognise similarities and differences between using digital devices and non-digital tools
- I can explain how messages are passed through multiple connections and can recognise different connections
- I can demonstrate how information can be passed between devices
- I can explain the role of a switch, server, and wireless access point in a network
- I can recognise that a computer network is made up of a number of devices and can identify how they are connected together



DT Design:

- I can describe the purpose of my product
- I can indicate the design features of my products that will appeal to intended users
- I can explain how particular parts of my product work
- I can gather information about the needs and wants of particular individuals and groups
- I can develop my own design criteria and use these to inform my ideas
- I can use annotated sketches to develop and communicate my ideas
- I can use computer-aided design to develop and communicate my ideas
- I can generate realistic ideas, focusing on the needs of the user
- I can make design decisions that take account of the availability of resources

DT Make:

- I can select and explain my choice of tools and equipment in relation to the skills and techniques they will be using
- I can select and explain their choice of materials and components according to functional properties and aesthetic qualities (syringes, plastic tubes)
- I can order the main stages of making
- I can follow procedures for safety and hygiene
- I can measure, mark out, cut and shape materials and components with some accuracy
- I can assemble, join and combine materials and components with some accuracy
- I can score card to make a fold
- I can mark out squares and rectangles using a ruler to create a template (for packaging)

DT Evaluate existing products:

I can investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

I can investigate and analyse:

- who designed and made the products
- where products were designed and made
- when products were designed and made
- whether products can be recycled or reused

DT: Evaluate own product

- I can identify the strengths and areas for development in my ideas and products
- I can consider the views of others, including intended users, to improve my work
- I can refer to my design criteria as I design and make and to evaluate my completed product



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Science, Music, R.E., PSHE, French and P.E. units

Science Sp 1: Animals including humans Sp2: Plants	Music Sp 1: Pentatonic melodies and composition Chinese New Year Sp2: Ballads Creating a traditional ballad	R.E. Creating unity and harmony Participating and willing to lead	PSHE Sp1: Rights and Responsibilities Sp2: Valuing difference
P.E. Coach: Sp1: Gymnastics CT: Basketball Sp2: Coach: Net and wall – Tennis CT: Dodgeball	French Sp1: Instruments Sp2: I am able...	E-safety Sp1 Online Bullying, Managing Online Information and Health,	E-safety Sp2 Wellbeing and Lifestyle

Maths in Context

Stone Age Counting (nrich website)			
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Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

Cultural and Artistic Icons

Mick Aston, Carezza Lewis, Francis Pryor, Phil Harding (Time team)			
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Health Education, Money Management, Environmental Education

Understand the terms income, savings and spending

Know things around the home that need to be paid for

Know that people earn their income through jobs

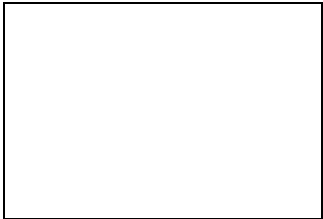


Rights Respecting

**Article 8:
Governments must respect that every child has the right to a name, nationality and family ties**

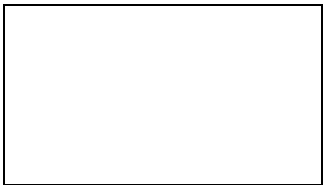
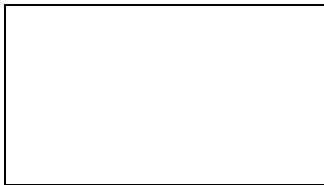
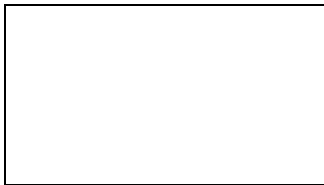
**Wider links
Article 36: Right to protection**

**Wider links
Article 28: Right to a good quality education**



Enrichment experiences and Community Involvement

**Visit to Sarehole Mill:
Everyday life of Stone age, Bronze age and Iron age people. How it changed over time**





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Supporting Texts

Stone, Bronze and Iron Ages By Sonya Newland

Stone Age Bone Age! By Mick Manning And Brita Granstrom

Prehistoric Britain By Barry M. Marsden

Prehistoric Adventures Settlements By John Malam

Prehistoric Adventures Burial Places By John Malam

Prehistoric Adventures Hill Forts By John Malam

Early People (Eye Witness Guides)

Iron Age By Anita Ganeri

Prehistoric Sites By John Malam

Discover The Celts and Iron Age Everyday Life By Moira Butterfield

The Iron Age By Moira Butterfield

Bronze Age And Iron Age Hill Forts by Dawn Finch

The Bronze Age By Moira Butterfield

Exploring Life in the Stone Age Dr Brian Knapp

Skara Brae By Dawn Finch

From The Cave Wall By JG Jones

Find Out! Stone age (DK)

History In Infographics The Stone Age By Jon Richards

The Stone Age News Hunting Bonanza (Walker Books)

Stone Age Sentinel Man Burns Fingers in Fire (Usbourne Publishing)

The Secrets of Stonehenge By Mick Manning And Brita Granstrom

The Stone Age By Moira Butterfield

The Stone Age By Marcia Williams