



Would you prefer to live in Stone Age Britain or Ancient Egypt?

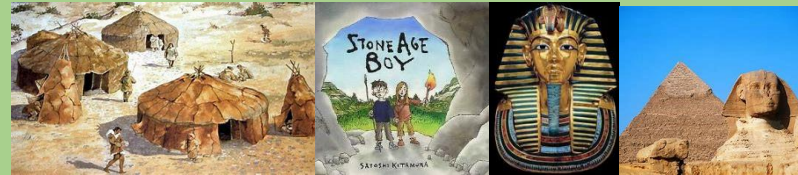
Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum



Year 3

Terms 1 & 2

Big concept: Changes over time, comparison & empathy

Overview:

This enquiry is history rich and enables learners in term 1 to learn about the changes in Britain from the Stone Age to the Iron Age. In term 2, children will develop their historical knowledge further by studying Egyptians as an ancient civilization. Children will develop as historians by asking questions, researching and drawing conclusions about their discoveries. At the end of the line of enquiry, children will make comparisons and reflect upon their preferences for the time period they would prefer to live in and why.

Class texts have been chosen to enrich children’s learning, encouraging them to make links with their reading and wider curriculum learning. For example, ‘The Stone Age Boy’ offers opportunities for children to learn about Stone Age civilizations and what life was like. As artists, children will explore making paints with natural pigments and different brush strokes to create their own paintings. As designers, children will develop their cooking skills to create their own Stone Age stewed fruit salad.

Learning links (previous learning):

History –Children will continue to develop their knowledge of chronology by comparing the Stone Age era to the Iron Age including other periods previously studied such as the Victorians. Brunel’s Suspension Bridge was inspired by Egyptian architecture. The concept of BC is new.
Geography – Children know continents and oceans. New learning about how human and physical features of landscapes influence settlements.

Celebrating diversity and inspirational People:

Cheddar Man
Howard Carter and Tutankhamun
Amelia Edwards

<p>DT – Children are confident with the design process and will apply this in their cooking project.</p>	
<p>Launch and Landings</p>	<p>Experiential learning opportunities:</p>
<p>Launch: A visit from Egyptian goddess Amisi. Stone Age art day including stencilling handprints and axe making.</p> <p>Mini-landing: Stone Age workshop - - see writing opportunity</p> <p>Landing: publish and share diary entries and mummifying instructions with another class</p> <p>Showcase to Parents/Carers: Dress up day – role play of life in Stone Age Britain and Ancient Egypt. Showcase assembly for parents/ carers. Children debate their preference for living in the Stone Age or Ancient Egypt</p>	<p>Stone Age Workshop – portals to the past Ancient Egypt museum visit TBC</p>
<p>Enquiry Challenge</p>	<p>Cross-Curricular Writing Opportunities</p>
<p>Term 1- Challenge 1: Stone age diary entry (cross-curricular writing opportunity)</p> <p>Term 1- Challenge 2: Stone Henge cardboard models</p> <p>Term 2 - Challenge 3: Egyptian artefact leaflet</p> <p>Term 2 - Challenge 4: Write a set of instructions of how to mummify a Pharaoh. (cross-curricular writing opportunity)</p>	<p>Term 1: (x2 a term) one could be part of the enquiry challenge Write as a member of the Stone Age society. Diary entry.</p> <p>Term 2: Write a set of instructions of how to mummify a Pharaoh.</p>

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

History

D & T

As historians we will As historians, we will learn about **the Stone Age & Ancient Egypt.**

We will study:

- Changes in Britain from the Stone Age to the Iron Age.
- The achievement of the earliest civilizations – an overview of how and when the first civilizations appeared and an in depth study of Ancient Egypt.
- Continue to develop chronologically secure knowledge of history time periods studied.
- Place events from period studied on time line in relation to other studies.
- Understand that time can be divided into BC/AD.
- Establish clear narrative within period studied.
- Note connections, contrasts and any trends over time.

- Regularly address and sometimes devise historically valid questions.
- Understand how knowledge of the past is constructed from a range of sources (including primary and secondary).
- Construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event and choose relevant material to present/communicate this,
- Identify similarities / differences between ways of life at the different times studied in KS1.
- Describe/ make links between main events, situations and changes within and across different periods.
- Identify and give reasons for, results of, historical events, situations, changes.
- Describe social, cultural, religious and ethnic diversity in Britain and the wider world.
- Identify and discuss historically significant people and events in situations.

Vocabulary: Stone age, Bronze age, Iron age, Skara Brae, hunter-gatherer, religion, Stonehenge, Avebury, hillforts, settlement

Ancient Egyptians, civilisation, pyramid, sphinx, Nile, flood, gods, fertile, agriculture, tomb, archaeologist, papyrus, scribe, hieroglyphics, Howard Carter, Tutankhamen

As Designers and Engineers we will

Research, design, make, evaluate and refine – We will: create a Stone Age fruit stew

As Designers and Engineers we will create Stone Age stewed fruit salad.

We will:

- Investigate existing products, including drawing them to analyse and understand how they are made.
- Gather info about the needs & wants of particular groups.
- Plan a sequence of actions to make a product.
- Develop more than one design.
- Develop prototypes.
- Generate designs with annotated sketches.
- Refine work and techniques as work progresses, continually evaluating the product design.
- Identify strengths and weaknesses of their design ideas.
- Talk about how closely their finished product meets their design criteria and meets the need of the user.

- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Measure ingredients using scales.
- Prepare ingredients hygienically and using the appropriate utensils by following a recipe.
- Follow procedures for safety & hygiene.

Vocabulary: products, analyse, needs/wants, sequence, prototype, annotate, refine, evaluate, strengths/weaknesses, criteria, user

cut, shape, measure, hygiene, utensils, procedure

BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting

First hand evidence, second hand evidence, document, hieroglyphics, recorded, affect, effect, impact

Key dates:

Stone Age: 15000 BC – 3000 BC Bronze Age: 3000 BC – 800 BC Iron Age: 800 BC – AD 43 Ancient Egypt: 7500 BC – AD30 Tutankhamen: 1342 BC – 1325 BC Skara Brae: 3200 BC – AD 2200 BC Romans in Britain: AD 43 – AD 410 Victorians: AD 1837 – AD1091

Ancient Sumer: 5000 BC – 2333 BC Ancient Maya 1100 BC – AD 1502

Shang Dynasty of Ancient China: 1766 BC – 1046BC Ancient Greece: 776 BC – 146 BC

Aztec 1195 BC - 1522 BC Early Islamic Civilisation: AD 570 – AD 750

Geography

As Geographers we will:

- Name and locate the main countries and major cities of Europe.
- Identify why early settlers chose to live near physical features.
- Identify how the human features of a landscape have changed over time.
- Identify how the human features of a landscape have changed over time.
- Interpret tables, diagrams and atlas maps to retrieve information
- Identify 8 compass points and use 4 figure grid references
- Draw conclusion from maps about population, settlement and land use
- Identify how a place changes over time by using a range of aerial photographs, historical and recent maps

Vocabulary: Europe, Italy (Rome), France (Paris), Spain (Madrid), Turkey, South America, Argentina (Buenos Aires), Brazil (Sao Paulo, Rio De Janeiro), Chile, Colombia, Peru, North America, Canada (Ottawa), United States of America (Washington), Mexico (Mexico City), Central America, Guatemala, Honduras, Belize, equator, northern hemisphere, southern hemisphere, climate, warm, dry, wet, humid, tepid

Art

As Artists we will: create a historical inspired painting using learned techniques of pigment painting & brush techniques.

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

Lower KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- create different textures and effects with paint;
- use key vocabulary to demonstrate knowledge and understanding in this strand: KS1 plus colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

<p>Vocabulary: human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, climate, vegetation, biomes, tropical, temperate, polar, rainforests,</p> <p>Vocabulary: table, diagram, pictogram, bar graph, line graph, pie chart, data, atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), four figure grid reference, grid box, eastings, northings, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>	<p>Vocabulary: foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>
--	---

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts: <u>ss Texts:</u> Stig of the Dump (Clive King), Stone Age Boy (Satoshi Kitamura) Flat Stanley the Great Egyptian Grave Robbery (Sara Pennypacker & Jon Mitchell)</p> <p>Writing Text Types:</p> <p>Spine Poem: <i>The Lonely Camel</i></p> <p>Fiction: <i>Amisi and the Fig</i> Story Type: Journey Focus: Speech</p> <p>Fiction: <i>Nail Soup</i> Story Type: Finding/Losing Focus: Description</p> <p>Non-fiction Explanation: <i>How to Mummify a Pharaoh</i> Form: Leaflet</p> <p style="text-align: right;">Non-fiction Instruction:</p>	<p>As Mathematicians we develop our understanding of:</p> <ul style="list-style-type: none"> • Number & Place Value • Number: Addition & Subtraction • Number: Multiplication & Division A

<p><i>How to Steal a Camel</i> Form: Instruction Manual</p> <p><u>Cross curricular writing in LOE books:</u> DT: Instructions on how to make Stone Age Stewed fruit salad History: To write a diary entry in role of Stone Age child/ Egyptian, describing day in the life of Geography: To write a persuasive advert about joining settlement, describing geographical features</p>	
---	--

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<ul style="list-style-type: none"> • As fit and healthy citizens we will develop skills in: • Dodgeball and Health & Fitness (T1) • Football and Gymnastics (T2) 	<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</p> <ul style="list-style-type: none"> • Pitch • Singing
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> • Connecting Computer (T1) • Stop-Frame Animation (T2) 	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</p> <ul style="list-style-type: none"> • Me and my relationships (T1) • Valuing difference (T2)
RE and World Views	Science
<p>As philosophers we will explore the question: <i>Why do people pray? Islamic and Christian pray?</i></p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Animals, including humans; • Working scientifically – What is a Scientist?
French	
<p>As linguists we will...</p> <ul style="list-style-type: none"> • I am learning French • Animals 	