

Could you survive the Stone Age?



Subject Area	National Curriculum Programme of Study	The knowledge I will gain from my project...	Mini outcomes
History	<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age:-</p> <ul style="list-style-type: none"> ◆ Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae <p>Bronze Age religion, technology and travel e.g. Stonehenge</p> <p>Final Assessment Judgement: <input type="checkbox"/></p>	<ul style="list-style-type: none"> • I can order the periods of the prehistoric eras and explain the meaning of the word • I can confidently talk about the role of an archaeologist 	<p>Using tools dig up artefacts. Place the prehistoric eras on a timeline use toilet roll to represent how long each era lasted.</p>
		<ul style="list-style-type: none"> • I understand early humans and the Palaeolithic period. <ul style="list-style-type: none"> ◆ Explain how and when people first came to Britain ◆ Know which kind of animals early humans encountered - woolly mammoths ◆ Know where early humans lived 	<p>Time traveller investigation, Stone Age poo. In order to understand why people didn't settle children will act out the hunter gather movement. Hunting and gathering around school. Identify on a map where early humans used to settle and live. Salt dough jewellery. Stone Age art—cave paintings. Otzi crime investigation</p>
		<ul style="list-style-type: none"> • I am able to understand about people who live in the Mesolithic period <ul style="list-style-type: none"> ◆ Know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated ◆ Know where Doggerland is ◆ Describe what Mesolithic life was like 	<p>Cut up and order a world map to show what happened to the coastline. Annotate an image of Doggerland. Make comparisons between life then and life now.</p>
		<ul style="list-style-type: none"> • I have the knowledge to recall how people lived in the Neolithic period <ul style="list-style-type: none"> ◆ Know where and when agriculture was developed ◆ Understand when farming started (Skara Brae) ◆ Explain what the Stonehenge is and how the landscape developed 	<p>Create their own village of Skara Brae out of cardboard etc. Silhouette to compare landscape before and after Stonehenge. Build Stonehenge out of biscuits.</p>
		<ul style="list-style-type: none"> • I have the knowledge to recall how people lived in the Bronze Age <ul style="list-style-type: none"> ◆ Explain how bronze is made and why it was important ◆ Know how people were buried 	<p>Children to create tools using sticks and rope to replicate those used in the Bronze Age time. Alongside this use secondary sources of information to find out about the Bronze Age and Iron Age.</p>
		<ul style="list-style-type: none"> • I have the knowledge to recall how people lived in the Iron Age <ul style="list-style-type: none"> ◆ Explain how iron is made ◆ Explore iron age houses ◆ Explain what happened at the end of the Iron Age 	<p>Using a table make comparisons between the two Ages.</p>
		<ul style="list-style-type: none"> • To recap and summarise the prehistory of Britain <ul style="list-style-type: none"> ◆ I can confidently name the three ages of prehistoric Britain ◆ I can recall how long Britain prehistory is ◆ I can explain how life changed in Britain during prehistory 	<p>Bring together knowledge learnt to create a non-fiction information guide based on the prehistoric eras.</p>

Could you survive the Stone Age?



Subject Area	National Curriculum Programme of Study	The knowledge I will gain from my project...	Mini outcomes
Greenways—Stone age visitor into school			
EXPERIENCE			
Art	<p>Pupils should be taught to improve their mastery of art and design techniques involving drawing with charcoal.</p> <p>Final Assessment Judgement: <input type="checkbox"/></p>	<ul style="list-style-type: none"> To identify interesting aspects for their starting point – cave art examples and identify key features. To explain the purpose of the task and identify the ideal materials i.e. thick paper/painted with tea/charcoal To use natural material i.e. charcoal & tea, giving attention to pattern, shape and form To make suggestions to improve my artwork and that of my peers. 	<p>Produce cave art based on learning and WOW experience. Complete replica pieces and then consider what cave art today would look like.</p>
Design and Technology	<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</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Final Assessment Judgement: <input type="checkbox"/></p>	<ul style="list-style-type: none"> Investigate design features of a round house. Select appropriate resources and tools and explain choices. Find alternative ways of fixing if first attempt isn't successful – wire, thread, etc Measure and mark wood To create a framed structure using a range of materials (e.g. wood, card, and corrugated card to support mechanisms) Suggest improvements of others and make changes if needed. 	<p>To design and create a Bronze Age round house using a shell/frame structure.</p>

Final Project Outcome	Audience
<p>Create a vlog which will be compiled during the term and put together to present as compilation of Year 3 learning.</p> <p style="text-align: center;">★ ★ ★ ★ ★</p>	<p>Facebook and encourage wider sharing</p> <p style="text-align: center;">★ ★ ★ ★ ★</p>