



THE DAWN OF MAN

As language specialists we will...

immerse ourselves in extracts from quality texts, stories and poems that broaden our ideas and understanding of the Stone Age and good writing techniques. Extracts from multimedia, picture books and stories, together with informative, non-fiction text will keep us immersed in a variety of genres. We will learn how to write an adventure story based on 'Stone Age Boy' by Satoshi Kitamura and take inspiration from Marcia Williams' Stone Age illustrated text. We will experience texts like 'Boy with the Bronze Axe' and "Stone Age Bone Age!" to immerse ourselves in the life and times of the stone age. We will create our own comic strips using the light hearted (if not wholly historically accurate!) 'Ug – Boy Genius of the Stone Age' by Raymond Briggs, learning about historical anachronisms with the help of Michael Rosen's 'I was Born in the Stone Age'. Use of speech bubbles will progress to learning how to accurately punctuate speech. "Stig of the Dump" will be enjoyed as our class text and we will learn important moral lessons from the age old wisdom of Aesop's Fables. We will explore historical sources and the topic will give plenty of opportunities for us to become skilled researchers, readers and authors. We will notice, wonder and discuss what we read and write as a class to fully immerse ourselves in our topic.

The Big Idea...

'In the end, you always learn the most by going back to the people who were there in the beginning...' Michael Black. In this history focussed Year 3 topic, we'll explore the development of tools and technology and understand what an impact this period of life on earth had on human development. As we become anthropologists, we will start our junior school journey through time and start to wonder and understand how our ancestors battled with this simple yet challenging era. What do we still have in common with the hunter-gatherers? What can we learn from them? How have they made us the people that we are today? It will be quite a journey of discovery...

As mathematicians we will

Build on our existing knowledge of place value and the number system, comparing and ordering numbers to 1,000 and writing them in digits and words. We will be revising and developing formal methods for addition and subtraction as well as learning key strategies for mental calculation. Opportunities to solve problems and reason will allow us to select and practise strategies. We will regularly rehearse multiplication and division facts for the 3, 4 and 8 times tables by counting in intervals and becoming familiar with games and strategies to learn these important facts.

As geographers

We will consider 'settlement' as we investigate aspects of human and physical geography relating to Stone Age Britain, understanding how and why natural resources shaped early land use. Looking specifically at the settlement of Skara Brae, we will compare how early tribes made use of the land. We will use maps and digital information to find key locations and understand how geographical features (such as Stonehenge) came into existence.

*'human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.'*

As historians

We will track the development of Neolithic human life using a timeline to map key historical features and understand changes in Britain from the Stone Age to the Iron Age. We will explore the ancient mystery of Stonehenge and the evidence of Skara Brae. Through fact and fiction, we will open up debate about this fascinating period of British history. 'to develop a chronologically secure knowledge and understanding of British, local and world history... They should note connections, contrasts and trends and develop the appropriate use of historical terms. They should address and devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.'

As scientists

We will explore how humans and animals are able to move using our muscles and skeletons. We will notice and wonder how our skeletons grow as we grow to protect and move. We will group animals according to what they eat and what nutrition they need to survive. Linking to our topic, we will consider what our ancient ancestors had available to them and consider the seasonality of food.
*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.
Identify that humans and some other animals have skeletons and muscles for support, protection and movement*

Across the curriculum

As musicians

We will learn how to play a musical instrument with increasing accuracy. We will work as a class orchestra to play in unison and learn to follow notation to play the right notes at the right time!

As expressive artists and designers

We will marvel at the famous cave paintings of Lascaux, France and go back to basics with exploring different techniques for familiar materials and resources.

We will plan and create savoury snacks as part of our design and technology project.

As computer specialists

We will create internet safety guidelines for our Stone Age Time-Traveller...who may need some advice on interacting with the more high-tec tools of our more advanced society.

As philosophers and theologians

We will learn about different Christian religious festivals and how these are important to the religion.

As fitness experts

We will work on our gymnastics skills of flexibility, control and performance. We will learn some of the rules of netball and play competitively in teams.

Knowledge of the World

Were there humans before the Stone Age? How have historical artefacts and primary sources opened up our knowledge and understanding?

Citizenship

What would it be like to live in the simplicity of a Stone Age world? What is civilisation...and are we truly civilised today?

Ambitious thinking

Anthropologists and archaeologists are both careers that can open up the world of early life on earth. How do they add value and offer something useful to our 21st century lives?