



The Dawn of Man

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 will 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 seemingly simple yet challenging era. What do we still have in common with the hunter-gatherers and the ancient Egyptians? 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 language specialists we will...

immerse ourselves in extracts from quality texts, stories and poems that broaden our ideas and understanding of 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 start the term by engaging ourselves in the world of Roald Dahl with our class text, Matilda! We will focus on how Dahl creates characters and see how Quentin Blake brings them to life through illustration. "Stig of the Dump" will be enjoyed as our second class text and our 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 writing.

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 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 and Ancient Egypt, understanding how and why natural resources shaped early land use. Looking specifically at the settlement of Skara Brae and the great pyramids, we will compare how early civilizations made use of the land. We will use maps and digital information to find key locations and understand how geographical features 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 the early civilisations using a timeline to map key historical features and understand changes in Britain from the Stone Age to the Iron Age and compare this to life in Ancient Egypt. We will explore the ancient mystery of Stonehenge and the evidence of Skara Brae and uncover the great pyramids of Egypt. Through fact and fiction, we will open up debate about these fascinating periods of national 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 rocks, soils and fossils by learning about how they were formed and where they came from. We will compare soil samples and investigate rocks and their properties. Linking to our topic, we will consider what our ancient ancestors had available to them and how they used these resources.

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.

Across the curriculum

As musicians

We will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music. Linking to our topic we will explore tuned and untuned instruments.

As expressive artists and designers

We will explore and recreate the wonderful illustrations of Quentin Blake, marvel at the famous cave paintings of Lascaux, France as well as the historical artwork of Ancient Egypt and go back to basics with exploring different techniques for familiar materials and resources. We will be understanding and making basic tools and instruments from the past as part of our design technology project.

As computer specialists

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

As philosophers and theologians

We will learn how Christian's beliefs about God, Jesus and the Christian world has an impact on people's lives.

As fitness experts

We will work on our hockey and netball skills, learn some of the key rules 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 would it be like to live in ancient Egypt amongst the pyramids? 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?