



# Stone Age

## Topic Intent

Over this topic we aim on giving children an insight into how human life has changed over time, from early prehistoric man through to the Iron Age and beyond to present day. We begin our topic by travelling back in time and refreshing the children of different key events both within their own living history and beyond. These events are specifically chosen to link to the historical people and events covered during KS1. We look more closely at timelines and how these are used, and we also look at different 'sources' and how these can tell us things about the past. Children are encouraged to think and share their own enquiry questions throughout the topic and make predictions based upon what we have learnt. Children are encouraged to compare prehistoric life to their own and recognise the huge differences, this is explored through a several fictional texts. Alongside the specific focus on 'Stone Age' this unit also allows us to discuss the role of the historian and the archaeologist in helping to shape our understanding of the past. We link the historical findings of jewellery to our DT topic where children research, design and make their own piece of stone age jewellery, shaping using different tools, colour mixing and threading to create a final piece. Finally, we also challenge a common misconception that children hold to show how dinosaurs did not live alongside humans and walked the Earth a long time before the Stone Age.

## English – National Curriculum and skills

### Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally
  - Use a range of effective vocabulary
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements

## Overview

Story sequencing – Stone Age Boy

Character descriptions

Narrative – story writing (Talk 4 Writing, imitation then invention)

Persuasive Writing – house adverts



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Zetland Primary School

Year Group: 3/4

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Handwriting and Presentation

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

### Vocabulary, grammar & punctuation

- Punctuate sentences accurately \*
- Use capital letters appropriately \*
- Use fronted adverbials followed by a comma
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- Use a range of appropriate, specific vocabulary relevant to the topic/genre

Instructions writing – stone age jewellery



History - National Curriculum and skills	Overview
<p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Teach changes in Britain from the Stone Age to the Iron Age</p>	<p>How humans have changed over time from Australopithecus to Homo Sapiens.</p> <p>Aspects of daily life from the Stone Age;</p> <ul style="list-style-type: none"> <li>• Food and diet</li> <li>• Homes and shelter</li> <li>• Weapons and tools</li> <li>• Beliefs</li> </ul> <p>Stone Henge and its significance</p> <p>Changes into the Iron Age</p> <p>Position of the Stone Age in relation to other historical events</p>

Design Technology - National Curriculum and skills	Overview
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</li> </ul> <p><u>Make</u></p> <p>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>Research, design and make their own stone age jewellery using salt dough (made by pupils following a recipe independently), textured and shaped to replicate teeth/bones/ shells and painted using colour mixed paints.</p>



<b>Art - National Curriculum and skills</b>	<b>Overview</b>
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>Stone Henge and sunset (colour mixing, using watercolours)</p> <p>Cave painting – animal sketching</p> <p>Stone Age Jewellery (DT link) – colour mixing</p>

<b>Key Questions</b>	<b>Wider Experiences</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• How have humans changed over time?</li> <li>• What did stone age life look like, what’s the same and what is different?</li> <li>• How was Stone Henge built?</li> <li>• Where does the Stone Age fit into the timeline of events I already know?</li> </ul>	<p>Dance – Linked to Stone Age Boy text</p>	<p>Evolve, beliefs, hunter-gatherer, prey, predator, tools, flint knapping, pre-history, historian, archaeologist, sources, enquire, discover, Neanderthal, homo-sapiens, Australopithecus, mammoth, hand-axe, awl, animal hide, leather, kindling, stampede, hunter gatherer, lure, trap, weapons, spear, trophy, warrior, cave, Stone Henge,</p>

<b>Linked Texts</b>	<b>Home Learning Opportunities</b>
<p>Stone Age Boy - Satoshi Kitamura            Ug – Raymond Briggs            Stig of the Dump – Clive King</p>	<p>Use play dough or clay to make stone age jewellery or artefacts            Create a model of a stone age shelter</p>



**Other subjects**

PE – Dance

Music – Singing and Performing – Christmas Performance

MfL – French (Y3 – Hobbies and Pets Y4 – Going to Work)

Science – Rocks

Maths - Length & Perimeter, Multiplication & Division

RSHE – Relationships

RE – Christmas Story and Celebrations around the World

Computing – Y3 Online Safety Y4 Hardware Investigations

Geography – Types of Settlement and Land Use