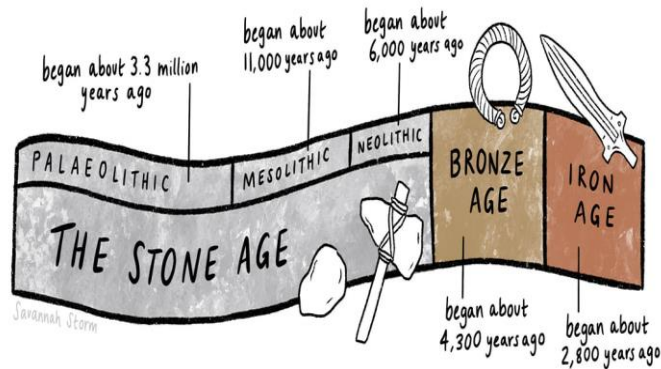


# Year 3&4: The Stone Age – The Iron Age



## Essential Learning:

By the end of this topic, you will have learned:

### Enquiry Drivers:

1. What was 'new' about the New Stone Age?
2. Which was better, bronze or iron?

- The chronological order of the Stone Age, Bronze Age and Iron Age.
- How to compare the lives of the people who lived in the Palaeolithic, Mesolithic and Neolithic periods.
- That the earliest humans were hunter-gatherers, before people learned farming skills.
- What is Skara Brae and what it can tell us about life in the Stone Age.
- Why fire was so important for early people.
- Why these 'ages' were called the Stone, Bronze and Iron Age, and how life changed for people from the Stone to Iron age (compare houses, food, technology, tools, inventions)

### Chronology

Establish clear narratives within periods of history.

### Continuity and Change

Make links between events and changes across and within periods of history.

### Cause and Consequence

Identify the results of events, situations and changes.

### Historical Vocabulary

Understand and use a range of historical terminology, some linked to concepts.

### Perspectives and Interpretations

Understand that different versions of the past may exist, giving reasons for this.

### Similarities and Differences

Compare and contrast a range of diverse societies.

### Prior Learning:

KS1 Prehistoric times – dinosaur topic

### Curriculum Enrichment:

Warton Crag visit – old Iron Age hillfort

**Key vocabulary:** Pre-historic, Palaeolithic, Mesolithic, Neolithic, timeline, chronology, excavate, archaeologist, hunter-gatherer, agriculture, farmer, tribe, hill fort, wattle & daub, Stonehenge, Skara Brae, Stonehenge

## Skills/National Curriculum Links

### Unit Focus: History

**NC:** Changes in Britain from the Stone Age to the Iron Age

Pupils should investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK.

#### Children should:

- Identify the impact of the movement and settlement of people in different periods of British history.
- Recognise similarities and differences between people's lives during different periods of time.
- Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past.
- Identify different ways in which the past is represented and interpreted and recognise how history is preserved.
- Place events, people and changes into correct periods of time on a timeline.
- Use dates and vocabulary relating to the passing of time, including AD/BC.
- Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted.
- Use sources of information including ICT to find out about events, people and changes.

#### Key Questions:

What does prehistoric mean? What was prehistoric Britain like?

What were the three Stone Age periods of time called?

How did life change for people of the Stone Age once they learned how to farm?

What was Skara Brae?

What sources can we use to find out about the Stone Age, Bronze Age and the Iron Age?

What was life like in an Iron Age hill fort?

Which was better, bronze or Iron? Why?

#### Sources of evidence:

What different sources of evidence and resources can you use to answer these questions?

**Resources:** discovery of Skara Brae <https://www.youtube.com/watch?v=de4kOrOaNyI> which is better bronze or stone <https://www.bbc.co.uk/programmes/b00z597g/clips>  
iron versus bronze <https://study.com/academy/lesson/iron-vs-bronze-history-of-metallurgy.html>

[Prehistoric - KS2 History - BBC Bitesize](#)

## Geography

Where were the best places to build Iron Age settlements? Where in our locality would make a good place? EG Warton Crag is long thought to be an Iron Age hillfort... Use maps to locate surviving UK monuments from the Stone Age, Bronze Age and Iron Age E.G. Stonehenge, Skara Brae – are there any areas in our locality linked to these eras?

## Science

### 1<sup>st</sup> half term - Animals including humans

#### NC:-

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

#### NC (Working Scientifically)

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

asking relevant questions and using different types of scientific enquiries to answer them

setting up simple practical enquiries, comparative and fair tests

making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings.

## Art

### 1<sup>st</sup> half term - Drawing

Cave drawings

<https://www.accessart.org.uk/talking-points-cave-art/>

<https://www.accessart.org.uk/gestural-drawing-with-charcoal/>

<https://www.accessart.org.uk/drawing-like-a-caveman/>



Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Useful links/resources:-

<https://www.twinkl.co.uk/resource/tp2-s-031-planit-science-year-4-animals-including-humans-unit-pack>

<https://www.stem.org.uk/resources/community/collection/12365/year-4-animals-including-humans>

<https://lafontaineacademy.org/wp-content/uploads/2021/09/Year-4.-Autumn-1-Animals-including-Humans-Knowledge-Organiser.pdf>

[PLAN primary science assessment resources \(planassessment.com\)](https://www.planassessment.com/)

**Download this from Shared Drive for your unit**

#### **Activities:**

- ✓ Research the function of the parts of the digestive system. Create a model of the digestive system using household objects.
- ✓ Explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding (chewing).
- ✓ Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls.
- ✓ Use food chains to identify producers, predators and prey within a habitat.
- ✓ Use secondary sources to identify animals in a habitat and find out what they eat. Link to Stone Age animals

#### **Working Scientifically:**

Tooth decay experiment fizzy drink and eggs

## 2<sup>nd</sup> half term - Printing

### Children should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]

**Use rollers and printing techniques to create Celtic patterns. Explore etching and engraving and roller techniques.**

<https://www.accessart.org.uk/aluminium-foil-printing-by-paul-carney/>

<https://www.twinkl.co.uk/resource/ks2-all-about-celtic-art-t-h-291>



Styrofoam block printing  
Etching patterns in foil



**2<sup>nd</sup> half term - SOUND**

**NC:** Identify how sounds are made, associating some of them with something vibrating.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the pitch of a sound and features of the object that produced it.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

**Download this from Shared Drive for your unit**

**Activities:**

Possible Teaching activities:

- ✓ Classify sound sources.
- ✓ Explore making sounds with a range of objects, such as musical instruments and other household objects.
- ✓ Explore how string telephones or ear gongs work.
- ✓ Explore altering the pitch or volume of objects, such as the length of a guitar string, amount of water in bottles, size of tuning forks.
- ✓ Measure sounds over different distances.
- ✓ Measure sounds through different insulation materials.

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Music

**NC:** - lay and perform in ensemble contexts, using voices and playing musical instruments  
- improvise and compose music for a range of purposes using the interrelated dimensions of music  
- listen with attention to detail and recall sounds with increasing aural memory

BBC Ten Pieces

<https://www.bbc.co.uk/teach/ten-pieces/KS2-johann-sebastien-bach-toccat-and-fugue-in-d-minor/zvvn7nb>

Follow the six lessons

## Computing/ICT

### Managing Online Information

#### NC:

- Use technology responsibly.
- Identify a range of ways to report concerns about contact.
- Identify a range of ways to report concerns about content.
- Recognise acceptable/unacceptable behaviour.
- Understand the opportunities computer networks offer for communication.

Use the following link for full resources and lesson plans: -

[https://projectevolve.co.uk/about/?gclid=EAlaIqObChMI69ex3q3c-AIVE-vtCh2nGAYjEAAYASAAEgLjcfD\\_BwE](https://projectevolve.co.uk/about/?gclid=EAlaIqObChMI69ex3q3c-AIVE-vtCh2nGAYjEAAYASAAEgLjcfD_BwE)

### Emailing

#### Skills as above

Select an email recipient from a class address book.

### Cyber bullying

Understand the opportunities computer networks offer for communication.

Use the following link for full resources and lesson plans: -

[https://projectevolve.co.uk/about/?gclid=EAlaIqObChMI69ex3q3c-AIVE-vtCh2nGAYjEAAYASAAEgLjcfD\\_BwE](https://projectevolve.co.uk/about/?gclid=EAlaIqObChMI69ex3q3c-AIVE-vtCh2nGAYjEAAYASAAEgLjcfD_BwE)

### Coding using Scratch

#### NC:-

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use sequence, selection, and repetition in programs, work with variables and various forms of input and output.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Pupils will be taught to:-

## PSHE

### Be Healthy – 6 lessons

#### Value – Honesty

Science Links (Y3 National Curriculum) *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; (Non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out; (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.*

English Links (Y3/4 National Curriculum) *Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.*

#### Alcohol and cigarettes: the facts (Y3)

LO: Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. (Statutory)

#### Help or harm? (Y3)

LO: Understand that medicines are drugs and suggest ways that they can be helpful or harmful. (Statutory)

#### Derek cooks dinner! (healthy eating) (Y3)

LO: Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. (Statutory)

#### Poorly Harold (Y3)

LO: Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. (Statutory)

#### Body team work (Y3)

LO: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.

<ul style="list-style-type: none"> <li>• Use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</li> <li>• Write a program, putting commands into a sequence to achieve a specific outcome.</li> <li>• Give a set of instructions to follow and predict what will happen.</li> <li>• Keep testing a program and recognise when it needs to be debugged.</li> <li>• Use variables to create an effect, e.g., repetition, if, when, loop</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</li> </ul>	<p><a href="#">SCARF hotel</a> (Y4)</p> <p>LO: Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate). (Statutory)</p>
<p style="text-align: center;">Cross-curricular Maths</p>	<p style="text-align: center;">RE</p>
	<p><b>1<sup>st</sup> half term - Christianity</b> (Jesus) What does it mean to be a disciple of Jesus? <b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Discipleship</li> <li>• Following the example of Jesus</li> <li>• Helping others</li> </ul> <p><b>2<sup>nd</sup> half term - Christianity</b> (Church) What do Christians mean by the 'Holy Spirit'? <b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• The Holy Spirit</li> <li>• Gifts of the spirit</li> <li>• Pentecost</li> </ul>

## English Focus 1

### **Narrative – i) Character descriptions (2 week) & ii) Writing a Climax (3 weeks)**

**Class Novel** – Stone Age Boy by Satoshi Kitamura

<https://www.edshed.com/en-gb/resource/stone-age-boy-by-satoshi-kitamura--en-gb>

**Reading:** Use evidence to make predictions. Give opinions about characters using evidence from the text.

**Gathering Content: i)** Role on the wall – what do we think about the character & what do other characters think? Hot seating & though tracking – pictures of drama in books annotated. Create vocabulary bank for powerful words to describe characters. Orally rehearse sentences. Use characters/pictures out of other stories read together to write descriptive sentences as well as several characters from Stone Age Boy.

**Writing:** i) Model/scaffold/shared writing for one of the characters in the book using words from the word bank created and expanded noun phrases - children write their own character description for a different character following the model and 'magpieing' words and phrases from the shared/modelled write.

Independent write: Children create a new character who would fit into the story and write their character description following the success criteria given.

**Grammar:** i) Expanded noun phrases & powerful adjectives for character description (up-levelling activities & synonyms) use of inverted commas for direct speech.

**Guided Reading:** Stage 3 Stone Age <https://www.edshed.com/en-gb/resource/the-stone-age-stage-3-comp--en-gb> see ppt slides in resources

**Cross-curricular writing:** Diary of a caveman

Information text about the three Stone Age periods

KQ: What was 'new' about the New Stone Age

**Speaking and listening:** What would you like to ask a caveman?

**Cross-curricular reading** – Caveman Dave

## English Focus 2

### **Non-Fiction: Non-chronological Report (3 weeks)**

**Reading:** Texts about Stone Age, Bronze Age & Iron Age (key reading skills) Identify the key features of non-chronological reports – wagoll annotated on working wall.

Text highlighting

Topic title; overview of text for introduction, use of sub-headings; fact boxes and bullet points; pictures with captions; extra detail to support main points (complex sentences to add detail); formal tone; 3<sup>rd</sup> person pronouns

**Gathering Content:** Create ideas for sub-headings linked to the 'age'. Vocabulary gathering – technical terms linked to History. Practise sentence openers. Talk for writing: present an oral version using the vocabulary, sentence openers etc

**Writing:** Planning models used for organising paragraphs. Modelled writing and structure scaffolding for one of the ages. Children write each paragraph after a modelled write by CT. Use guided writing groups to enhance specific objectives.

Independent write: Non-chronological report comparing/looking at two of the ages and/or linked to Science

**Grammar:** Fronted adverbials and complex sentences; use of comma, pronouns

**Cross-curricular writing:**

KQ: Which is better, bronze or iron? Why?

## English Focus 3

### Classic Poetry – The Jabberwocky (3 weeks)

(see resources PDF jabberwocky pg3-33) and also <https://savedyouaspot.com/2020/06/10/jabberwocky-free-lesson-resources/>

**Reading phase:** Read a range of poems by Victorian Poets. Focus will be on the Jabberwocky by Lewis Carroll. Children could also use The Owl and the Pussy-Cat by Edward Lear to learn by heart. [https://www.youtube.com/watch?v=Q\\_Um3787fSY](https://www.youtube.com/watch?v=Q_Um3787fSY) listen the reading by Benedict Cumberbatch <https://classroom.thenational.academy/lessons/to-engage-with-the-poem-71h66r?activity=video&step=1> useful to watch before the first lesson to use as a model to teach. Answer comprehension q's linked to Jabberwocky poem

**Gathering Content:** Look at the language in the Jabberwocky. Identify nonsense words –can they use their knowledge of verbs, adjectives etc to create definitions? Figurative language and poetic devices –spot them in the poems read. Look at portmanteau words and create class, pair words

**Short writing opportunities:** description of the jabberwocky and then create own monster drawings and descriptions for their own poem in the writing phase.

**Writing phase:** Plan, draft, write and edit their own poem based on the Jabberwocky

**Speaking and Listening:** Learn part of a poem to recite off by heart

**Presentation:** Perform poems as a class, groups –learnt by heart

**Grammar:** Identify nouns, adjectives verbs and adverbs in the Jabberwocky. Use them in their own poems

**Cross-curricular:** Write a poem in the style of the Jabberwocky describing an animal from prehistoric times.

#### Global Links:

#### Local links:

Are there any links to Stone Age, Bronze Age and Iron Age in our local area?

Is there anywhere in our locality that would have made a good place to build an Iron Age settlement?