

# Curriculum Driver

Year 3/4 Autumn Term

Topic Question: Who were the first farmers?

**Linked texts:** Stone Age boy by Satoshi Kitamura  
The Boy with the Bronze Axe by Kathleen Fidler  
How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley  
The Wild Way Home by Sophie Kirtley  
The First Drawing by Mordicai Gerstein

**Linked people of study:** Mary Anning  
**Trips/Visitors:** Carn Euny Ancient Village, English Heritage  
**Topic Composite/Finale:** Prehistoric Museum Exhibition  
**Linked Prior Learning:** How did the fire start? Great Fire of London



## History

**Intent:** Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.

### Skills, and Knowledge Components Focus

- Order events over a larger timescale
- Distinguish between facts and opinions and give reasons.
- Pose own questions to gain an understanding of the topic.
- Generate purposeful questions.
- Question why something happened and how it impacted people.
- Beginning to think about the impact of historical events/people.
- Understanding the difference between primary and secondary sources.

### Sticky Knowledge:

I know that prehistory is divided up into the Stone Age, Bronze Age and Iron Age

- The Stone Age is named after the stone tools that the earliest humans used to help them survive.
- The Stone Age (a period of time when humans used stone to make tools) covers a huge period of time - over 3 million years.
- At the beginning of the Stone Age, people were hunter-gathers and were nomadic. By the end of the Iron Age, people were settled into communities.
- It can be broken down into 3 smaller time periods: Paleolithic - around 3,000,000 BC. Early humans used simple stone tools with sharp edges. Mesolithic - around 10,000 BC. Humans were hunter-gatherers and constantly on the move in order to stay safe and warm. Neolithic - around 4500-2400 BC. Farming developed and villages were built.
- People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.
- There is evidence that the Stone Age people were skilled at fishing and crafts. We also know that they developed farms to live off and that they took part in religious rituals.
- In Britain, the Bronze age followed the Stone age and lasted for around 1500 years. It is the time period when bronze replaced stone as the preferred materials for making tools and weapons.
- During the Bronze Age, people no longer used one dwelling for everything. A farming household might have consisted of two dwellings - a main house for living in and an out-house for cooking and textile production.
- Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age.
- People in the Bronze Age and Iron Age lived in roundhouses. These could be very large and would have housed many people.

**Key Vocabulary:** Stone Age, Bronze Age, Iron Age,

**Subject Composite:** Exhibits for display

**Impact:** Children will have a good understanding of the timeline of prehistory and the different periods. Children will be able to orally share their learning with a real audience.

## Art

**Intent:** Children will learn about the fascinating culture and art of prehistoric people. Make Ice Age art and replica art objects from the Neolithic, Bronze and Iron Ages.

### Skills, and Knowledge Components Focus

- Mixing tertiary colours (browns, neutrals, flesh).
- Build up painting techniques (resist work, layering, and scraping).
- Talk about their intention and how they wanted their audience to feel or think.
- Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.
- Manipulating clay using fingers and tools.
- Decoration techniques such as embossing, engraving and imprinting.
- Respond to the work of others and say how it makes them feel or think and give reasons as to why.
- Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.

### Sticky Knowledge:

- I can explain how art changed over time in prehistory.
- I can use a sketchbook to collect and record information, examples of art, annotate and draw my ideas.
- I can experiment with charcoal and different grades of pencil to explore lines, tone and smudging for effects and shadows.
- I can create tertiary colours.
- I can create stencils in the style of the Palaeolithic Period.
- I can join clay with increasing accuracy and construct a simple base for extending and modelling.
- I can carve a simple soap sculpture.
- I can create dyes and paint using natural pigments from minerals and plants.

**Key Vocabulary:** clay, manipulate, form, emboss, engrave, engraving, pigment, sculpture, slip, score, observational, tone, shadow, smudge, texture, carve, texture, tertiary colours, wax, resist, Fibonacci pattern, Indian ink

**Subject Composite:** Children to create a classroom cave.

**Impact:** Children are inspired by the work of famous artists and can explain how they have been influenced by the artist.

## Design and technology

**Intent:** Children will learn how roundhouses were made and practise wattling - one of the basic techniques of house building in prehistory. Children will use their knowledge to design and build a model roundhouse.

### Skills, and Knowledge Components Focus

- Sketch and label diagrams of their design ideas.
- Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made.
- Explain what they are making, why they are making it and what they will need to use.
- Explore and analyse existing products.
- Consider why products are good (or not) and how effective they are at meeting their purpose.
- Suggest ways of improving their own and others' work.
- Explore how to make structures stronger, stiffer and more stable using more / other materials.
- Explore different ways of joining things together.

### Sticky Knowledge:

- I know that wattling is a construction of poles intertwined with twigs, reeds or branches, used for walls, fences, and roofs.
- I know that daub a sticky material made of some combination of wet soil, clay, sand, animal dung and straw. It is daubed onto the wattle and allowed to dry.
- I can select and use a range of tools safely.
- I can use different building materials like Iron Age people may have done.

**Key Vocabulary:** design, criteria, plan, make, evaluate, tools, equipment, hacksaw, wood block, ruler, measure, string, join, product, materials, mould, smooth, wattle, daub, daubed, weave, twigs, reeds, fence, wall, roof, thatch, structure, stable

**Subject Composite:** To make a roundhouse shelter.

**Impact:** Children are inspired to use their imagination to think about where people in pre-historic times may have taken shelter. They think about their own basic needs and design and make a dwelling. Children use historical understanding of the pre-historic times during role play activities using their dwellings.

### Working Scientifically - Year 3

Ask relevant questions when prompted

Set up simple practical enquiries, comparative and fair tests

Make systematic observations using simple equipment

With prompting, use various ways of recording, grouping and displaying evidence

Suggest how findings could be reported

With prompting, suggest conclusions from enquiries

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

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

### Working Scientifically - Year 4

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

Set up simple practical enquiries, comparative and fair tests

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

Gather, record, classify and present data in a variety of ways to help in answering questions

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

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

## Science - Year 3 - Rocks

**Intent:** To have a good understanding of what a rock is, the different kinds of rocks and fossils and how they are formed. Can identify the different properties of rocks and fossils.

### Skills, and Knowledge Components Focus

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

### Sticky Knowledge:

- I know that fossils are records of life built into stone.
- I know that palaeontologist's explore fossils to discover what the dinosaurs were like.
- I know that a rock is made up of crystals / grains that are packed together.
- I know that in soil you find sand, small stones, bits of leaves and roots.
- I know that the different types of rocks are igneous, metamorphic and sedimentary.

**Key Vocabulary:** rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, peat, sandy, chalk, clay, minerals, vitamins, fossils, rock, igneous, metamorphic, sedimentary, sediment, soil

**Subject Composite:** Exhibits for Stone Age to Iron Age museum.

**Impact:** Children understand how rocks are formed and name different types of rocks. They develop their awareness that rocks are used for different purposes based on their properties. Children can explain how fossils are formed and how they give us clues about the Earth and about life that existed hundreds of thousands and millions of years ago.

## Science - Year 4 - Properties and changes of materials

**Intent:** To have a good understanding of the different properties of materials to classify into solids, liquids or gases. To have a good understanding of the water cycle.

### Skills, and Knowledge Components Focus

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Sticky Knowledge:

- I know that a solid holds its shape and has a fixed volume.
- I know that a liquid fills up the shape of the bottom of a container. It forms a pool, not a pile and also has a fixed volume.
- I know that a gas can escape from an unsealed container. It fills up the space it is in, and does not have a fixed container.
- I know that a cycle is a series of events that repeat in the same order.
- I know that Precipitation is the release of water from the sky. It can be a liquid or solid, e.g. rain, sleet, hail and snow.
- I know that evaporation is the process of turning from liquid into vapour.
- I know that transpiration is the evaporation of water from plant leaves.
- I know that when water falls from the clouds as rain, snow, hail or sleet and collects in the oceans, rivers, lakes and streams - this is known as 'collection'.

**Key Vocabulary:** solid, liquid, gas, state, change, melting, freezing, degrees Celsius, water cycle, precipitation, evaporation, transpiration, collection, boiling point, melting point, temperature

**Subject Composite:** A water cycle in a bag with an explanation text.

**Impact:** Children understand the water cycle. They develop their awareness about the particle structure of solids, liquids and gases. Children can explain the effects of temperature to different states of matter.