

# Tribal Tales

## A History Based Topic

### What do you need to know before this topic?

The Stone Age was during the prehistoric era.  
 The Stone Age led into the Iron Age era.  
 There are many eras in world history.  
 Eras are a period of time in history.  
 Eras can last many years.  
 History can be plotted on a timeline.  
 A timeline is continuous to the present day.  
 A timeline is written in chronological order.

### Sticky Knowledge

There are three prehistoric eras: Paleolithic, Mesolithic and Neolithic.  
 The Stone Age began around 2,000,000 BC and ended around 3,000 BC.  
 The Iron Age followed the Stone Age and ended around 600 BC.  
 Neolithic man relied on hunter-gathering for food and survival.  
 Neolithic man lived in caves, before moving to wooden huts as the Iron Age approached.  
 Soil is made up of 4 main layers: rocks, air, water and organic material  
 There are three main types of rocks: sedimentary, igneous, and metamorphic.

### Key Vocabulary

Chronological, BC, AD, Stone Age, Iron Age, century, decade, sources, artefacts, timeline, cave painting, community, settlement, Neolithic, mammoth, fur pelt, spear, hammerstone, borer, jewellery, bronze, iron, archaeologists, civilization.

### Key Assessment Questions

When was the Stone Age?  
 When was the Iron Age?  
 How are they linked?  
 How did the Stone Age help shape our world today?  
 How did people live in the Stone Age era?  
 What is different about our world now compared to the Stone and Iron Ages?  
 How did people survive in the Stone Age and Iron Age era?  
 What are the four main parts of soil?

### Key Skills

Sequencing of key events using appropriate terminology e.g. BC/AD, before, during, after.  
 Consider cultural, economic, military, political, religious and social history of this time period, considering similarities and differences between then and now.  
 Present information in a variety of ways through enquiry, interpretation and using sources.  
 To use a wide range of sources.  
 To understand that some events are considered to be significant in both British and world history.  
 Ask a range of questions about the past.  
 Understanding how events in the past link to our lives today.  
 Uses dates and terms accurately.  
 Forms own opinions about historical events from a range of sources.

## Curriculum Drivers

### Caring Community

I am the child who can understand how people in communities relied on each other and how important it was to be part of a small community to survive.

### Learning & Leading

I am the child who can understand that knowledge about the world around me empowers me to make my own decisions about our school community.

### British & Global Values

I am the child who can consider the impact of discoveries about the Stone Age and Iron Age on the history of the world.

### Wellbeing & Being Well

I am the child who can respect how people at their time lived, exploring their culture, lifestyle and the things that were important to them. I can relate this to how I live, my own culture and what is important to me.

### Enterprise & Effort

I am the child who can appreciate that people during the Stone Age and Iron Age had to be enterprising and resourceful with what they had in order to survive and thrive.

### Identity and Uniqueness

I am the child who can understand that our era and lifestyle is unique and that we are all linked by our common identity as humans.

Writing	Maths	Art/DT	PE	ICT	PSHE - Jigsaw
<p><b>Instructional text</b>                      Children will compose a set of instructions in the form of a Survival Guide for surviving during the Stone Age!</p> <p><b>Setting and Character description</b>                      Children will use exciting adjectives to describe to a reader what both a setting and a character may look, sound or act like.</p>	<p><b>Place Value</b>  <b>Addition</b>  <b>Subtraction</b></p>	<p>Extend exploring colour mixing to applying colour mixing.                      Make colour wheels to show primary and secondary colours.                      Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.                      Use relief printing processes.</p>	<p><b>Fundamental skills</b></p>	<p><b>Online Safety: Knowing how to use the internet responsibly.</b></p> <p><b>Logging on and using the technology at Connaught.</b>  <b>How are devices connected to one another?</b></p>	<p><b>Y3 Jigsaw</b>  <b>New Beginnings</b></p>