

Tribal Tales

A History Based Topic

What do you need to know before this topic?

The Stone Age was during the prehistoric 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.

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?

Sticky Knowledge

There are three prehistoric eras:
Palaeolithic, 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 Skills

Sequencing of key events using appropriate terminology e.g. BC/AD, before, during, after.

Consider cultural 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 from the past lived, exploring the things that were important to them. I can relate this to how I live and what is important to me.

Enterprise & Effort

I am the child who can appreciate that people during the Stone and Iron Ages had to be enterprising and resourceful 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

Instructional text
Children will compose a set of instructions in the form of a Survival Guide for surviving during the Stone Age!

Maths

Place Value
Addition
Subtraction

Art/DT

Activities sessions will consist of:

- Cookery – fruit crumble
- Prehistoric art (using chalks and textured surfaces)
- Pottery – fossil making
- DT – pneumatic toys

PE

Fundamental skills - Pupils will develop skills of balancing, running, jumping, hopping and skipping.

ICT

Online Safety: Knowing how to use the internet responsibly.

iMotion animation (iPads)

Music

Pulse and Rhythm
Introducing classroom percussion instruments.
Learning to read, write and play crotchets and quavers. Using chants and songs to imbed understanding.

French

Greetings, pleasantries and introductions.

PSHE - Jigsaw

Y3 Jigsaw
Being Me in My World
– Recognising our emotions in different situations, rights and responsibilities, rewards and consequences and making choices.