

Autumn Term Year 3

All subjects are directly linked to the National Curriculum's programmes of study.

Rock on Through the Ages

	History/Geography	Science	Art/DT	RE
<p><i>National Curriculum objectives and coverage</i></p>	<p>Changes in Britain from the Stone Age to Iron Age. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>Subject Endpoints</p>	<p>Rocks and Soil</p> <p>Subject endpoints</p> <p>Skills</p> <p>Working scientifically Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Knowledge Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To be able to investigate which rock is suitable for a specific job and why. To know the differences between: Igneous, Metamorphic and Sedimentary rocks and how they are formed. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. To raise questions on how soils are formed.</p>	<p>Art Introduction to the History of Art and focus on Prehistoric Art (cave paintings- focusing on line making with different materials).</p> <p>Subject Endpoints</p> <p>Skills Learn and express views about art periods/movements through time. Learn about the Prehistoric Art Period. Comment on Prehistoric (Stone Age) art using the correct vocabulary. Practise mark making using different drawing materials. Use different materials to recreate Prehistoric Art.</p> <p>Knowledge Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Know how art and design both reflect and shape our history. Learn about great artists, architects and designers in history. Evaluate and analyse creative works using the language of art, craft and design. 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]. Experiment, invent and create their own works of art, craft and design.</p> <p>DT Introduction to textiles (stone age needle pouch)</p> <p>Subject Endpoints</p> <p>Skills Know about the origins and development of sewing. Master different stitches. Master different decorative techniques. Use sewing skills and techniques to make a needle pouch.</p> <p>Knowledge Make- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately./ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Religion, Family and Community</p> <p>Religions: Islam and Christianity</p> <p>Subject Endpoints</p> <p>Skills Compare similarities and differences. Show respect to people of faiths.</p> <p>Knowledge Understand Muslim prayer rituals Understand the importance of prayer Explore worship during the Iron Age Consider the concept of 'belonging' Pupils create a ceremonial mask which represents their own beliefs.</p>
<p>Curriculum Enrichment</p>	<p>Skills Place key events, people and changes into correct periods of time. Use dates, the passing of time in both ancient and modern History. Interpret the features of periods and societies in the past. Devise historically valid questions using a range of questions types.</p> <p>Knowledge Place my growing Historical knowledge into different contexts. To be able to ask questions about change, cause, similarity, difference, and significance. Know that our knowledge of the past is constructed from a range of sources. Identify a primary and secondary source of information and give reasons. Create my own structured accounts, including written narratives and analyses. Recall, select and organise information.</p>			
<p>Stone Age Day Event</p>				
<p>Visit to Cresswell Craggs or Rocks and Fossils Show</p>				