

Creative Curriculum - Year 3: Term 2

<h2>Dig! The Stone Age to the Iron Age</h2>	<p>The children learn about life over 9,000 years ago by studying visual sources, artefacts and places with a focus on change and continuity and on how we can know about life so long ago.</p>	<p>Order of Teaching</p>	
<p>Learning Links</p>	<p>Cross Curricular- Trips – Visits/visitors - Homework -</p>		
<p>Art Cave Art</p>	<p>Chn develop sketching, drawing and painting skills using alternative tools and techniques.</p> <p>Chn could look at examples of Prehistoric cave paintings (Ice Age art) (http://www.dkfindout.com/uk/gallery/history/rock-art/). They could explore the tools, paints and materials used, and what scenes were depicted and why. They could look at examples from different parts of the world and compare them. Chn could then design their own cave art by creating sketches (or using templates) of simple scenes or animals. Chn could then create their own cave art by collecting natural materials and tools (straw, twigs, sponges, mud, fingers) to use. They could mix their own paint from powder and experiment with blowing paint (using straws!?). These designs could be painted on large rocks or canvas for display.</p>	<p>LO: I can make a painting inspired by prehistoric cave art (see success criteria)</p>	<p>Literacy Inspiration</p>
<p>History British Prehistory - from the Stone Age to the Celts</p>	<p>Chn learn about changes in Britain from the Stone Age to the Iron Age – including the Celts. They should place these periods on a simple timeline and know how it came to an end with the Roman invasion.</p> <p>They should learn the Stone Age saw the introduction of farming and settlements. They should be able to describe the key changes that took place during the period (stone-bronze-iron tools, farming) and gain an understanding of how we know about this period in history (as Prehistory refers to the time before writing).</p> <p>Chn should learn about different aspects of life throughout the period and compare (homes, daily life, war, food, tools). They should present their learning in interesting ways. E.g. Chn could make a simple timeline, evaluate sources, make a Prehistory dictionary, imagine things they would find on a dig, study the Mesolithic settlement Star Carr or the Neolithic settlement of Skara Brae, make model prehistoric caves, role play as hunter gatherers meeting to discuss changing their way of life, model Stonehenge, make a burial chamber, make a leaflet for a museum 'How Celtic homes were built' or 'Inside a round house', address key questions, i.e. Were they really just hunter gatherers? How much did life change when man started farming? Etc.</p> <p>At the end of the unit the chn should learn about Queen</p>	<p>LO: I use dates and terms to describe the chronology of Prehistoric Britain accurately (on a simple timeline?)</p> <p>LO: I can find out about the houses, settlements; buildings; clothes, and way of life of people in this period (using books and evidence) and present my findings (writing, ICT, drawing)</p> <p>LO: I can summarise the key changes in Britain from the Stone Age to the Iron Age – including the Celts</p> <p>LO: I can use History terminology and words relating to the passing of time</p>	<p>Guided Reading Creative Curriculum</p>

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	<p>Boudicca's revolt. They could research the details and retell the story.</p> <p>(See Lgfl - Prehistory Learning Resources)</p>	(period, age, prehistory, Neanderthal)	
<p>Geography</p> <p>Map skills – Celtic settlements</p>	<p>Chn work in groups to create a map of a Celtic settlement.</p> <p>Chn study Celt settlements. They find out how the settlements formed and why the places were chosen. They identify that many modern settlements remain where these original settlements formed. Chn could pretend their Celtic settlement was destroyed by an enemy tribe and work in groups to think about where they would form a new settlement (could use Google Earth), why and what land they would use. They could then create a map of their fictional settlement with symbols and keys recapping map skills from Year 2 Term 6 (they could add 3d contours with hillforts and walls, they could make up questions about their maps to link with coordinates in maths, etc.).</p>	<p>LO: I can use and interpret maps, atlases, globes and digital maps</p> <p>LO: I can make maps to describe Celtic settlements</p> <p>LO: I use 2 figure grid references for my maps</p> <p>LO: I can create symbols and keys for my map</p>	Literacy
<p>DT</p> <p>Structures - Celtic homes and roundhouses</p>	<p>Chn design, sketch and make a model roundhouse from lollypop sticks.</p> <p>The chn learn about Celtic homes through reading, clips and images. They look at what materials were used to build them and why they were designed in such a way. They compare different types of Celtic homes before focussing on roundhouses.</p> <p>The chn then collect ideas from pictures and reading to ascertain the significant features of round houses and refer to while they are working. The chn should watch the teacher demonstrate building a roundhouse from lollypop sticks and use what they see to complete a design criteria to explain what they are going to do. This should include labelled drawings to discuss and explain each stage of their plan. The chn should then follow their plan to build their roundhouse independently.</p>	<p>LO: I can make my own model round house</p> <p>(see success criteria)</p>	Creative Curriculum
<p>Food</p> <p>A Celtic feast</p>	<p>Chn learn about the Celtic Diet in order to plan a feast.</p> <p>They could find out about the food and recipes from Celtic times and then prepare a dish using these ingredients for the feast. Chn should plan, create and evaluate their recipe and decide how nutritional the Celt's diet was.</p>	LO: I can make a dish for a Celtic banquet	Literacy Inspiration
Science	<i>Food and our bodies (see Switched on Science)</i>		
Computing	<i>We are animators - stick men</i>		