



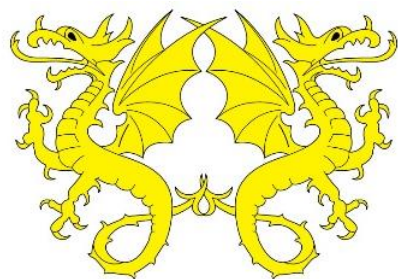
Dore Primary School

Y3 Learning Journey 3

The Mists of Time



ENDPOINTS Substantive knowledge children will know: Disciplinary knowledge children will know how to / be able to:		History: changes in Britain from the Stone Age to the Iron Age Investigate and interpret the past <ul style="list-style-type: none"> - investigate 'prehistory' and sources of evidence available. - identify the key innovations and impact in each Age (hunter-gathers to settlers to farmers). Understand chronology <ul style="list-style-type: none"> - place events, artefacts and historical figures on a time line using dates. (Stone, Bronze and Iron Ages) - use dates and terms to describe events. (Pre-historic) - understand the concept of change over time, representing this, along with evidence, on a time line. (BC / AD) Build an overview of world history <ul style="list-style-type: none"> - Give a broad overview of life in Britain from ancient until medieval times. - Describe the social, ethnic, cultural or religious diversity of past society (appreciate developing cultures across these Ages). - Compare some of the times studied with those of other areas of interest around the world (Compare Stonehenge to pyramids in Egypt). Communicate historically <ul style="list-style-type: none"> - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past (Story set in the Stone Age) Art: Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> - Focus on art always used as means of communicating ideas (cave paintings). - To use sketch books to record observations (create a Celtic design). - To improve mastery of art and design techniques (cave paintings). - To develop colour mixing (tint, shade, tone) to sketch (cross hatching, shading, blending) and paint a pre-historic animal. Computing To understand computer networks including the internet (research) To use computing software to create music DT: Design, make and evaluate a Celtic house.			
Links to Prior Knowledge:		Y1 Land Before Time			
Links for Relevance and Currency:		Timelines (personal timeline), Links to local sites, Local historical evidence – Creswell Crags.			
Immersion Event / Activity:		Large scale interactive dramatic timeline – Creswell Crags.			
Celebration of Learning: Assessment		Stone Age story with music they have composed using the 'To compose software'.			
English Links:		Story set in the Stone Age, Report about visit to Creswell Crags			
Maths Links:		Time, chronology, counting in multiples of 10/100/1000 etc, measuring			
Subject	Less	Key Knowledge or Skill	Substantive and Disciplinary Knowledge and		Outcomes
					Links to Curriculum Drivers



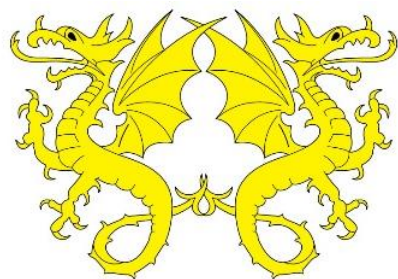
Dore Primary School

Y3 Learning Journey 3

The Mists of Time



		(Taken from Chris Quigley Milestone or scheme of work)	Skills Embedded Through:		Values	Outdoor Learning	P4C	Global / Rights	TASC
History/Drama	1	<p>Change and Continuity</p> <p>To understand chronology.</p> <p>Use dates and terms to describe events.</p>	<p>Ask children to estimate where along the timeline to stand:</p> <ul style="list-style-type: none"> When dinosaurs were alive (225mya to 65mya) When the first primates (monkeys and apes) evolved – 55mya When hominids evolved – (7mya – just 3½ m from now) <p>Explain hominids are the family of ‘great apes’ that humans now belong to, it also includes chimpanzees, gorillas and orangutans.</p> <ul style="list-style-type: none"> When mammals first existed (250mya – start of our timeline) When did the first humans (homo sapiens) evolve (200,000 years ago – just 10cm from today! <p>For each one teacher then walks ‘through history’ to show where the real event actually took place.</p>	<p>Children put into groups of three each given event in prehistory, they must find it on the timeline and create a small action to demonstrate e.g. falling over to show the dinosaurs became extinct.</p> <p>In, pairs, children create their own timelines of the events.</p> <ul style="list-style-type: none"> Mild – In order Spicy – To scale Hot - Give Stegosaurus and T-rex cards, show that humans are closer in time to a T-Rex than a T-Rex is to a stegosaurus! 		✓			✓
History	2	<p>Change and Continuity</p> <p>To understand chronology.</p> <p>Use dates and terms to describe events.</p> <p>To build an overview of world history.</p>	<p>1. Show timeline of Britain (with BC / AD dates. Ask if the Earth is 4,600 million years old, why is it only 2020?</p> <p>2. Look at dates on the BC / AD timeline, what do you notice? <i>AD Count up / BC Count down</i></p> <p>Compare to last timelines, <i>those numbers counted down.</i></p> <p>3. Explain how we use a Christian calendar that counts up from the year of Jesus’s birth 1AD (Anno Domini – Year of our Lord)</p> <p>Dates before Christ (BC) count down.</p> <p>4. Order dates on different scale timelines..</p> <p>5. Children make own Timelines using key events from British history.</p> <p>Mild: Use templates</p> <p>Spicy: Draw own template</p> <p>Hot: Draw vertical arrows for short scale events e.g. World Wars and horizontal bars for longer periods e.g. Stone Age, (Model / TA support)</p> <p>Extra: Add other events</p> <p>Do not include Mesozoic card from the resource.</p>	<p>6. PLENARY Quiz</p> <p>What year is Jesus said to have been born? <i>1AD</i></p> <p>What year would it be 15 years before the year Jesus is said to be born? <i>15BC</i></p> <p>Write the year you were born include the right letters. <i>AD 2008/2009</i></p> <p>What does BC stand for? <i>Before Christ</i></p> <p>Which people introduced the calendar with the numbered years we use today? <i>Christian Romans</i></p> <p>How many years from 150BC to 100AD? <i>250 years</i></p>					
History	3	<p>Sources and Evidence</p> <p>To investigate and interpret the past</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use appropriate historical vocabulary to communicate.</p>	<p>Take children outside and bury: a small ceramic cup, a piece of paper, an apple core, a pencil and a plastic bag. Children to make predictions. At the end of the topic we will come back and see what happens.</p> <p>Detectives time! Get the children to ‘come digging’ on the board. What can we work out from these items, about the people who used them? E.g. materials available, types of food people eat, designs on packaging. What don’t we know about these people?</p> <p>Discuss biodegradable and non-biodegradable.</p> <p>Discuss how we can only speculate using the evidence we have. Which materials are bio-degradable? (eg. Cotton, leather, wool). What information would we be missing in 50 or 100 years time, if somebody dug these items up?</p>	<p>Sort biodegradable and non-biodegradable items and discuss periods to decompose.</p> <p>Show children a wide range of sources and artefacts (images) from the Stone Age, Bronze Age and Iron Age. Challenge the children to group them into the three periods of time based on where they think they existed, and what do they think they are and what are they used for. (In table groups).</p>		✓			✓



Dore Primary School

Y3 Learning Journey 3

The Mists of Time



			Encourage the children to develop their understanding that history is often partial depending on what evidence has survived. So how do people work out what happened in the past? Using archaeology. Watch video explaining what archaeology is. https://www.bbc.co.uk/education/clips/z9spbk7	In pairs children try to guess what the objects were and which time period.					
History	4	Sources and Evidence To investigate and interpret the past Use evidence to ask questions and find answers to questions about the past.	STONE AGE: Discuss the three stages of the stone age – Palaeolithic, Mesolithic and Neolithic. Which came first? What years was each era between? Children split into two groups and half research Neanderthals and half research homo-sapiens. Fill in fact file about their chosen topic. Mild: Children use frame to record facts Spicy: Children write independently to record facts Hot: Children write facts using fronted adverbials and adjectives.	Return as a whole class and pair up a homo-sapien researcher and Neanderthal researcher. Each child has five minutes to share what they have learnt and teach the other person. Outcomes: Can anybody tell me when the Neanderthals became extinct? We don't know exactly why, but why might it have happened? Revisit the 3 stages of the stone age – what happened in these stages? Listen to (and sing along to) the Stone Age – we will rock you! https://www.youtube.com/watch?v=iuSf5oq5O0o	✓				
History	5	Cause and Consequence To investigate and interpret the past Use evidence to ask questions and find answers to questions about the past.	How did people in the stone age survive? What could they hunt? What could they gather? Explain that Stone Age people needed to kill animals in order to eat a balanced diet. How did they cook the food?	Go outside and 'pretend' to gather food for the day. Children not to actually pick items but to talk about what they found. Sketch items on sheet. What did chn find? Would they be filled up on this food? How would they cook it? How would the diets have been different in different seasons? 15 children on laptops: Plan a day's menu for a stone age person (editable menu) 15 children: sketching items (collected by teacher) /animals from Stone Age boy book.	✓	✓			
History/Art	6	Sources and Evidence To investigate and interpret the past. Art: To use different techniques.	Stone Age Paintings How do we communicate with our friends without talking? What are the modern ways we communicate? How would we leave messages for our friends if we couldn't write? How do you think stone age people communicated with each other? Explain that we have not discovered any evidence that suggests that Stone Age people wrote down notes to each other. All of the evidence suggests that they left pictures instead. (see links for virtual cave tours) https://vimeo.com/40849516 http://www.lascaux.culture.fr/?lng=en	Independent work: Create their own cave art. Watch video to follow instructions: https://www.youtube.com/watch?v=ub6g8jHJUhm Tear edges off a piece of paper Use black and white paint and scrunched up paper / sponges to create a 'cave background'. Add some white 'pearling' to the ridges. LEAVE TO DRY Paint an animal (have some pictures to inspire ideas) using earthy colours. Add sand to the paint to give it texture? Go around outline with black paint. Outcomes What do cave paintings reveal about Stone Age life and communication?	✓		✓		



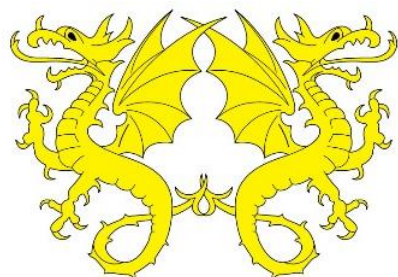
Dore Primary School

Y3 Learning Journey 3

The Mists of Time



			<p>Split children into groups to play charades with each other using messages given to them. Discuss as a class. Why was it difficult? Do they think stone age people always managed to communicate effectively?</p> <p>2021: https://www.thisiscolossal.com/2021/01/warty-pig-indonesia/</p>						
History/ Computing/English	7	<p>Sources and Evidence</p> <p>To investigate and interpret the past</p> <p>To communicate historically</p> <p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>What have we discovered so far about the Stone Age? What would we still like to find out more about?</p> <p>Show key areas for investigation and children decide which area to investigate.</p>	<p>Activity: Children use a range of sources (non-fiction books, internet, fact sheets) to research the key areas</p> <p>Stone Age Culture/Art</p> <p>Stone Age Tools</p> <p>Stone Age Food</p> <p>Stone Age Camps</p> <p>Stone Age Pets/Animals</p> <p>Stone Age Hunting</p> <p>Assign children into groups of 6 and all children contribute towards a 2write document on Purple mash.</p>	✓				✓
History/English/Art	8	<p>Sources and Evidence</p> <p>Similarity and Difference</p> <p>To investigate and interpret the past</p> <p>To communicate historically</p> <p>To build an overview of world history</p> <p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Stonehenge</p> <p>Show children pictures – what do you think Stonehenge was?</p> <p>Show key question words on IWB to prompt: Who? What? Where? Why? When? How?</p> <p>Discuss how the Egyptians were building the pyramids at the same period? Compare / contrast.</p> <p>Share facts on flipchart with children. Discuss “Why do you think that no one knows for certain what Stonehenge was for?”</p> <p>Explore virtual tour of Stonehenge as a class</p> <p>https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/</p> <p>Show website and discuss different aspects of Stonehenge</p> <p>http://www.english-heritage.org.uk/visit/places/stonehenge/</p>	<p>Explain that children will be creating a postcard to tell Mrs Glossop all about their “trip to Stonehenge”</p> <p>How will we impress her? (neat handwriting, expanded noun phrases, similes, fronted adverbials)</p> <p>Activity 1: Children write a postcard about their Stonehenge visit</p> <p>Teach children sketching techniques shown on flipchart (crosshatching, shading, blending)</p> <p>Activity 2: Children complete a sketch of Stonehenge on the back of their postcard.</p> <p>Outcomes:</p> <p>Why is Stonehenge a significant historical artefact?</p> <p>What does it tell us about British history at this time in comparison to similar artefacts found around the World?</p>			✓		
History / Art	9	<p>Sources and Evidence</p> <p>Change and Continuity</p>	<p>Children watch video to introduce tool making during the Bronze Age.</p> <p>https://www.youtube.com/watch?v=Ohij1e2oZio</p>	<p>Children compare artefacts (hammer, bracelet and bowl) from the Bronze Age with their knowledge of modern day items, identifying similarities and differences between them.</p>					



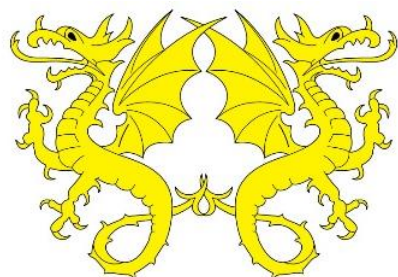
Dore Primary School

Y3 Learning Journey 3

The Mists of Time



		<p>To investigate and interpret the past</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence for historical enquiries.</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-bronze-age-britain-animation/znrvgwx</p> <p>Plenary: share additional videos and discuss questions. Look at reconstruction of a Bronze age round house.</p>	How do they compare to Stone Age tools?					
History / D&T	10	<p>Sources and Evidence</p> <p>Change and Continuity</p> <p>To investigate and interpret the past</p> <p>To communicate historically</p> <p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Houses in Bronze age and Iron age</p> <p>Children watch video around the construction of Celtic homes https://www.bbc.co.uk/education/clips/zqxtsbk</p> <p>Look at evidence left which has helped us reconstruct an idea of Celtic homes and villages. Explore materials used and construction techniques. Link to local Brigantes tribe.</p>	<p>Get chn to draw their own celtic house and label the diagram.</p> <p>Children to build their own celtic house from straws in pairs.</p> <p>How have different sources of evidence helped us to construct a Celtic house?</p>					✓
Art/ History	11	<p>Change and Continuity</p> <p>To build an overview of world history</p> <p>To give a broad overview of life in Britain from ancient until medieval times.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>Who were the Celts?</p> <p>https://www.youtube.com/watch?v=j6rCMT0ss_k&t=278s</p> <p>Show timeline and link to Celtic era being during the Iron Age. Teach that there were three different tribes. Discuss what these countries are called today. Discuss Celtic culture. Introduce theme of Celts being warriors and fighters. Show symbolic representation on helmets.</p>	<p>Children design their own Celtic helmet.</p> <p>Mild: Children use sheets to look at the symbolism of different animals from Celtic times or create their own symbolism.</p> <p>Spicy: As above plus children use Celtic knot as inspiration.</p> <p>Hot: As above and children label helmet to explain symbolism</p> <p>Can they describe the cultural diversity of the Celts?</p>				✓	
History	12	<p>Change and Continuity</p> <p>To understand chronology.</p>	<p>Timeline homework</p> <p>Recap meaning of a timeline and why it is useful. Show children dates of when events happened. Discuss how we record dates on a timeline.</p>	<p>Children to research their own personal timelines as part of a homework.</p> <p>Children rotate and look at other children's timeline homework. Who has the oldest sibling in our class? Who has the youngest etc.</p> <p>Can the children relate timelines to the changes in their own lives?</p>	✓				
Art	13	<p>Historical significance</p> <p>Mix colours effectively.</p>	<p>Discuss the different animals that lived in the pre-history period. Discuss colour mixing, primary colours.</p> <p>Introduce the terms: tint, shade and tone.</p>	<p>Children use the primary colours to mix different types of brown (powder paint, water colour and poster paint).</p> <p>Children experiment with tint, shade and tone.</p>					



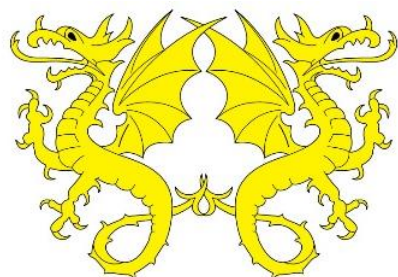
Dore Primary School

Y3 Learning Journey 3

The Mists of Time



				Children lightly sketch their own pre-historic animal and use colour mixing to add colour.					
Art Design and Technology	14	Sources and Evidence To investigate and interpret the past To use evidence to ask questions and find answers to questions about the past. Take inspiration from design throughout the past.	Celtic Jewellery Show examples of Celtic jewellery shown in Sheffield's Weston Park Museum. Discuss evidence of their creativity and skills working materials such as metal. Explore Celtic designs.	Practice Celtic designs. Design and make a piece of Celtic jewellery. Can the children appreciate the skill of Celtic design and metalwork from difference sources of evidence?					
P4C	15	Hold conversations and debates	Listen to the story of Cave baby https://www.youtube.com/watch?v=eN9m5iKRG7Y Discuss different animals in the story. How do we know what they looked like? Discuss times when they have been told off by their parents. Was it justified? Is the baby being naughty? Or creative? Is it art or mess? What do we think of stone age art? What about modern day art?	Children think philosophically about cave art and compare it to art today.			✓		
P4C	16	Hold conversations and debates	Just because we can do something, should we? https://www.bbc.co.uk/newsround/23518337 Should we clone mammoths? https://www.bbc.co.uk/newsround/22524609	Children think philosophically about cloning and morals, discuss in a P4C.			✓		
P4C	17	To hold conversations and debates	What would you miss the most if you went back to the stone age? Which period would you like to live in most of all? Stone, bronze or iron age?	Children think philosophically.			✓		
Music	18	Musical Learning (Charanga Bringing us Together Unit)	Warm up: Tuning the tables: Stomp out the Sixes (non negotiable for maths this half term) https://sheffieldmusichub.charanga.com/c/1312387-freestyle/1312253-ks2-topics/1314505-tuning-the-tables/lessons/188772-tuning-the-tables Listen and Appraise Does this song tell a story? What can you hear? Drums, percussion, keyboards, synthesizer, bass, electric guitar, female lead and backing vocals. What is the style of this music? This song is in a Disco style. The style indicators of Disco music are: A strong drum and bass line (drums playing on the pulse and cymbals on the off-beats. The bassline, energetic and leaps around) Quite a fast tempo with a steady dance groove Energetic electric guitar lines Lovely string and/or orchestral arrangements as part of the song o Beautiful male/female vocals - soul sounding The lyrics are often about love and dancing Disco first appeared in the 1970s in New York Disco has its musical roots in Funk and Soul How does the music make you feel? Music brings many emotions along with it and often each person feels something different. Did you like the song?	Children to listen, appraise and sing the song.					
Music	19-	Musical Learning (Charanga Bringing us Together Unit)	Warm up: Tuning the tables: Stomp out the Sixes (non negotiable for maths this half term)	Children complete the musical warm up challenges.					



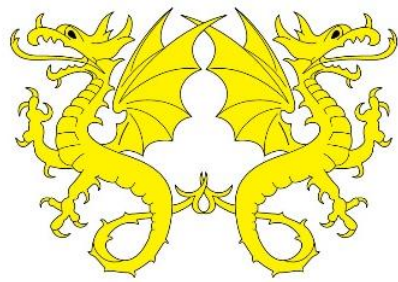
Dore Primary School

Y3 Learning Journey 3

The Mists of Time



	2 1		https://sheffieldmusichub.charanga.com/c/1312387-freestyle/1312253-ks2-topics/1314505-tuning-the-tables/lessons/188772-tuning-the-tables Warm up games: Find the pulse – the pulse is the heartbeat of music (a steady rhythm) Move to the pulse – clapping Repeat rhythms and pitch back	Learn to sing and perform the song together.					
RSHE	2 2	To understand Mental Health	Teacher to model events in a day and how that can impact how you feel (Feeling happy, ok, finding it hard) Children listen to events and move around classroom to show how they feel (happy, ok, finding it hard) on the spectrum What is mental health? How can you help yourself? How can you help other people? How does this affect your mental health? <i>Children to suggest their own ideas.</i> Emphasise taking positive steps to help yourself and others.	Children to discuss events: How does it make you feel? What can you do to feel better? Complete 'Be kind to your mind hearts'. Write a positive message to self/other.	✓				
RSHE	2 3	To recognise feelings and emotions in others	Watch the video clip with NO SOUND. https://www.bbc.com/bitesize/clips/zdn6n39 Tell the children to write down any emotions that they see. What do they think is going on in the video? How do they know? Talk about facial expressions, body language. Sit in a circle – give each child an emotion card. Take turns standing up and acting out that emotion without talking. Can we guess the emotion? How did they use their facial expressions and body language? What does it feel like inside when we feel these emotions? Discuss ideas.	Mild: Choose emotions and draw facial expressions to match. Colour around the edge in a colour that you feel represents that emotion. Advancing: Choose emotions and draw facial expressions to match and describe how it makes them feel. Deep: How could they make themselves feel better?	✓				
RSHE	2 4	To respond to feelings and emotions	How am I feeling? (Show different emotions using face). Show three different scenarios on the IWB. Children to go to different areas of the classroom to say how this scenario would make them feel. Discuss what children could do in different scenarios. How are the children involved feeling? So what could we do to help them? Model activity.	Cartoon strip: Identify feelings and emotions of children in scenarios. In next box – draw and describe what they could do to help or how they could respond to each situation. MILD: draw and label. ADVANCING: draw and write sentences to describe. DEEP: Can they think of a situation from their own playtimes or lunchtimes?	✓				
RSHE	2 5	How to maintain good friendships	How do people in different relationships show how they care for and value each other? What makes a good friend? Read the story "I'm not invited" and discuss what happens and how the characters are feeling. How is the conflict resolved? How does it feel when we fall out with our special people? – mind map feelings on the IWB.	Children to design and decorate their own 'chatterbox' with strategies to resolve friendship problems: Take turns / share Talk together to work it out Think or write about what to do to make it better Use kind words and friendly voices Count to ten	✓				




Dore Primary School

Y3 Learning Journey 3

The Mists of Time



			<p>What strategies can you think of to help to solve problems in our relationships?</p> <p>Share the conflict wheel – discuss ideas, when would be better to use which strategy.</p>	<p>Talk to a grown up</p> <p>Use an I message (I feel ____ when you ____ because</p> <p>Walk away / cool off time</p> <p>Play with somebody else</p>					
Outdoor Learning	2 6	<p>Fire: Skill development:</p> <p>can collect and grade sticks</p> <p>can light cotton wool pads with a fire steel</p> <p>can safely add sticks to the fire</p> <p>can safely cook items on a stick over the fire</p>	<p>4 activities by staff:</p> <ol style="list-style-type: none"> 1. Children use the fire steel/cotton wool to make fire – why was fire so important at this time? What did they use before fire steel? Show flint and the process to make fire. 2. Stone Age pancakes recipe (use DT kitchen and large pans) – parent support?? 3. Collect and grade sticks, add sticks to fire (outdoor learning area) and cook items on a stick over the fire (banana, pineapple, apple). 4. Design and decorate a stone age decorative stone 						
VISIT History	2 7	<p>Visit to Creswell Crags (engorged limestone gorge in Derbsyhire). Children to:</p> <ul style="list-style-type: none"> - Explore cave occupied during the last ice age. - Visit museum to inspect artefacts. - Build a shelter using similar materials to those used in the past. - Hunt for animals using a spear, follow animals tracks - Use a bow-drill to 'try' to make fire. - Reconstruct skeletons of animals using archaeological knowledge. 			✓				