

Knowledge and Skills Organiser Year 3 & 4 Stone Age



Subjects covered by the national curriculum:

English

Stone Age Boy - Reading
Comprehension (Lit Shed have VIPERS for this books)
How to wash a woolly mammoth?
Stig of the Dump - Write a prequel to the story, explaining where Stig came from. Class debate to discuss the 'for' and 'against' arguments about hunting.
Information/explanation text writing
Wolf Brother by Michelle Paver (good for creative writing)

Computing

Power points/fact files/research of Stone Age Animals

Geography/History

Stone Age Stone Henge
Hunters and Gatherers
Life in 3 different periods of Stone Age (Palaeolithic, Mesolithic, Neolithic)
Prehistoric Animals Where people lived

R.E

What do Muslims believe about God?
What difference does being a Muslim make to daily life?

Art & D & T

Cave paintings
Stone age jewellery
Stone age houses Mysteries of prehistoric art
Sketching prehistoric animals
Potential for Fabric dyeing?
Clay figurines
Design and make a stone age tools/shoes - sewing- invention of the needle
Design and cook a stone age meal/making cheese

Maths

Length, perimeter and area
Mass and Capacity
Problem solving
Time
Measurement
Decimals with money

Enrichment

Den building
Story Café - Cave Baby, painting stones and cave paintings
Junk modelling of Stonehenge

Science

Rocks
Plants - importance of plants and function. Relate to uses of plants in Stone Age
Animals and humans - stone age diet compared to our diet/teeth and the digestive system

The skills and knowledge you will develop in this topic:

Geographical Skills

Locate places on a range of maps (variety of scales)

Identify features on an aerial photograph, digital or computer map

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Historical skills

- changes in Britain from the Stone Age to the Iron Age
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,
- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as...

Art:

- Experiment with the potential of various pencils
- Accurate drawings of whole people including proportion and placement
- Shape, form, model and join
- Develop confidence working with clay, adding greater detail and texture.
- Sew simple stitches using a variety of threads and wool.
- Lighten and darken tones using black and white.
- Develop sketch books
- Develop artistic/visual vocabulary to discuss work
- Begin to suggest improvements to own work
- Experiment with a wider range of materials
- Present work in a variety of ways

Design Technology and Computing

- Gather information about the needs and wants of particular individuals and groups
- Select tools and techniques for making their product
- Measure, mark out, cut and shape a range of materials using appropriate tools
- Make labelled drawings from different views showing specific features
- Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe.

- Understand that the seasons can affect food produce
- Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet.
- Prepare simple dishes hygienically and safely, where needed with a heat source.
- Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking
- To be able to use the internet to verify information and present findings using word processing.

Science

Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- 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

Animals including Humans

- Generate relevant scientific questions.
- Identify differences related to scientific ideas.
- Make predictions and suggest equipment.
- Make careful observations, record findings using labelled diagrams and use results to make predictions for new values.
- Identify parts of the digestive system.
- Match the parts of the digestive system with their functions.
- Match the types and functions of teeth.
- Construct and interpret a food chain.

RE:

Big Question: What do Muslims believe about God?

Concept: guardianship

Operational Questions: Who/What is a Muslim? Who was Muhammad and what did he do? What difference did the revelations make to the life of the prophet Muhammad and followers? What did he teach? What do Muslims do as part of their daily life? What impact do Muslims' beliefs have on the local and wider community?

Theology focus

Big Question: What difference does being a Muslim make to daily life?

Concept: Ummah (community)

Operational Questions: What is a Muslim? What do they look like? Where to they worship? Who do they worship? What are the 5 pillars? What is Zakat? What is Ramadan? What is Id ul Fitr? How does it fit into their daily life - reality? *S/H sciences focus*

Home Learning ideas:

- *Find out about fossils and how they are made (design and make your own fossil)*
- *Create a factfile/presentation about an animal, fossil or rock*
- *Draw and list animals that existed during the Stone Age*
- *Read historical books about the Stone Age*
- *Keep a diary of food you eat in a week.*
- *Grow your own herbs for cooking.*

Vocabulary I need to know:

Geography - natural, location, settlement

History -Palaeolithic, Mesolithic, Neolithic, domesticate, hunter-gatherer, Pre-history, nomad

Science -, igneous, sedimentary, metamorphic, fossil, digestive system, intestine, teeth, salivary glands, incisors, canines, molar, premolar, food chain, herbivore, carnivore, omnivore, predator, producer, prey

Art -investigate, explore, recreate, symmetry, style, mould, silhouette

D. T -healthy diet, Eat Well Plate, carbohydrates, proteins, fats, oils, vitamins, minerals

RE -Muslim, prophet Muhammad, followers, the 5 pillars, Zakat, Ramadan, Id ul Fitr, Allah, Mecca, The Qur'an, mosque

By the end of our topic the children will:

Understand when and where people lived during the Stone Age and where it sits within the chronology of history. Children will know which materials people used and how we can use this knowledge to be resourceful in the modern world. In addition to this, they will begin to understand specific terminology, make links to other periods of history and films/documentaries inspired by the Stone Age and know how land has been formed locally in Norfolk. Also, children will get the chance to build dens and use their creative flair using inspiration from the time period to make objects and paintings in the style of Stone Age art, sculpture and jewellery.