



### Impact

#### By the end of this unit children will...

By the end of this topic children will know where some of the first people came from and how they settled into the land. They will explore why people travelled around the world to find new settlements and how they made use of the land for living and farming. Children will also make use of a variety of historical sources to investigate how we can learn about history through pictures, reports, maps and artefacts.

By exploring and understanding the first people they will begin to make links with historical events and how they impact our lives today as well as understanding how methods of communication and living have adapted over time. They will make links between weather patterns and settlement use and build an understanding of how and why people have to adapt.

### Intent

'In truth I tell you, in so far as you did this to one of the least of these brothers [or sisters] of mine, you did it to me.' Matthew 25:40 Solidarity arises when we remember that we belong to each other, through this unit of work children will explore where the first people came from and how their settlement provided a community in which the human race was built. They will also examine how communication developed as people made use of God's creation in order to strive and survive.

### Building the Kingdom

How do we know about history if it is not written down?

Further questions to explore through this unit:

Where did the first people come from?

How do we learn about history?

What do rocks tell us about the past?

Who was the first fossil hunter?

### Catholic Social Teaching

#### Solidarity

Solidarity is about valuing our fellow human beings and respecting who they are as individuals. It is a simple fact that we cannot live and exist well independently of others, we are interdependent beings. Solidarity looks upon this interdependence as something good, something positive, a thing to be cherished.

Solidarity ...is a firm and persevering determination to commit oneself to the common good; that is to say to the good of all and of each individual, because we are all really responsible for all"

Saint John Paul II - Sollicitudo rei socialis

# How do we know about history if it is not written down? Y3: Knowledge and Skills

## Core Subjects

### English

#### Fiction –Time Travel Story

Children will be writing a Stone-Age time travel story based on the book 'Stone Age Boy'. They will explore the use of adjectives to describe characters, settings and plot and the use of repetition to show passage of time and emphasis to the reader.

- Suffix endings
- Use of conjunctions (when, if, but, also)
- Fronted adverbials

#### Poetry

Children will refer to the poem 'I was born in the Stone Age' By Michael Rosen. They will make historical reference to life in this time period through to the Bronze age and Iron age. Whilst organising their work into verses.

- Similes
- Poetic devices

### Science

#### Rocks

- Compare and group together different types of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that's have lived are trapped within rock
- Research an expert in this field of study

## Foundation Subjects

### History and Geography

#### History

Children will be exploring changes in Britain from the Stone-age to Bronze age.

- Primary and secondary sources including artefacts and fossils
- Settlements in Britain (Skara Brae)

#### Geography

Human and Physical geography.

- Types of settlement and use
- Settlement development in response to climate change.

### Art and Design and Design Technology

#### Art

Pointillism and Colour mixing

- Control over coloured dots so tone and shading is evident
- Mix and use tints and shades

#### DT

Food preparation, cooking and nutrition.

- Prepare and cook a predominantly savoury dish safely and hygienically

### Music

Year 3 will work with the Music Service as they explore how to look after an instrument and listen and play basic tunes.

### Computing

- Design, write and debug programmes that accomplish specific goals.
- Solve problems by decomposing them into smaller parts.

# How do we know about history if it is not written down? Y3: Knowledge and Skills

## Core Subjects

### Maths

#### Place value

Find 10 or 100 more and less than any given number. Recognise the value of each digit in a 3-digit number. Compare and order numbers up to 1000. Solve number problems and practical problems using these ideas.

#### Addition and Subtraction

Add and subtract numbers mentally including a 3-digit number and ones, tens and hundreds. Add and subtract numbers with up to 3-digits using formal written methods. Estimate the answer to a calculation and use inverse operations to check. solve number problems including missing number problems using number facts, place value and addition and subtraction.

### RE

#### Belonging

This unit involves the children exploring the different groups to which they belong. Through the theme of belonging they will study:

- The Sacrament of Baptism as a Sacrament of Belonging to the Church.
- Identify signs and symbols of Baptism and express their meaning.
- Sequence the Rite of Baptism
- Discuss elements of the Celebration of Mass about gathering as the family of God.

## Foundation Subjects

### P.E.

#### Gymnastics

- Develop flexibility, strength, technique, control and balance
- Perform a routine using simple patterns

#### Tag Rugby

- Play competitive games and apply basic principles for attacking and defending

### Peacemakers

#### Inner Peace

- Why is it good to be me?
- Why am I special?
- How can we help others to create inner peace?
- How can I be kind to myself?
- How can I be resilient and independent?

Pupils will also celebrate 1 million children praying the rosary and World Peace Day.