



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 the past 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 explore a variety of poems before writing their own. In their own poem, they will make reference to life in the Stone Age. They will use similes and expanded noun phrases to add detail into their writing. After they have written their poem, they will read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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

Foundation Subjects

History and Geography

History

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

- Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: achievements, society, food and beliefs.
- Use timelines to pace events in order
- Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: housing, society, food, entertainment and beliefs.
- Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally
- Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life

Art and Design and Design Technology

Art - Pointillism and Colour

- Mix a range of secondary colours to make tertiary colours.
- Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc).
- Demonstrate increasing control of the types of marks made to create certain effects.

Music

Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.

How do we know about the past 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

Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

Athletics

Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.

Peacemakers

Inner peace

- Exploring feeling vocabulary
- Discuss feelings in different situations
- Share affirmations
- Black History Month