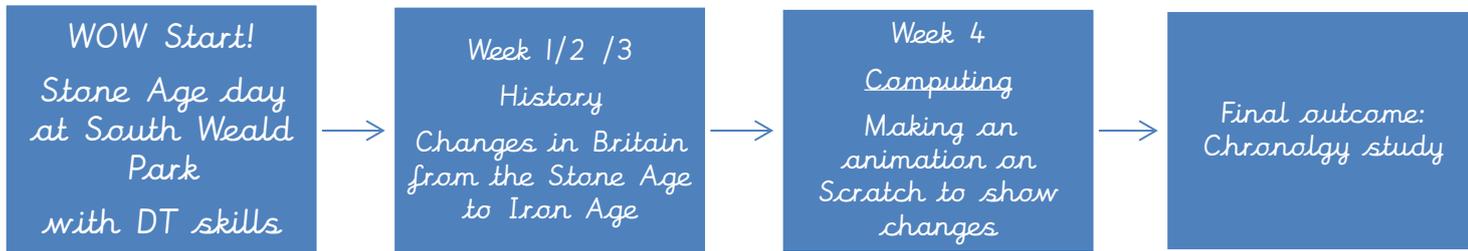


Year 3/4 History based unit Funky Flintstones (4 weeks)

Topic overview - Children will begin learning about the chronology of British history through a study of developments in early civilisations. Starting with the Stone Age; then the Bronze Age and then the Iron Age. The learning will focus on the changes in the way people lived, farmed and what they believed through these periods. They will make a simple animation showing one of these changes and apply early methods to designing and creating a shelter.

Music - run keyboard alongside this topic - one streamed lesson across phase per week



History skills

- Understand how our knowledge of the past is constructed from a range of sources.
- Carry out a study of local history, linked to the trip to Colchester Castle.
- Ask historically valid questions about change, cause of change, similarities and differences and their significance.
- Note connections, contrasts and trends over time.
- Revisit and use appropriate historical vocabulary to communicate, including:
- **time period**
- **era**
- **change**
- **chronology**
- Give a broad overview of life in Britain from ancient until medieval times. (by the end of year 3)
- Place events on a time line using dates (of the Stone Age - Iron Age)
- Understand the concept of **change over time**, representing this, along with evidence, on a time line.

Previous Knowledge:

Local History (Street Detectives) Changes in living memory & over time (toys) Significant events from History (GFOL, moon landings, coronation, Gunpowder plot)

Computing skills:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Basic skills to be taught alongside:

- Can consider which program to use for a task - year 3
- Can choose the type of program for a given task - year 4
- Can find information using a variety of ICT sources - year 4

Computing Vocab: programming, animation, coding, bugs, and algorithms.

Previous Knowledge:

Is aware of safety when using ICT resources and talks about this - year 1

Can open and close down software using the start menu and shortcuts on the desktop - year 1

PSHE skills used to research:

- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online

PSHE Vocabulary: feelings, online, safety, honesty, selective (being selective)

Previous Knowledge: KSI - online relationships / internet safety and harms

DT skills (covered at the wow - outdoor shelter building)

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Choose suitable techniques to construct products or to repair items.
- Strengthen, stiffen and reinforce more complex structures using suitable techniques.

DT Vocabulary - strengthen, stiffen, reinforce

Previous Knowledge:

Science - Materials

D&T - Making toys (mechanisms and moving parts)

Computing skills

- design, write and debug programs that accomplish specific goal; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Previous Knowledge:

Story tellers / e-books, We are TV chefs - filming a recipe (Fit kids), We are games testers - programming on screen - (Toys)

Music skills

- Play and perform notes in a solo and ensemble context on an instrument with increasing accuracy, fluency and control.
- Use and understand staff and other musical notations.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Music Vocabulary:

musical notation

staff

Previous Knowledge:

Glockenspiel - London's burning (Great and ghastly events)

Zoo time (untuned instruments) - Polar Explorers

Knowledge:

- Children will know some changes in Britain from the Stone Age to the Iron Age; these could include how people lived, farmed and what they believed.
- They will know that the time period from the Stone Age to the Iron Age was 10,000 years: from 8-10,000 BC until 4000BC.

Planning notes:

Begin with 2 weeks learning knowledge about the time period: Stone Age, Bronze Age, Iron Age. What was it like? Maybe 2 lessons on each era, using different sources of evidence. Then move onto the skills, e.g. timeline, using what we have learnt. The focus is CHANGE so all learning should be linked to this. Make animation using Scratch. Switched on Computing units: 3.1 and 3.2