

Year 3 History based unit Funky Flintstones (6 weeks)

Week 1/2

History

Changes in Britain from the Stone Age to Iron Age

Week 3/4

DT

making a shelter

Week 4/5

Computing

Using coding skills on Scratch

Ongoing music performing, composing and appraising

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

Specific skills for this unit:

Investigate and interpret the past

- I can describe some of the primary sources I have looked e.g. photos, artefacts, pictures, visits to museums etc
- I can identify and give reasons for different ways in which the past is represented
- I can compare different versions of past events

Have an overview of world history

- I can describe characteristics features of the past e.g. ideas, beliefs, attitudes and experience of men, women and children
- I can give a broad overview of life in Britain e.g recap and chronologically order periods of history or famous events already studied

Understand chronology

- I can place the period being studied on a time line
- I can use dates and words related to the period studied and the passing of time
- I can sequence several events or artefacts chronologically
- Able to communicate historically
- I am beginning to use appropriate historical vocabulary to communicate my ideas including: dates, time period, era, change, chronology

Key Vocabulary

- *time period*
- *era*
- *change*
- *chronology*

#### Knowledge for this unit:

- 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.

#### Previous Knowledge:

- Explain changes that have occurred in my life and describe memories of these key events e.g. When I was 4 I went to school, When I was 2 my sister/brother was born
- Label time lines of artefacts/ pictures with words such as: past, present, older, newer
- Beginning to use dates when appropriate
- I can use phrases such as: years, decades, and centuries to describe the passing of time
- I can compare two versions of a past event e.g. comparing a picture to an account of an event
- I can talk about the reliability of photos, accounts and stories.
- I can compare pictures or photos of people or events in the past,
- From observations, I can use an object to answer questions about the past.

#### DT skills

##### Specific skills for this unit:

##### Designing

- Generate their own design criteria collaboratively and through discussion, focusing on the needs of the user and the purpose of the product.
- Develop realistic and appropriate ideas through the analysis of existing products using annotated sketches and prototypes to model and communicate ideas.

##### Making

- Order the main stages of making.
- Select from and use finishing techniques suitable for the product they are creating.

##### Evaluating

- Test and evaluate their own products against design criteria and the intended user needs and purpose as they design and make.

##### DT Vocabulary

- *strengthen*
- *stiffen*
- *reinforce*

#### Knowledge for this unit:

- Know what a design brief is
- Know that a product needs to meet its design brief

### Previous Knowledge:

- Know that construction is the act of building something together.
- Know that the product is the final outcome

### Computing skills - We are programmers

#### Coding

- Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.
- Use sequence in programs; work with variables and various forms of input and output.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information.

#### Online safety

- They understand the need for caution when using an internet search for images

#### Vocabulary

- Sequence instructions
- Sequence debugging
- Test and improve
- Logo commands
- Sequence programming

### Knowledge for this unit:

Know what coding is

Know that Scratch is a computer program we can use to code

### Previous Knowledge:

- Know that an algorithm is set of instructions for a computer/program to follow.
- Algorithms have to be unambiguous in order to work
- When algorithms go wrong, they need to be debugged
- Debugging means fixing the error

### Music skills

#### Performing

- Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?

#### Composing

- Can they combine different sounds to create a specific mood or feeling?
- Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation?
- Can they effectively choose, order, combine and control sounds to create different textures and moods?
- Can they use silent beats for effect (rests)?
- Can they combine different inter-related dimensions of music (e.g. tempo, dynamics, timbre) in their composition?
- Can they compose a simple piece of music that they can recall to use again?

### Appraising

- Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?
- Can they evaluate and improve their work, explaining how it has improved using a success criterion?
- Describe music using appropriate vocabulary

### Music Vocabulary:

- duration
- dynamics
- melody
- stave
- treble clef
- notations
- crotchet
- minim
- semi-breve
- rest
- treble clef
- keyboard

### Knowledge for this unit:

- Know that a key board is a tuned instrument
- See skills

### Previous Knowledge:

- Glockenspiel is a tuned percussion instrument
- Know what a rest is in a song
- Know that composing means putting together a piece of music to create a beginning, middle and end