

Year 3 – Stone Age to Iron Age

<p>Rationale During the second half of the Autumn term 2014, Year 3 looked at Stone Age and early Iron Age Britain as a springboard for a variety of creative activities linking into different areas of the curriculum, in particular Literacy, History, Geography, Art & Design, DT and IT.</p>		
Creativity	Independence	Aspiration
The project led to some really creative thinking and activities. For example, we created our own cave paintings which made a fantastic corridor display.	Our project involved some independent research work using both books and online resources to support our learning. Whilst using the internet we considered the reliability of the evidence we found. Many of our independent homework activities were linked to the project.	Children were aspiring to explore something unfamiliar to them and think about how that time period relates to their lives today.
<p>Spark</p> <p>After an initial discussion the children investigated a bag of rubbish to learn how to be an archaeologist. They then learned about the Stone Age to Iron Age timeline, the different sources of evidence used by archaeologists, the vocabulary used by archaeologists and how to carry out a dig. They then compiled a list of questions and areas for further investigation</p>		<p>Learning Celebration</p> <p>We celebrated all the learning we had been doing by inviting our parents to try cave painting and hand prints at our celebration of learning evening.</p>
<p>Role Playing/Life Skills/Real Learning</p> <p>Our project allowed us to develop some really useful skills including:</p> <ul style="list-style-type: none"> - reading and creating maps - working independently and co-operatively - how to use the internet safely and effectively for research purposes 		<p>Community Cohesion</p> <p>Our parents were involved in our learning celebration activities. We really enjoyed showcasing our learning to them and the rest of our school community. We told everyone what we were doing via our class blog.</p>
<p>Out of Classroom Opportunities</p>		<p>Home Learning Activity</p> <p>Lots of our homework was based around our Creative Curriculum project including writing a set of instructions and an information sheet on an imaginary animal.</p>
<p>Computing and E-safety</p> <p>When carrying out research into the stone age, pupils used the internet to search for websites. We discussed the type of questions that we should research and the need for internet safety.</p>		
<p>Links to discrete subjects:</p>		
<p>English/Literacy – the children produced a variety of non-fiction writing including-</p>		

- explanation and information texts on Stone Age tools, life in Palaeolithic times
 - instructions – how to make a stone age necklace
- Fiction writing included descriptions of characters and places

History –

The children learned about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.

They learned about the amazing development of technology from the Stone Age to the Iron Age, looking at the development of tools.

We researched the meaning and significance of Stonehenge and again, looked at the technology involved in its building.

Geography -

Our project provided an opportunity to study maps and look at features of settlement.

Art & Design – we learned about the great artists, in this case the anonymous artists of the stone Age in Lascaux, Altamira, Chauvet and the amazing Cave of Hands in Argentina.

The children were given opportunities to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, charcoal, paint, clay] by creating stone paintings and clay necklaces

Maths – Maths played a smaller role in our project. We looked at 3D shape, relating it to the stone in Stonehenge and the perimeter and size of some sites

PSHE – In PHSE we re-looked at our class rules for learning and those for outside as well. We were consulted on the schools behaviour policy and thought about the learning behaviours we needed to show in the classroom

Science- In science we investigated rocks and soils. We thought of different properties our rocks might have and then tested them, devising ways of doing this. We grouped the rocks in a variety of criteria based on our investigations. At all times we thought about what we needed to be safe and to ensure that our tests were fair. We looked at different kinds of soils and the properties they shared and had different. Once more we devised tests which would allow us to distinguish between them.

British Values

When evaluating the behaviours we wanted to show in school and our own class values we thought about the values of honesty, fairness and respect towards others.

Steps to success

Key stages were as follows:

- 1.) Art and Literacy focus: creating stone age necklaces and writing instructions so that someone could recreate what had been made.
- 2.) History focus: finding out about how hunter gatherers lived through research and presenting through IT
- 3.) Researching and creating cave art.

Project evaluation

The children engaged creatively with any teacher-initiated activities and had many follow-up ideas of their own. They developed both practical skills and the ability to work cooperatively and independently.

To conclude the topic we watched Stig of the Dump and considered fictional representations of historical events.