

# Hazelbury Learning Quest

## The Future is Us



### Year 3

#### Intent

The aim of this theme is to explore how life in Britain has evolved since Stone Age, with this being the children's first study of history pre- 1066 the intent is for children to understand the legacy of the Stone Age on the time periods which follow. With no written sources, what we know about this period comes mostly from artefacts and monuments that archaeologists have discovered. What we do know is that this period was one of immense change in human development, spanning from the early hunter-gatherers who roamed the countryside to the highly sophisticated and organised groups of the late Iron Age. In this unit we intend to highlight some of the major changes during this period, with an emphasis on allowing pupils to consider the sources of evidence that form our understanding of this period of British history.

#### Implementation

Pupils will be examining primary sources of evidence, artefacts, stone age art and internet research to find out about life in Stone Age Britain, and considering how these fit into a wider picture of British history. Pupils will investigate the theories as to why Stonehenge was built, and will present their own opinions based on their findings. They will examine images of cave art from the Stone Age and consider what they tell us about life in the Stone Age. Using a range of sources, pupils will gain a deeper understanding of how stone age hunter gatherers survived, and how they later settled in farming communities such as Skara Brae.

In **art**, the children will explore the work of the famous artist Caroline Bell and use her work as an influence to make their own printing blocks, to create a nature inspired print.

In **music**, pupils will focus on listening and appraising which will lead to a performance.

In **science**, pupils will identify and animals and their need for nutrition as well as their muscular skeletal system.

#### Impact

Pupils will gain an appreciation of the significance of the deep past, and understand that it continues to be relevant in today's world. They will develop skills in how to read evidence for themselves, and discover how this evidence can answer our questions about the human story which connects us all.

Stone Age:  
 How have we evolved since the Stone Age?





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Hazelbury Primary School

### **Hazelbury Value – Respect**

This value will be embedded through discussions about internet safety, and assemblies through the half term.

### **Citizenship Focus (PSHCE)**

**TEAM-** The children will be learning about collaboration and team work. They will learn the importance of these skills and how to apply them.

### **UNCRC Articles**

#### **No Discrimination (Article 2)**

All children have these rights no matter what their differences are.

### **Mutual Respect and Tolerance**

The following questions will be explored through discussions: *How did people worship in Ancient Britain, and how does this compare to today? Did the Ancient Britons have a greater respect for the environment than we do today?*

### **Engage, Enrich, Experience**

Pupils will participate in special assemblies from poets Neal Zetter and Paul Lyalls in the build-up to National Poetry Day.

### **Digital Learning**

#### **Computing systems and networks – Connecting computers**

Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Pupils will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

### **Writing across the curriculum**

#### **English**

Stone Age clash– Travel guide

**Subjects covered:** History, Art, Music, Science

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National and School curriculum			
History	Art	Music	Science
<p><b>Historical interpretations and Investigations</b></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Use dates and terms to describe events.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Presenting, organising and communicating</b></p> <ul style="list-style-type: none"> <li>Present, communicate and organise ideas about the past</li> </ul>	<p><b>Inspiration from the greats – Caroline Bell</b></p> <ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Collect information, sketches and resources.</li> <li>Explore ideas in a variety of ways.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Learn how to use printing inks &amp; rollers</li> <li>Make printing blocks using different materials (such as press print, layered printing blocks)</li> </ul>	<p><b>Charanga Unit 1 – Let Your Spirit Fly</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>