

Challenge Pack

Year 3 Learning Challenge

How can we bring to life P
re-historic Britain through the arts?



Class texts- whole class reading, extracts, thematic books

- *Stone Age Boy*
- *Cave Baby*
- *Stig of the Dump*

Cognitive skills / meta-learning – specific teaching examples to use in learning

- *CAF- Initial idea/ prior knowledge*
- *PMI- Evaluate subjects/ experiences*
- *APC- Outcome ideas*
- *Collaboration*
- *Questioning*
- *Absorption and imitation-art*

Killer Questions-

- *When would you have rather lived: Stone, Bronze or Iron Age? Why?*
- *What rock would be the best to use to make tools?*
- *How did farming change pre-historic Britain?*
- *Why are cave paintings useful in modern day?*

Hooks or memorable experiences

- *Library visit to research*
- *Stone, Bronze and Iron Age workshop/visit*

Public Product –

Living time line of the Stone, Bronze and Iron Age

Year Group	3	Term	Summer	Challenge pack	Where have all the Mammoths gone?	
SUBJECT	Children will learn about/ will know WHAT? (Declarative knowledge)		Children will know HOW To...? (Procedural knowledge)		Prior learning (Schemata)	Vocabulary
History	<p><u>What was the Stone Age? When?</u> 3.4 million years ago (pre-historic Britain) when early humans used tools and weapons made of stone. Split into 3 periods- Old Stone Age (Palaeolithic- 2,000,000-10,000 BCE), Middle Stone Age(Mesolithic 10,000-4500 BCE) and the New Stone Age (Neolithic 4500-2400 BCE).</p> <p><u>What did they do?</u> Palaeolithic=lived in caves, nomadic hunter gathers, moved around seasonally to find food, cave paintings and developed tools with stone, bone and wood Mesolithic=still nomadic,lived in tents made with wood/animal bones/skins Neolithic=farming and creation of settlements in villages e.g. Skara Brae</p> <p><u>What was the Bronze Age? When?</u> 2500BC-800BC when people discovered how to work with copper, tin, gold and bronze</p> <p><u>What did they do?</u> Lived in small communities led by a warrior chief. Gathered for religious ceremonies and built circular tombs (round barrows) for important men and women. Beaker culture spear- making pottery, metal, holding feasts and building stone circles.</p> <p><u>What was the Iron Age? When?</u> 800BC-43 AD when people in Britain learned to make iron for tools and weapons</p> <p><u>What did they do?</u> Farming flourished, population grew very fast. Very violent time-tribes fought against each other and many lived in hill forts to protect themselves</p> <p><u>Who was the Amesbury Archer?</u> In 2002, archaeologists discovered the remains of an archer from the Bronze Age. Discovered 2 miles from Stonehenge. Buried with around 100 objects. Links to how we can learn about the past from artefacts.</p>		<p>H2.2b Use different sources of information to build up specific pictures of the past H2.2c Identify and give reasons for historical changes and events H2.2d Question if a source is useful or not H2.2e Understand the difference between an artefact and replica and why both exist H2.2f Chose relevant material and questions to build up a picture of an aspect of life H2.3a Give reasons for different ways that the past is represented H2.3b Identify changes, cause and impact at the time of events beyond our living memory H2.3d Differentiate between fact and opinion</p>		<p>H1.2b Ask questions about what has happened in a time period beyond our lifetime H1.2c Start to ask how and why things might have happened in the past H1.2d Ask questions of sources (such as ‘which are old?’ ‘which are new?’ ‘what might this be used for?’) H1.2e Use evidence from written and visual sources to understand the past H1.2f Identify similarities and differences between life in the past and the present H1.3a Identify different ways in which the past is represented H1.3b Identify how changes in our living memory have affected national life</p>	<p>Palaeolithic Neolithic Mesolithic Nomadic Homeosapean Beaker Settlement Forts</p>
Geography	<p><u>What were settlements like from the Stone, Bronze and Iron Age?</u> Stone Age- Nomadic. Caves, tents then to villages Bronze Age-small communities led by warrior chief, round burrows</p>		<p>G2.3b Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade</p>		<p>G1.3b Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Settlement Fort Nomadic Burrows</p>

	Iron Age-Hill forts	links, and the distribution of natural resources including energy, food, minerals and water		
Art	<p><u>What art was produced in the Stone Age?</u> Cave paintings- used natural materials such as: charcoal, rocks, wood or bones, fire, tools, twigs, hair and tubes. Paintings of animals and hunting scenes. Thought to bring success or a call for help from the spirit world.</p> <p><u>How can charcoal be used for shading?</u> Create contrast of light and dark. Charcoal can create different tones in the picture. Techniques to be experimented with to support cave pictures/paintings.</p> <p><u>Can we use inspiration from the Stone Age to create a cave painting?</u> Look at different examples. Use a range of materials- natural and man-made: mud, charcoal, leaves, paint, rocks.</p>	<p>A3.1a Make thoughtful observations A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work. A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion A3.3b Use their knowledge of different types of paint to choose the most suitable. A3.3d Explore more complex pattern and techniques to create designs for painting or printing A3.4b Explore more complex patterns and shape using a variety of materials</p>	<p>A2.1a Record and explore ideas from first hand observation or from experience and imagination A2.1b Know that artists are important in our society. A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen A2.2b Use a range of tools and media to experiment with line and shade. A2.3b Know that there are different types of paint- watercolour, poster paint etc and to explore these in practice. A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures.</p>	<p>Materials</p> <p>Natural</p> <p>Shade</p> <p>Tone</p> <p>Pattern</p>
RE/PSHE	<p><u>How did religion and beliefs change in pre-historic history?</u> Stone Age- developed religious beliefs to help explain the world. Hunters and gathers tried to make contact with the spirits of animals they hunted. Stories were created about the seasons. Offered gifts and performed ceremonies to keep Gods happy. Bronze Age- stopped building large ritual monuments. People places metal items (offerings to Gods) in rivers, lakes and bogs. Powerful leaders were buried in large mounds with axes, daggers, gold ornaments. People started to cremate people and put them in urns. Iron Age-Believed God was active in the world of the humans. 400 Gods and Goddesses. Believed a human soul had an afterlife so buried with useful objects for the journey.</p>	<p>Make sense of religious beliefs and their impact so we can explain how and why these beliefs are understood in different ways.</p> <p>Make connections between religious and non-religious beliefs.</p> <p>Communities I can discuss the importance of being connected to others and how this can support them I can explore cultural connectedness and identify I know how to treat people the way we expect to be treated, with respect, including those in positions of authority Respectful relationships I can recognise that different people have different beliefs, choices or preferences and that this makes us all individually great</p>	<p>Beginning to learn about Christianity, Sikhism and Islam.</p> <p>Comparing religions and beliefs of those around us.</p>	<p>Belief</p> <p>Spirit</p> <p>Ritual</p> <p>Monument</p>
Design Technology	<p><u>What tools were used in the Stone Age?</u> Sharpened sticks, bow and arrows, spears, hand-axe, hammers- made from bones, antlers, flint <u>Can you design and make your own tool from the Stone Age?</u> Design-gather ideas from the past, discuss materials to use, sketch and label designs Make- Sculpting, joining, assembling</p>	<p>A3.4a Plan and make sculptures using a range of natural and manmade resources with increasing accuracy and success in joining together materials. A3.4c Increase proficiency in a range of tools and techniques for sculpting</p>	<p>A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model. A2.4b Begin to know the best ways to join and stick a range of natural and manmade resources to make sculptures.</p>	<p>Join</p> <p>Assemble</p> <p>Sculpt</p>

	<p>Evaluate-How well does it fit the brief? Would it be functional to hunt with? Is it strong enough to last?</p> <p><u>What was pottery and jewellery like in pre-historic time?</u></p> <p>Bronze Age- time where people discovered how to work with copper, tin, gold and bronze.</p> <p>Worked to create intricate patterns when designing jewellery and pottery. Explore different examples. Reflect and respond to this.</p> <p><u>Can we design and create our own pottery or jewellery using inspiration from the Bronze Age?</u></p> <p>Design, make and evaluate using clay. Show techniques of hatching to show how to join different pieces.</p>	<p>A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.</p> <p>A3.5b Describe techniques used, evaluating how they could be performed more effectively</p>	<p>A2.4c Combine and explore texture to create an effect</p> <p>A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others.</p> <p>A2.5b Listen to the views of others and respond to ideas to improve their work</p>	
<p>Music</p>	<p><u>Who is Mason Bates?</u></p> <p>Bates is an American composer. He is becoming famous for mixing different styles of music together, for example – DJ-ing and orchestral music, jazz mixed with techno</p> <p><u>Why was this work composed?</u></p> <p>Inspired by Jorge Luis Borges’s ‘<i>Book of Imaginary Beings</i>’ (1957)</p> <p>‘A Bao A Qu’ is an imaginary breed of snake that slithers up and down the staircase of a famous tower in India</p> <p>A ‘sprite’ is a fairy-like creature or elf that flies and flickers across water. This one jumps across the orchestra too!</p> <p><u>What are the dynamics?</u></p> <p>Piano, mezzo piano and subito forte are used to show the movement of the creature</p> <p><u>What is the tempo?</u></p> <p>The music changes between andante, vivace and allegretto.</p>	<p>M3.4a I listen to a wide variety of musical genres and comment using a range of musical vocabulary.</p> <p>M3.4c I can begin to identify works by the great composers</p> <p>M3.4d I listen to a wide variety of music and identify the musical genres.</p> <p>M3.4e I can use musical vocabulary confidently to describe the music I am listening to.</p>	<p>M3.4c I can begin to identify works by the great composers</p> <p>M3.4d I listen to a wide variety of music and identify the musical genres.</p> <p>Listening and appreciating music during assembly time.</p> <p>Listening to music of a similar genre during performance lessons</p>	<p>Trill Piano Mezzo piano Mezzo forte Forte Tempo Tempo Lento Largo Adagio Andante Vivace Allegro Presto Retrograde Palindrome</p>

<p>Relationships to core subjects Maths English Science</p>	<p>Science <u>What types of rock are there?</u> Sedimentary=made of old rocks and dead organisms that formed layers of sediment e.g. sandstone, chalk Igneous=formed from molten rock that has cooled and hardened e.g. granite, basalt Metamorphic=Formed from igneous or sedimentary rock being exposed to heat or pressure e.g. marble, slate, quartz <u>What rock would be best for making tools?</u> Sedimentary is soft and permeable (lets liquid pass through) so would not be a great choice Igneous rocks such as granite is very hard wearing so it would be strong and does not wear away easily Metamorphic such as slate can be split in layer easily so it could help to form some sharper tools. <u>How are fossils formed?</u> A fossil is the preserved remains or traces of a dead organism. After an animal dies, the soft parts of its body decompose leaving the hard parts, like the skeleton, behind. This becomes buried by small particles of rock called sediment. As more layers of sediment build up on top, the sediment around the skeleton begins to compact and turn to rock.</p>	<p>S2.1w Compare and sort different kinds of rocks on the basis of their appearance against simple criterion. S2.1x Describe with scientific vocabulary how fossils are formed when things that have lived are trapped within rock. S2.1y Recognise that soils are made from rocks and organic matter.</p>	<p>S1.1s Explore and compare the differences between things that are living, dead, and things that have never been alive. S1.1w Distinguish between an object and the material from which it is made, suggesting where this is the best material. S1.1.x Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. S1.1.y Describe the simple physical properties of a variety of everyday materials</p>	<p>Rock Sedimentary Igneous Metamorphic Permeable Fossil Sediment Compact Organism Pressure</p>
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