

Resilience and Respect: Who First Lived In Britain?

Overview and rationale:

From the Stone Age, to the Bronze Age, to the Iron Age...how on earth do we know how people in early Britain lived? The answer lies in archaeology. This topic is the first major opportunity that our children get to look deeper into disciplinary knowledge and historical sources and how important the role of archaeologists are in enabling us to interpret historical eras, whilst finding out just how people who lived in pre-historic Britain managed to survive. From historical artefacts, the children learn about lifestyles, clothing, diet, shelter, communication as well as the relationship that early Brits had with animals and the physical environment and processes. The **resilience** that people showed in these times, especially in hunting and gathering, must have been extreme and the closer **respectful** relationship that they had with nature and their environment means that life in Britain was very different to what it is today. But is it all that different in all parts of today's world? This question is explored too. The Year 3 text, 'Stone Age Boy', is used to bring this topic to life even further as the children begin to realise just how much society has 'advanced' since the Palaeolithic, Mesolithic and Neolithic times.



GEOGRAPHY LEARNING STATEMENTS

Locational and place knowledge	I understand how some aspects have changed over time.
Use of basic geographical vocabulary	I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, and physical to describe places or geographical features in different ways.
Human and physical: enquiry skills and communication	I am beginning to describe key aspects of human geography, including types of settlement and land use.

GEOGRAPHICAL VOCABULARY AND CONCEPTS

Human Geography	settlement, urban, rural, village, farming, communication, tribe
Physical Geography	topography, river, vegetation, farmland (human)
Tier 3 Place and locational vocabulary	United Kingdom, Great Britain, Skara Brae, Stonehenge, Dunadd Hill fort
Geographical concepts and tier 2 vocabulary	Place: changed, developed Space: vegetation, landscape Scale: relationships, connections, impact Environment (physical and human processes): settlement, river Interconnections: significance, connections, links, interdependent, trade, social, tribal Cultural awareness, diversity: lives, communities, religion, similarities and differences

HISTORY		
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY
Chronology	I am starting to develop a chronologically secure knowledge of history. I can tell a story within and across different time periods.	periods of time, timeline, chronological conventions (e.g. BC, BCE & CE/AD), chronological order, story of events within and across the time periods, changes, decade, century, millennium
Causes and Consequences	I am beginning to identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, result/impact, identifying reasons, links, change, difference, context, similarity, difference, relationships, legacy
Continuity and change	I have started to describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods
Significance	I can identify some historically significant people and events in situations.	significant events, significant people, leaders, invasion, war, conflict, changes, legacy, impact
Historical evidence and interpretation	I am beginning to understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, bias, anachronism, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid
Similarity, difference and diversity	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, legacy

SKILLS	LEARNING STATEMENTS
Using Evidence	I am starting to think critically, weigh evidence, sift arguments and develop perspective and judgement.
	I can describe how the past can be represented in a few different ways.
Historical Enquiry	I can answer historically valid questions.
	I can use sources of information to help me answer questions about the past in sentences.
Communication	I can present recalled or selected information in a variety of ways.
	I can write sentences to describe some of the main events, people and changes in the history of Britain and the wider world.
	I am beginning to use place value in the context of timelines.

TIER 3 VOCABULARY	
General	achievements, process of change, landscape, settlements, relationship, influence, architecture, religion, worship, sacrifice, beliefs, inventions
Topic Specific	Britain, temporary/ permanent, Palaeolithic, hunter-gatherers, Mesolithic, Neolithic, early farmers/ farming, deforestation, Skara Brae, Bronze Age, Stonehenge, Iron Age hill forts

ART AND DESIGN			
Exploring and Developing			
Exploring and developing ideas	Explore ideas for different purposes. Question and make thoughtful observations. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		
Evaluating and developing work	Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.		
Drawing Using a Variety of Materials			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<p><i>Use their sketchbooks to collect and record visual information from different sources.</i></p> <p><i>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</i></p>	<ul style="list-style-type: none"> - Begin to use the side of the pencil to add shading to detail. -Begin to use shape and colour to represent reflection. -Plan, refine and alter their drawings as necessary. - Recognise the difference between hatching and cross-hatching. -Sketch lightly, know that there is no need to use a rubber to correct mistakes - Use a sketchbook to plan, collect and develop ideas. Record media explorations and experimentations as well as try out ideas. 	<ul style="list-style-type: none"> -Know how to show basic facial expressions (happiness, sadness) in art and observe the composition and proportion of a range of people's different facial features. -Know how to use different grades of pencil to shade and to show different tones and texture. -Know that H pencils are lighter and B pencils are darker. -Know how to apply the techniques of hatching and cross hatching when drawing. 	Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe
Artist/Style/Activities			
<i>Cave paintings: Look at the reason for cave paintings (communication) and children recreate their own to add to a window through time.</i>			

School Value	Topic relevance: How/when/where/why is it needed?
Resilience	<ul style="list-style-type: none"> - Tribes needed resilience, determination and patience when hunting and when gathering. - Resilience was essential in times where food was short. - It was also needed when making tools – calving wood, sharpening flint, making fire. - Archaeologists need great resilience and patience when searching for artefacts.
Respect	<ul style="list-style-type: none"> - Early humans needed respect for animals that they hunted. - Archaeologists need respect for their surroundings when excavating.
Responsibility	<ul style="list-style-type: none"> - Members of tribes in early Britain had great responsibility in their roles in looking after each member.

Possible 'higher order' questioning		KNOWLEDGE (substantive)	
		'Core'	'Additional'
Remember	When were the three prehistoric Britain eras and what they called?	1) I know that the prehistoric Britain times is the earliest part of history that started around 700, 000 BC to AD43 and I know what periods came after it	a) I know that prehistoric Britain is split into 3 time periods (Stone, Bronze and Iron Age) b) I know that the Stone Age was divided into 3 periods (Palaeolithic, Mesolithic and Neolithic) c) I know that towards the end of prehistoric Britain people slowly stopped living in tribes to follow the Roman way of life.
Understand	Can you summarise what Stone Henge was?	2) I know that archaeologists study human history and prehistory.	a) I know archaeologists study history through researching, surveying, excavating of sites to find evidence of the past. b) I know that after they gather data they must process, report, analyse and preserve the evidence. c) I know some of the tools archaeologists use such as; stratigraphy, hand trowels, brushes, sieve and even a toothpick!
Apply	Could the Neolithic way of life happen in modern Britain? Why? Why not?	3) I know that the types of shelter/settlements progressed through prehistory.	a) I know in early history they used to live in caves, then progressed to round houses and then hillforts. b) I know that settlements at first were independent and that throughout the Bronze and Iron Age people started to settle together as they farmed, shared resources and bartered. c) I know that an example of a hillfort is Dunadd Hillfort which is in Scotland. d) I know how important the environment was to people in pre-historic times and how they used the natural resources of the environment.
Analyse	What are the similarities between the Mesolithic and Neolithic times? Why do you think they become different?	4) I know the types of materials used through prehistory changed over time.	a) I know that in the Stone Age people used to use stone tools to hunt and gather and use animal skin for clothes. b) I know that the Bronze age came after the Stone Age and that the metal Bronze was developed – this was then used for weapons, tools and decorative things e.g. beakers. c) I know that the introduction of Iron brought in the Iron age. Weapons and tools were now made in Iron which was stronger and lighter than Bronze.
Evaluate	What would happen if a Neolithic human time-travelled to modern Britain? Could they adapt?	5) I know that Stonehenge is in England and was built in prehistoric times.	a) I know that Stonehenge was built in Wiltshire, England in 3000BC b) I know that there are different theories for why it was built e.g. religion, rituals, sacrifices, burials etc. c) I know that it was made up of a mixture of giant stones e.g. blue stones, sarsen stones
Create	Can you write a set of rules that archaeologists need to stick to?	6) I know that early Britons used to communicate through Cave paintings.	a) I know that cave art could be found on the walls and ceilings of caves from prehistory. b) I know they can be used to show stories and events from the past (hunting, animals, handprints). c) I know some famous examples of cave paintings are from Cave of Lascaux (France).

MUSIC

Controlling sounds through Singing

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression - Sing in unison 	<ul style="list-style-type: none"> - Sing with an awareness of being in tune and with expression - Have an awareness of pulse internally when singing/keeping in time 	<ul style="list-style-type: none"> - Know that singing in a group can be called a choir - Know that a person who the choir or group follow is called a conductor - Know that songs can make you feel different things e.g happy, energetic or sad - Know that singing as part of an ensemble is fun, but that you must listen to each other - Know that songs can have verses, choruses and repeated phrases - Know that pitch means high or low - Know that words spoken rhythmically in a song is called Choral speaking 	Choir, conductor, ensemble, pulse, diaphragm, chorus, verse, phrase, pitch, choral speaking, backing track

Controlling sounds by Playing (and Performing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Play musically with increasing confidence and control 	<ul style="list-style-type: none"> - Rehearse and perform their part within the context of the song. - Listen to and follow musical instructions from a leader. - Communicate the meaning of the words and clearly articulate them. - Talk about the best place to be when performing and how to stand or sit. - Record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> - Know and be able to talk about the instruments used in class - Know and be able to talk about: <ul style="list-style-type: none"> *How performing is sharing music with other people, an audience - it can be to one person or to each other. *how you need to know and have planned everything that will be performed. *How lyrics must be sung or rapped clearly and with confidence *How a performance can be a special occasion and involve an audience including of people you don't know *How a performance is planned and different for each occasion *How it involves communicating feelings, thoughts and ideas about the song/music 	names of instruments being played, audience, performance, composition, appraise, polish, refine, feedback

Creating and developing musical ideas (Improvisation and Composing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 	<ul style="list-style-type: none"> - Plan and create a section of music that can be performed within the context of the song. - Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). - Create/improvise repeated patterns (ostinato) with instruments 	<ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. *Different ways of recording compositions (letter names, symbols, audio etc.) 	Names of instruments being played, audience, performance, composition, pulse, rhythm, texture, dynamics, compose, beats, louder, softer Notation: tap a beat, rhythm, pause

Responding and reviewing (Appraising)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Listen with attention to detail. - Listen carefully and recognise high and low phrases. - Use musical words to describe a piece of music and compositions. - Use musical words to describe what they like and don't like about a musical piece. - Use these words to identify where music works well/needs improving. 	<ul style="list-style-type: none"> - Confidently identify and move to the pulse. - Think about what the words of a song mean. - Discuss how the song makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. - Copy Back – Listen and sing back - Internalise the pulse in music. - Begin to use musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure. 	<ul style="list-style-type: none"> - Know 4 songs from memory (across the year) - Know the style of the 4 songs (as above) - Choose one song and be able to talk about: <ul style="list-style-type: none"> *Its lyrics: what the song is about *Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the song (introduction, verse, chorus etc.) *Name some of the instruments they heard in the song 	Lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, instrument families e.g. woodwind, brass, strings, sections

Listening and applying knowledge and understanding (Theory)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - Create repeated patterns with different instruments. - Improve work, explaining how it has been improved. - Recognise the work of at least one famous composer (through genres of the term) 	<ul style="list-style-type: none"> - Play with a sound-then symbol approach. - Use silence for effect 	<ul style="list-style-type: none"> - Know how to find and demonstrate the pulse. - Know the difference between pulse and rhythm. - Know how pulse, rhythm and pitch work together to create a song. - Know that every piece of music has a pulse/steady beat. - Describe different purposes of music in history/ other cultures. 	Repeated patterns, composer, steady beat, lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, instrument families e.g woodwind, brass, strings, sections

Stimulus - Composers/Musicians/Artists/Styles:

Living in the New Stone Age (Sing Up)

Genre of the half term – Rock and Pop