

Year 3



Time Detectives!



Autumn Term

The Entry Point

- Begin the unit with the following entry point.
- Find a letter written on flint trapped in ice. Children have to melt the ice to find out what the letter says
- By the end of the topic the children will create a time capsule for 'time detectives' for the future to find.
- Link to detectives being people that find things out and therefore 'time detectives' finding out about the past.
- Think about jobs that people do that link to finding out about the past.
- Discuss the term archaeologist and what this is and how they work.
- Forest school to find out how to survive in the forest and how to be safe in the forest
([Link to BLP resilience how every time they dig they will not always find something.](#))

Visits

- We will visit an Ice Age cave at Creswell Craggs to look at artefacts and discover how they lived there
- Visit to Cannock Chase to build a shelter which will then link to the DT unit when they build structures.
- Forest school trips to find out how to survive in the forest and how to be safe in the forest

From the information collected we will use I pads to create a 'travel programme' promoting the area and attracting visitors.

Visiting Speaker/workshop - through portals to the past 'Stone Age to Iron Age'.

The Classroom

WOW ! We will create :-

- A life-size cave which we will add to throughout the unit with cave paintings, tools, stone cooking area and children's work.
- Three headings will form our displays stone age, bronze age and iron age.
- Signs on the doors will warn visitors they are entering time detective zones.
- Children will create their own paintbrushes from 'gathered' materials which they will then use to create their cave paintings.
- There will be a timeline in the classroom that we can add to as we learn.
- During half term the children will be asked to complete a project entitled 'stone age in a shoe box'.

Knowledge Harvest

We will use the following questions for our discussions and mind map.

What is a time capsule?

What is legacy?

How do we know about life in the past?

What legacy has been left by this period in time?

Why is it harder to find out about life in the Stone Age?

Explaining the Theme

In science we will be:

- Thinking 'what is under our feet' which will enable us to recognise different types of rock and how different rocks are used depending on their properties.
 - Planning investigations based around rocks and how we can determine how useful they would be.
 - Thinking more scientifically about different rock types and how they are formed.
 - Thinking about erosion and how this changes landscapes.
 - Learning how fossils are formed and how this is one way to find out about the past by using *Stone Girl Bone Girl* (Laurence Anholt).
 - Make our own fossils.
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- Linking how we see things today because of the presence of light and how early settlers would have seen in dark caves.
 - After the development of fire investigating caves and the shadows created in them due to light being reflected from surfaces and objects blocking that light.
 - Considering the dangers associated with light from the sun.
 - Investigating size of shadows by planning how a cave man could make his shadow as large as possible to scare away dangerous animals.

In history we will be:

- Defining the word legacy by opening a time capsule.
- Investigating the past through artefacts and evidence being led on our journey by *UG Boy Genius of the Stone Age* (Raymond Briggs).
- Understanding how people in the stone age went from hunter gatherers to farmers and why.
- Discover the legacy of Skara Brae and what happened there by linking in the novel *The boy with the Bronze Axe* (Kathleen Fidler).
- Looking at weapons and tools from the Bronze Age ([Link to the expert visitor](#))
- Investigate the theories behind Stonehenge.
- Debate most logical theories.
- Explore houses from the iron age.
- Explore how people in the past lived by visiting Beaudesert to create shelters and make fire.
- Create our own time capsule

In geography we will be:

- Seeing how settlers arrived in Britain due to the fact they could walk across from Europe when the land was joined.

- Looking the local area and how it may have been used in the past.
- Using compass points and linking to archaeology.
- Looking at settlement types.

In art we will be:

- Creating our on charcoal to use on cave paintings.
- Using brushes we have made ourselves to add to our cave paintings.
- Learning how to draw animals so that we can apply this to our cave paintings.
- Making fossils.

In D&T we will be:

- Making iron age houses by thinking about strengthening structures.
- Testing our houses in terms of their suitability for a settler.
- Evaluating our houses according to how fit for purpose they are.

In PSHE we will be:

- Learning how relationships within the stone age to iron age periods reflected the social/cultural contexts of the time.
- Recognising who we need and appreciate in our lives

- Imagining themselves in another person's position, in the class, in the world and in time.

In PE we will be:

- Continue being time detectives and exploring the evolution of dance- what are the different styles of dance through different era's from tribal dance to street dance
- Create a dance routine showing the evolution and dance
- take part in outdoor and adventurous activity challenges both individually and within a team (through shelter building in key skills visit)

In RE we will be:

- Being a detective with the bible and understanding why the Harvest is celebrated
- writing prayers for what we are thankful for
- exploring symbols in different religions
- exploring different celebrations in different religions

PSHE Learning Targets

Children will:

- Learn how to be safe in forest areas and walking to/from these areas
- How people interacted in the Stone Age and how we interact now (compare how they fought for settlements and for food but we don't have to do that now)
- learn how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts

Difference and Diversity Learning Targets

Children will:

- recognise and appreciate self, family, friends and groups
- need to imagine themselves in another person's position

British Values

Children will:

- explore and celebrate different cultures through RE lessons
- children will learn about democracy and practise this during our vote for the School Council
- children will explore rules of British law and use these as a guideline to come up with our classroom rules
- children will be given more individual freedom in some writing lessons and other lessons to make choices of how they want to present or create something

BLP Learning Targets

Children will:

Resourcefulness (main BLP focus of topic- how our ancestors were resourceful):

- be curious about things and people
- often wonder why
- play with ideas, asking 'how come?' and 'what if?'
- look for connections between experiences or ideas
- picture how things might look, sound, feel, be
- create logical arguments
- look for evidence

Reciprocity:

- be able to work effectively as part of a team
- manage their feelings when working with others
- understand the ground rules of team work

Resilience:

- become engrossed in what they are doing
- notice how things look, what they are made of, how they behave
- keep on going despite difficulties and find ways to overcome them
- recognise that learning can be a struggle

Reflectiveness:

- assess which resources they might need
- mull over experiences
- draw out useful lessons from experiences
- think about where else you might use these skills

We will demonstrate our building learning power skills by:

- Be a friend- working together and show reciprocity while creating shelters
- Be reflective and apply new skills as time detectives
- Be curious! Question the past-why did things happen?
- Be resourceful and investigate evidence- what can we learn from artefacts?
- Create your own theories for the past-what do you think happened?
- Be resilient- the cavemen kept going when things were hard and so will we