

The Prehistoric World : Cross-Curricular Topic : Year 3/4

History "Stone Age to Iron Age"

1	Defining 'prehistory' and learning how archaeologists find out about the past when there is no written history.
2	Exploring cave men of the early Paleolithic period of the Stone Age.
3	Exploring the lives of people in the Mesolithic period of the Stone Age.
4	Investigating technological advances in the Neolithic period of the Stone Age and investigating Stonehenge.
5	Finding out about life in the Bronze Age, and how bronze was made and used.
6	Investigating the lives of people in the Iron Age and how life had developed from the Bronze Age.
7	Consolidating understanding of the Stone, Bronze and Iron Ages, and ordering events and changes chronologically.

- KS2 - changes in Britain from the Stone Age to the Iron Age

Computing

1	Using the internet to research and verify information about ice age animals, and presenting findings using word processing.
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- KS2 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- KS2 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

The Prehistoric World A KS2 cross-curricular topic for Year 3 and Year 4

Science

1	Finding out what fossils are, how they are formed and what they can tell us about dinosaurs.
2	Identifying a range of different dinosaurs and starting to understand how they are grouped.
3	Describing a variety of dinosaurs and classifying them according to their characteristics.
4	Considering why the dinosaurs became extinct and relating this to why species become endangered or extinct today.

- Year 3 - describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Year 4 - recognise that living things can be grouped in a variety of ways
- Year 4 - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Year 4 - recognise that environments can change and that this can sometimes pose dangers to living things

DT

1	Exploring the origins and development of sewing, and creating a sewn needle pouch or early pair of shoes.
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- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- KS2 - understand how key events and individuals in design and technology have helped shape the world

Art

1	Using modelling wire and other materials to create dinosaur sculptures.
2	Exploring the history and style of cave paintings, and recreating cave paintings in a variety of ways.
3	Investigating and recreating Stone Age jewellery using clay and other materials.
4	Exploring and recreating some mysteries of prehistoric art, including stone balls and Stonehenge.

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials

PE

1	Exploring what physical skills prehistoric people would have needed to survive, and developing these skills using a variety of activities, such as throwing, running and jumping.
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- KS2 - use running, jumping, throwing and catching in isolation and in combination
- KS2 - develop flexibility, strength, technique, control and balance
- KS2 - compare their performances with previous ones and demonstrate improvement to achieve their personal best

The Prehistoric World

Teacher's Topic Planner

Maths

English

Science
4 Lessons

PlanBee 

Computing
1 Lesson

PlanBee 

History
7 Lessons

PlanBee 

Geography

RE

Art
4 Lessons

PlanBee 

DT
1 Lesson

PlanBee 

PE
1 Lesson

PlanBee 

Music

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Teacher's notes:

History

Science

Art

DT

Computing

PE



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SCIENCE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what fossils are and how they are formed.	Children will consider how we can find out about the animals that lived in prehistoric times without written or pictorial evidence. They will explore how fossils are formed and express this in their own words. They will start to think about dinosaur fossils and what we can find out about dinosaurs from just their bones.	- Do children understand how fossils are formed? - Can children describe how a fossil is formed? - Do children know how fossils can help palaeontologists find out about the past?	- Slides - Booklet Template 1A/1B/1C - Information Sheet - Role Play Card (FSD? activity only)
Lesson 2	To be able to identify and describe a variety of dinosaurs.	Children will recap how fossils are formed and how they can tell us about animals that lived in prehistoric times. They will then discover when dinosaurs lived and explore the features and characteristics of some broad groups of dinosaurs, such as theropods and sauropods. They will start to be able to identify and name various species of dinosaurs.	- Do children understand that dinosaurs inhabited the Earth millions of years ago and over a period of millions of years? - Can children describe the features of a variety of different dinosaurs? - Can children identify a variety of different dinosaurs?	- Slides - Description Cards, Picture Cards and Fact Cards - Crossword 2A/2B - Dinosaur Cards (FSD? activity only) - Worksheet 2A (FSD? activity only) - Access to books/internet (FSD? activity only) - Picture Cards/Name Cards - optional plenary
Lesson 3	To be able to identify, describe and classify dinosaurs.	Children will recap the different species of dinosaur they can remember and the group they belong to before considering other ways dinosaurs can be classified. They will identify criteria used to sort dinosaurs and sort dinosaurs into Venn or Carroll diagrams according to given criteria. They can also consider their own ways of organising different dinosaurs into groups.	- Can children describe the features of different dinosaurs? - Can children sort dinosaurs into groups depending on different criteria? - Can children choose their own way of sorting dinosaurs into different groups according to their features?	- Slides - Dinosaur Species Sheet - Worksheet 3A/3B/3C/3D/3E - Picture Cards 3A/3B (FSD? activity only) - Group Name Cards (FSD? activity only) - Dinosaur Classification sheet - plenary
Lesson 4	To consider why the dinosaurs became extinct and relate this to why species become endangered or extinct today.	Children will consider different theories behind the extinction of dinosaurs. They will then relate this to animal endangerment and extinction today, thinking about some of the reasons animals become endangered and what we can do to protect and preserve endangered species.	- Can children suggest some of the possible factors that caused the extinction of dinosaurs? - Can children identify and describe some of the environmental factors that cause animals to become endangered today? - Can children suggest some ways in which humans can act to protect endangered species?	- Slides - Worksheet 4A/4B - Writing Frames 4A/4B/4C - Information Sheet - Endangered Animals Cards (FSD? activity only) - Variety of information sources (FSD? activity only)

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HISTORY Please note that these lessons are identical to our "Iron Age to Stone Age" History lessons				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To introduce the definition and time scale of human prehistory.	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records.	- Do children know what the term 'prehistory' means? - Do children know the names of the three periods of prehistory? - Can children describe how we can find out about the prehistoric past?	- Lesson plan - Slides - Worksheet 1A/1B/1C - Picture Cards - Description Cards - Variety of objects (FSD? activity only)
Lesson 2	To find out about early humans and the Palaeolithic period.	Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens.	- Can children explain how and when people first came to Britain? - Do children know what kind of animals early humans encountered? - Do children know where early humans lived?	- Lesson plan - Slides - Worksheet 2A/2B/2C - Picture Sheet (FSD? activity only) - Chalk/Soap/Soapstone (FSD? activity only) - Tools for carving (FSD? activity only)
Lesson 3	To find out about people who lived in the Mesolithic period.	Children will find out how Britain's coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools.	- Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated? - Do children know where Doggerland is? - Can children describe what Mesolithic life was like?	- Lesson plan - Slides - Information Sheet A/B - Worksheet 3A - Books/access to internet - Help Sheet (FSD? activity only) - Headress Template (FSD? activity only) - Paper/card/dowelling/sticks (FSD? activity only)
Lesson 4	To find out how people lived in the Neolithic period.	Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts.	- Do children know where and when agriculture was developed? - Do children know when people in Britain started farming? - Do children know what Stonehenge is and how the landscape developed?	- Lesson plan - Slides - Worksheet 4A/4B/4C - Fact Cards - Stonehenge Map sheet (FSD? activity only) - Stonehenge Information Sheet (FSD? activity only) - Materials for building a reconstruction of Stonehenge (FSD? activity only)
Lesson 5	To find out about how people lived in the Bronze Age.	Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements.	- Do children know how bronze is made? - Do children know how people were buried in the Bronze Age? - Do children know what happened to the climate at the end of the Bronze Age?	- Lesson plan - Slides - Worksheet 5A/5B/5C/5D - Information Sheet - Books/access to internet - Picture Sheet (FSD? activity only) - Cartoon Strip A/B (FSD? activity only)
Lesson 6	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain.	- Do children know how iron is made? - Do children know what Iron Age houses were like? - Do children know what happened at the end of the Iron Age?	- Lesson plan - Slides - Worksheet 6A/6B/6C - Quote Sheet A/B
Lesson 7	To recap and summarise the prehistory of Britain.	Children will consolidate their learning and describe what life was like, and how people and technology developed throughout prehistory. Children can express their understanding in a variety of ways.	- Do children know what the three ages of prehistory are? - Do children know how long British prehistory is? - Can children explain how life changed in Britain during prehistory?	- Lesson plan - Slides - Timeline Cards A/B - Information Book Template - Challenge Cards (FSD? activity only) - Prehistory Acrostic (FSD? activity only) - Poster Template (FSD? activity only) - Quiz Template (FSD? activity only) - End of Unit Quiz

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ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To develop sculpture skills.	Children will discuss briefly what we know about the appearance of dinosaurs, including their size, shape, colour and skin texture, and how we know this. They will then use this knowledge and their sculpture skills to create a 3D model of a dinosaur, or make a dinosaur skeleton.	- Can children explain how we know about the shape and size of different dinosaurs? - Can children explain why we cannot be sure what a dinosaur's skin colour and texture looked like? - Can children create a dinosaur/dinosaur skeleton using their sculpture skills?	- Slides - Dinosaur Challenge Card A/B/C 3D Dinosaur Instruction Sheet - Modelling wire - Tin foil - Tissue paper - Poster paints - PVA glue - Dinosaur Skeleton Sheets (FSD? activity only) - Dinosaur Skeleton Instruction Sheet (FSD? activity only) - Brown/grey paper/card (FSD? activity only) - White/grey tissue paper (FSD? activity only) - PVA glue, brushes (FSD? activity only) - Sand (FSD? activity only)
Lesson 2	To explore the history and style of cave painting.	Children will look at the many different cave paintings found around the world, and discuss reoccurring themes, patterns and colours. They will find out how prehistoric people made their paints. Children will then create their own version of a cave painting in a variety of different ways.	- Do children know how prehistoric cave art was made? - Can children discuss the style of prehistoric cave art? - Can children create their own version of prehistoric cave art?	- Slides - Animal Templates - Cave Paintings Instructions Sheet - Paper, card, scissors, paints, chalk/charcoal/pastel - Shoeboxes - Large/long piece of paper (FSD? activity only) - Hand Art Instructions Sheet (FSD? activity)
Lesson 3	To explore and create Stone Age jewellery.	Children will find out about prehistoric jewellery, and what materials were used to create it. They will discuss the function of prehistoric jewellery, and compare it to modern day use. Children will design and make their own jewellery using beads made from clay, or design and decorate a stone pendant with symbols found in prehistoric cave paintings.	- Do children understand how Stone Age jewellery was created? - Can children explain the purpose of jewellery (then and now)? - Can children use, shape and decorate clay beads in the style of Stone Age jewellery?	- Slides - Jewellery Design Sheet A/B/C - Bead Instruction Sheet - Jewellery Instruction Sheet - Air-dry clay and clay tools - Twine or string - Paints - Flat stones, ideally 4-6cm in length (FSD? activity only) - Pendant Design Sheet (FSD? activity only) - Pendant Instruction Sheet (FSD? activity only) - Pendant Design Ideas Sheet (FSD? activity only)
Lesson 4	To explore the mysteries of prehistoric art.	Children will look at the different examples of prehistoric stone balls which have been discovered, and discuss some possible purposes for them. Children will then be challenged to make their own stone ball from clay by following specific instructions. Alternatively, they can create a silhouette picture of Stonehenge – another prehistoric mystery.	- Do children understand that we cannot say for certain what some prehistoric objects are for? - Can children share their ideas and opinions about these objects? - Can children use their art skills to recreate pieces of prehistoric art?	- Slides - Stone Ball Picture Cards - Challenge Card A/B/C - Clay and clay tools - Museum Plaque Sheet - Stonehenge Silhouette Template (FSD? activity only) - Stonehenge Instruction Sheet (FSD? activity only) - Pastels/chalk (FSD? activity only) - White and black paper (FSD? activity only)

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COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to use the internet to verify information and present findings using word processing.	Children will think about how search engines can be used to find information and how facts read on websites can be verified. They will be given information on Ice Age animals which they have to verify using the internet. They can then present this information in an engaging way using word processing.	- Do children know why it is important to verify information found on the internet? - Can children check facts on the internet by consulting different trustworthy websites? - Can children present electronic information in an engaging and attractive way?	- Slides - Ice Age Document 1A/1B/1C - Animal Cards (FSD? activity only) - Worksheet 1A/1B (FSD? activity only)

DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know about the origins and development of sewing.	Children will find out how sewing developed in prehistoric times, from the use of awls to the creation of needles. They will discuss the importance of the skill of sewing to prehistoric people, and think about what types of clothes they might have made, with a focus on footwear. Children then have a chance to sew their own needle pouch or replica prehistoric shoe.	- Do children understand how and why the art of sewing began? - Can children use stitches accurately to join two pieces of material together? - Do children understand how sewing has changed since prehistoric times?	- Slides - Needle Pouch Template - Needle Pouch Instruction Sheet - Stitch Instruction Sheet A/B/C (for left-handers and right-handers) - Brown/grey felt - Needles, pins, thread, scissors, rulers - Beads, shells with holes - Prehistoric Shoe Instruction Sheet (FSD? activity only) - A4 size brown/grey felt (FSD? activity only)

PE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To take part in a variety of challenges to mimic daily life in Stone Age Britain.	Children will consider what skills prehistoric people would have needed in order to survive, such as hunting and finding shelter. They will then carry out a variety of exercises that mimic life in prehistoric times, such as using a javelin to simulate throwing a spear. Children will focus on improving their skills and performance to see how well they would have survived in the Stone Age.	- Can children follow instructions to undertake a variety of activities, including running, jumping, throwing and catching? - Can children carry out activities including running, jumping, throwing and catching in combination? - Can children compare their performances and demonstrate improvement?	- Slides - Challenge Cards - Equipment - bean bags, javelins, skipping ropes, hoops, chalk, cones, hurdles - Teacher's Notes - Activity Cards (FSD? activity only)