



Class: Barbastelle (Year 3)

Terms – 1 &2

Title: Who Settled Here First?/ Learning Cycle One

Main subject focus: Geography

Big enquiry questions worth asking:

Learning Theme Big Question:

Who Settled Here First?

Why is this so important?

To understand chronology and different settlements in Britain.

Other questions worth asking:

What is a settlement?

What is the difference between stone, bronze and iron age?

How did this help the people?

Who were the Celts?

Who came first?

When was...?

Is there a time line?

Why are they famous?

How did the fight?

How did the live/settle?

How and what did they eat or grow?

Where did they live?

Are there any historical sites still here today?

What evidence do we have?

What artefacts do we have?

Did they follow a different religion?

What do we want the children to know? (Knowledge)

An understanding of time/history and important events in history, specifically in Britain and how it changed.

What will be your real life project?

Trips and visits: Stonehenge/ Avebury



Key vocab 4/5

Key knowledge (from NC)	Key knowledge and vocabulary (in bold)	Key skills progression
<p><u>As historians we will...</u> Understand changes in Britain from the Stone Age to the Iron Age (up the Celts)</p> <ul style="list-style-type: none"> Start to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time, develop appropriate use of historical terms Address, and sometimes, devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>Know that things happened in the past (beyond our living memory) Know that some things are the same over time (continuity) and some have changed and plot these on a timeline, understanding chronological order Know that history is about what happened in the past and use terms such as yesterday, last week, last year, decade, lifetime, generation, long ago, chronology, ancient, primary and secondary resources</p> <p><u>Specific vocabulary:</u> Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate, Settlement, Britain</p>	<ul style="list-style-type: none"> Start to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Start to use a timeline to place historical events in chronological order. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Ask simple historical questions and find answers about the past by; Using documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Describe objects, people or events in history. To begin to identify and describe similarities and differences. Use historical knowledge to communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
<p><u>As geographers we will...</u></p> <ul style="list-style-type: none"> name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and 	<ul style="list-style-type: none"> To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers. 	<ul style="list-style-type: none"> To ask questions about the natural and wider world To make records (pictures, writing, photos) of their immediate environment. To express own view of people, places and environment



<p>understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: types of settlement and land use • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. <p>Know the physical features and human features of our local area Know the differences between physical features and human features Be able to identify where the United Kingdom is on a map of the world</p> <p><u>Specific Vocabulary:</u> Settlement, settlers, need, shelter, food, defence, water, hill –fort, fuel, materials, farming, invader, origin</p>	<ul style="list-style-type: none"> • To use books as secondary sources of information • To use symbols on imaginary maps • To draw imaginary maps • To follow a route on a map • To describe some features of their local environment.
<p><u>As designers and artists we will...</u></p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<p><u>Art</u></p> <p>Sketch book work</p> <ul style="list-style-type: none"> • Using charcoal, creating Stone Age wall paintings • Sketching local landscapes such as Stonehenge from trips • Designing Celtic knots and patterns <p>Final pieces –</p> <ul style="list-style-type: none"> • Creating reviewed Celtic knot using clay • Using water colours and previous sketch, recreate scene from Stonehenge <p><u>DT</u></p> <ul style="list-style-type: none"> • Design, creating, evaluating Celtic shield using paper mache • Coil pots using clay 	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences and observations and use them to review and revisit ideas. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



	<ul style="list-style-type: none"> • Making models of different settlements between stone age to iron age. 	
<p><u>As scientists we will...</u></p> <ul style="list-style-type: none"> • Identify that animals, 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 • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> • Learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. • Identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. • Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. • Research different food groups and how they keep us healthy and design meals based on what they find out. <p><u>Specific vocabulary</u> Nutrients, Nutrition, Carbohydrates, Protein, Fats, Vitamins, Minerals, Water, Fibre, Skeleton, Bones, Joints, Endoskeleton, Exoskeleton, Vertebrates, Invertebrates, Muscles, Contract, Relax</p>	<ul style="list-style-type: none"> • Start asking relevant questions and using different types of scientific enquiries to answer them • Starting to set up simple practical enquiries, comparative and fair tests • Starting to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.
<p><u>As a theologian we will...</u> Asking, 'What Is Important to Me?' This unit explores ideas of what it is to be human and relates them to religious and other beliefs.</p>	<p>Exploring human nature. What are we made of? Do we have a 'spiritual' nature? What are the worthiest human characteristics? How might communities of different sorts help us make the most of life?</p> <p>Children explore some of the stories and festivals of Christianity and Judaism in their</p>	<ul style="list-style-type: none"> • Remember a Christian or Jewish story and talk about it. • Tell a Christian or Jewish story and say some things that people believe. • Describe what a believer might learn from a religious story.



This example connects with AMV Areas of Enquiry A (Beliefs, teachings and sources) and D (Questions of identity, diversity and belonging). It makes cross-curricular connections with Literacy and History. The lessons could be used in discrete RE time or as part of a 'creative curriculum' approach where RE links with other curriculum subjects around a theme or key question, such as 'Ourselves' / 'Healthy Lifestyles' / 'Healthy, Wealthy and Wise'.

search to develop and deepen their own understanding of what may be most important in life.

- Who am I and what does it mean to be human? (**Physical and non-physical** aspects of human **identity**)?
- Where do I belong? (My school, home, family, **tradition, cultures**, organisations including those involving religion and **belief, local community**, the UK, the **global community**)?
- What am I worth? (**Beliefs** about the **value** of human beings)?
- How might **stories, hymns, prayers** etc help people understand more about themselves and their **relationships**?

Specific vocabulary

physical, non-physical, soul, spirit, creation, temptation, sin, Bible, Jewish, Christian, disobedience, the Fall, repentance, 'image and likeness of God', group, community, communities, belonging, Christian action: prayer, worship, charity, Church, love, commitment, benefits and responsibilities, worth, society, judgements, character, value, angel, sin, repentance, atonement, Rosh Hashanah, shofar, Yom Kippur, forgiveness, confession, Kol Nidrei – lit. 'All Vows', hope, Hanukkah,

- Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives.
- Talk about things that happen to them.
- Ask about what happens to others with respect for their feelings.
- Compare some of the things that influence them, with those that influence other people
- Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others