

# Lower Key Stage 2— Stone Age to Iron Age

## Core Texts:



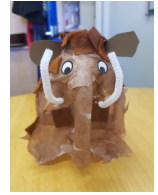
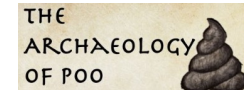
Year 3



Year 4

## Immersion Day:

- Read 'How to Wash a Woolly Mammoth' - write instructions and make own milk bottle mammoth.
- Investigate the typical diet of people living years go, exploring 'fossilised poo'.
- Create some collaborative art work, displaying animals and handprints.



### Session 1: History: To understand the nature of archaeological evidence.

Children to order key eras of the Stone age to the Iron age, from 2.6. million years ago when researchers found the earliest evidence of humans using stone tools.

Look at a range of artefacts and the discovery of Lascaux.

### Session 4: History: To understand the importance of historical sites to develop our understanding of history

Children to go on a virtual tour of Stone Age and learn about its purpose.



### Session 7: Art: To explore how prehistoric man made art and to reflect this style in my work.

Children to use earthy tones to recreate line drawings of British animals., using geometric shapes.



### Session 10: To develop my techniques, including control and use of materials

Children to create their own cave paintings using techniques such as simple bold black outlines, patterns and dots , and colours which occur naturally.

### Session 2: History: To draw conclusions from evidence.

#### Local History Focus: Grimes Graves

<https://www.english-heritage.org.uk/visit/places/grimes-graves-prehistoric-flint-mine/history/>

Explore the history and its significance.

### Session 5: History: To draw comparisons between eras of time

Children to compare life in the Stone Age to life in the Bronze Age and the Iron Age. —how has life changed? When would you have preferred to live?

### Session 8: Art: To apply and blend charcoal to create tone and texture



Children to create a rock texture using crushed charcoal, before scaling up their original sketches from the previous session. Cover the area using charcoal, chalk etc. Give careful consideration to proportion. And simple, bold lines and shapes.

### Session 11: Amazing Artist :

**Matisse**  
**1869-1954**



### Session 3: History: To discuss the reliability of sources

Children to review a range of sources about Skara Brae and use this knowledge to write a newspaper report/create a video report using green screen technology (KeyChain Computing)



### Session 6: History: To use historical sources .

Children to look at Julius Cesear's description of what life was like in Britain in 55BC.

Where did he get this information from? Does it sound like a good land to add to the Roman Empire?

### Session 9: Art: To improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Children to collect and explore how different natural objects to use to create colour.



### Enrichment opportunities:

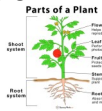
- Visit to Grimes Graves—prehistoric flint mine (local history).
- Workshop with Ancient House Museum in Thetford.



# Science: Plants

## Session 14: Science: Assessing prior knowledge

Children to complete a carousel of activities designed to 'Explore, Engage, Extend': plant parts, healthy and unhealthy plants, life and growth, seeds, life cycle.



## Session 15: Science: To research and describe the functions of different parts of flowering plants

In groups, children to research a part of a plant (root, stem/trunk, leaves, flowers). Record and present their findings, highlighting scientific vocabulary.

## Session 16: Science: To explore the requirements of plants for life and growth and how they vary from plant to plant.

Children to observe a dying plant - what did we do wrong? Plan an investigation to test ideas about what a plant needs to stay healthy and grow. Observe and record measurements.

## Session 17: Science: To investigate the way in which water is transported within plants

Children to observe how water travels up the stem of a plant, using a carnation in food colouring. Plan an investigation to explore what might make the water be transported more or less quickly.



## Session 18: Science: To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Children to order the life cycle of a flowering part. Dissect and observe a flower.



## Session 19: Science: To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Children to look at a selection of seeds and sort them, explaining why they are suited to certain types of seed dispersal.



**Real PE: Unit 1: Developing Personal Skills**

**Year 3: Athletics**

**Year 4: Swimming/Tag Rugby**

**ICT: PurpleMash**

**Year 3: Unit 3.1 Coding**

**Year 4: Unit 4.1 Coding**

**Music Charanga**

**Year 3: Let Your Spirit Fly**

**Year 4: Mamma Mia**



**RE: Emmanuel**

**Hinduism:** How does the story of Rama and Sita inspire Hindus to follow their dharma?



**PHSE: Cambridgeshire**

**Year 3: Beginning and Belonging**

**My Emotions**



**Year 4: Rights, Rules & Responsibilities**

**Family & Friends**

**French (Rigolo 1):**

**Year 3: Bonjour!**



**Year 4: Encore**

