



Coundon Primary School
Together **E**veryone **A**chieves **M**ore



Meet the Flintstones Year 3

Essential Knowledge

By the end of this unit children will...

- Use more than one source of historical enquiry.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Ask questions to support discussion and deeper thinking.
- Suggest cause and consequence of some of the main events and changes in history.

Launch

Children to role-play as hunters and gatherers, to experience what life was like during the early Stone Age.

Explore

Through research, children to understand the everyday lives of people who lived during the Stone Age and the impact that different Inventions had on their lives.

Energise

Stone Age arts and crafts day.

Summer Term Year 3 Meet the Flintstones: Theme Content

History and Geography

English

History:

Sequence events on a timeline.
 Understand the importance of Stone Age inventions.
 Understand cause and effect of main events in history.
 Understand how the introduction of farming changed Stone Age life.
 Understand the differences between the Palaeolithic, Mesolithic and Neolithic periods.
 Study life on Skara Brae.
 Use evidence to ask questions and find answers to questions about the past.
 Suggest suitable sources of evidence for historical enquiries.
 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
 Suggest causes and consequences of some of the main events and changes in history.
 Place events, artefacts and historical figures on a time line using dates.
 Understand the concept of change over time, representing this, along with evidence, on a time line.
 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Write a letter about everyday life in the Stone Age using historical information.

Write a set of instructions on 'how to make a weapon'.

Explain and justify reasons or ranking inventions.

Write a news report on the discovery of Skara Brae.

Write a historical narrative.

Art and Design and Design Technology

Art:

To Make drawing of the stages of early man.
 Reproduce cave paintings, using chalks, paint and pastels. To draw stone age homes.
 To study the work of Georgia O'Keefe and produce own art work inspired by her work.
 Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources.
 Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language and pupils' own sketches.
 Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas.
 Sketch lightly (no need to use a rubber to correct mistakes).
 Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.
 Replicate some of the techniques used by notable artists, artisans and designers.
 Create original pieces that are influenced by studies of others.

Design and Technology:

To build a stable survival shelter.
 Design with purpose by identifying opportunities to design.
 Make products by working efficiently (such as by carefully selecting materials).
 Refine work and techniques as work progresses, continually evaluating the product design.
 Cut materials accurately and safely by selecting appropriate tools.
 Measure and mark out to the nearest millimetre.
 Select appropriate joining techniques.