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| Tribal Tales  Year Group: 3 and 4  Cycle A |

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| **History**   * Changes in Britain from the Stone Age to the Iron Age | **Science**   * Light * Working Scientifically |
| **Art and Design**   * Painting – Aboriginal art | **Computing**   * Handling Data, data logging |

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| History | | |
| **National Curriculum (Knowledge and Skills):** Pupils should be taught about:   * Changes in Britain from the Stone Age to the Iron Age | | |
| **Curriculum Intent (Key knowledge to be learned):**   * That early Stone Age people were hunter gatherers who hunted with wooden spears, or weapons tipped with stone (flint) * That Neolithic people (later Stone Age) began to farm around 3500BC; rearing animals like goats, sheep, cattle and pigs and growing crops like wheat, barley, beans and peas * Britons began working with and tin to make bronze around 2500BCE, and used these metals to make objects like jewelry * During the Bronze Age many people travelled from Europe to Britain by boat. * By around 1000BCE Britons had learned to make carts with wheels, which were pulled by horses * Around 800 BC people in Britain learned how to use iron. Iron tools made farming much easier than before and settlements grew in size. * Iron Age Britain was a violent place. People lived in **clans**that belonged to **tribes led by warrior kings.** Rival tribes fought with deadly iron weapons. Many people lived in **hill forts** to keep safe from attacks. * During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They produced fine metalwork and enjoyed feasting, music and poetry. | | |
| **Age Related Subject Skills (Progression Guidance):**   * Develop increasingly secure chronological knowledge and understanding of history, local, British and world * Put events, people, places and artefacts on a time- line * Use correct terminology to describe events in the past * Develop use of appropriate subject terminology, such as: empire, civilisation, monarch * Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance * Suggest where we might find answers to questions considering a range of sources * Understand that knowledge about the past is con- structed from a variety of sources * Construct and organise responses by selecting relevant historical data * Be aware that different versions of the past may exist and begin to suggest reasons for this * Describe and begin to make links between main events, situations and changes within and across different periods and societies * Identify and give reasons for historical events, situations and changes * Identify some of the results of historical events, situations and changes * Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual * Identify and begin to describe historically significant people and events in situations | | |
| **Prior Learning** | | |
| **Forever Firs children working at ARE should already be able to:**   * Develop, then demonstrate an awareness of the past, using common words/phrases relating to the passing of time * Show where places, people and events fit into a broad chronological framework * Begin to use dates * Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my… were younger, years, decades, centuries * Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved? * Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites * Choose and use parts of stories and other sources to show understanding of events * Communicate understanding of the past in a variety of ways * Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays * Discuss change and continuity in an aspect of life e.g. holidays * Recognise why people did things, why some events happened and what happened as a result of people’s actions or events * Identify similarities and differences between ways of life in different periods, including their own lives * Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why | | |
| **Key Vocabulary** | | |
| **Tier 1** | **Tier 2** | **Tier 3** |
| King  Farm  Farming  Cart  Wheel  Horse  Tools  Boat | Hunter  Gatherer  Agriculture  Flint  Settlement  Tribe  Warrior  Fort  Clan  Iron  Metalwork  Crops | Stone Age  Neolithic  Bronze Age  Iron Age  Celtic |

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| Science | | | | | |
| **National Curriculum (Knowledge and Skills):** Pupils should be taught to:  **Light**   * recognise that they need light in order to see things and that the dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by a solid object * find patterns in the way that the size of shadows changes   **Working Scientifically**   * ask relevant questions and use different types of scientific enquiries to answer them * set up simple practical enquiries, comparative and fair tests * make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * gather, record, classify and present data in a variety of ways to help in answering questions * identify differences, similarities or changes related to simple scientific ideas and processes * report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * use straightforward scientific evidence to answer questions or to support their findings * use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | | | | | |
| **Investigation Focus:**  **Investigation: Shadow Size**  [file:///C:/Users/lpugh/Downloads/Investigating\_Shadow\_Size.pdf](file:///C:\Users\lpugh\Downloads\Investigating_Shadow_Size.pdf) | | | | | |
| **Prior Learning** | | | | | |
| **Forever Firs children working at ARE should already be able to:**   * ask simple questions and recognise that they can be answered in different ways * observe closely, using simple equipment * perform simple tests * gather and record data to help in answering questions * identify and classify * use their observations and ideas to suggest answers to questions | | | | | |
| **Key Vocabulary** | | | | | |
| **Tier 1** | | **Tier 2** | | **Tier 3** | |
| light  dark  sun | same  different | reflected  reflect,  reflection  surface  sun light protection shadow absence  light source solid  opaque transparent  width measurement | enquiry  practical  systematic observation findings  table  record  data  differences similarities evidence findings  predictions | comparative test  fair test |  |

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| Science Assessment | | | |
| **Children working below ARE** | **Children working towards ARE** | **Children working at ARE** | **Children working above ARE** |
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| Art and Design | | | | | | | | | | |
| **National Curriculum:**  Pupils should be taught to:   * create sketch books to record their observations and use them to review and revisit ideas * improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)   Pupils should be taught:   * about great artists, architects and designers in history | | | | | | | | | | |
| **Curriculum Intentions (Key Knowledge and Skills to be learned):**   * Painting – Aboriginal Art * <https://www.tes.com/teaching-resource/aboriginal-art-colour-symbols-and-pattern-6354492> * Links should be made between Aboriginal Art and the cave paintings made by early man – Stone Age tribes e.g. no written language – art used as a method of communication, largely based on natural surroundings and animals, natural materials, colours and techniques | | | | | | | | | | |
| **Age Related Subject Skills (Progression Guidance):** | | | | | | | | | | |
| **Year 3**  **Developing Ideas (Sketch Books)**   * Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. * Identify interesting aspects of objects as a starting point for work. * Use a sketch book to express feelings about a subject * Make notes in a sketch book about techniques used by artists. * Annotate ideas for improving their work through keeping notes in a sketch book   **Painting**   * Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. * Use light and dark within painting and begin to explore complimentary colours. * Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. * Understand how to create a background using a wash | | | | **Year 4**  **Developing Ideas (Sketch Books)**   * Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. * Express likes and dislikes through annotations * Use a sketch book to adapt and improve original ideas * Keep notes to indicate their intentions/purpose of a piece of work   **Painting**   * Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. * Start to develop a painting from a drawing. * Begin to choose appropriate media to work with. * Use light and dark within painting and show understanding of complimentary colours. * Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying). | | | | | | |
| **Prior Learning** | | | | | | | | | | |
| **Forever Firs children in Year 3 working at ARE should already be able to:**  **Developing Ideas**   * Use a sketchbook to plan and develop simple ideas. * Use a sketchbook to plan and develop simple ideas * Build information on colour mixing, the colour wheel and colour spectrums. * Collect textures and patterns to inform other work.   **Painting**   * Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. * Understand how to make tints using white and tones by adding black to make darker and lighter shades. * Build confidence in mixing colour shades and tones. * Understand the colour wheel and colour spectrums. * Be able to mix all the secondary colours using primary colours confidently. * Continue to control the types of marks made with the range of media. * Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. | | | | | | | **Forever Firs children in Year 4 working at ARE should already be able to:**   * See Progression guidance for year 3 above | | | |
| **Key Vocabulary** | | | | | | | | | | |
| **Tier 1** | | | **Tier 2** | | | | | **Tier 3** | | |
| like  dislike  plan  sketchbook | light  dark  red  blue  yellow  green  purple  orange | | Record  develop  Texture  pattern  media exploration experimentation source material starting point express  feelings  notes  annotate  techniques,  improve  adapt  intention  purpose | | | lightening darkening  layering  texture  thickened paint  background | | colour mixing colour wheel colour spectrum | | primary colours  secondary colours  tint  tone  shade  complimentary colours  colour Wash  colour Blocking  textural effect |
| Art and Design Assessment | | | | | | | | | | |
| **Children working below ARE** | | **Children working towards ARE** | | | **Children working at ARE** | | | | **Children working above ARE** | |
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| Computing | | | | | | |
| **National Curriculum:**   * 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 | | | | | | |
| **Curriculum Intentions (Key Knowledge to be learned):**   * Children will apply their knowledge of how light changes throughout the day and how shadows are created * Children will understand how a data logger can save information * Children will know that a data logger can be used remotely and connected to a computer * Children will be able to read the information from a data logger (know what each symbol represents, navigate through the menu, create situations that will change each reading).   + <https://www.tts-group.co.uk/on/demandware.static/-/Sites-TTSGroupE-commerceMaster/default/dw86e55abf/images/document/1003979_00_IDLGU%20Log%20Box%20User%20Guide.pdf>   + <https://www.tts-group.co.uk/on/demandware.static/-/Sites-TTSGroupE-commerceMaster/default/dwdb5c2913/images/document/1003979_00_IDLGU%20Log%20Box%20Quickguide%20User%20Guide.pdf> * Children can plan an experiment (science link) and decide what information needs to be saved * They will know how to move the information from the logbox to the computer * Children will be able to use the information from the data logger to create a graph/table on the computer or hand written (maths and science link) * Children will learn how to use data loggers to measure the light levels in different parts of the school/classroom   + <https://firsestateprimary-my.sharepoint.com/:b:/g/personal/lbailey_firsprimary_derby_sch_uk/EXBNw3xbqjNFurTzfRxFoGcBPKmmkI2_wYEhg4l1wSpVlg?e=RRtrUw>   + <https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging/lesson-3-logging>   + <https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/28408-Practical%20work%20in%20primary%20science.pdf> (curtains) | | | | | | |
| **Age Related Subject Skills (DDAT Progression Guidance):**   * *Working with data: Pupils learn to search, sort and graph information* | | | | | | |
| **Age Related Subject Skills (Firs Progression Guidance):** | | | | | | |
| **Year 3** | | | **Year 4** | | | |
| * . Use a datalogger remotely (without a computer) * To read the 3 different measurements of a data logger * To create environments/situations where those readings change | | | * Use a data logger for snap shot readings * To retrieve saved information from a log box * To use log box information to draw graphs/tables | | | |
| **Prior Learning**  **Forever Firs children working at ARE should already be able to:**   * *Working with data: Pupils learn to create and use a pictogram* | | | | | | |
| **Key Vocabulary** | | | | | | |
| **Tier 1** | | **Tier 2** | | | **Tier 3** | |
| Record  Light  Level | Time  Save  Menu | Data  Information  Download  Connection | | Measure  Graph  Retrieve  Navigate | Lux  Represent  Conditions  Environment  Remote |  |

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| Computing Assessment | | | |
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