Tribal Tales

Year Group: 3/4

Cycle A

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

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

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

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	

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

Year 3/4 – Tribal Tales– Cycle A

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	Year 4
Developing Ideas (Sketch Books)	**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	• 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	**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	• 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:	**Forever Firs children in Year 4 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.	• See Progression guidance for year 3 above

Year 3/4 – Tribal Tales– Cycle A

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.

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

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

Computing Strand: Handling Data

Topic Links: To use a log box (Data Logger) to measure light
- 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 (Progression Guidance - DDAT):
- *Working with data: Pupils learn to search, sort and graph information*

Lower Key Stage 2

• 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

Other Key Areas of Learning:
- Apply their knowledge of how light changes throughout the day and how shadows are created
- Understand how a data logger can save information
- Know that a data logger can be used remotely and connected to a computer
- 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
- To plan an experiment (science link) and decide what information needs to be saved
- Know how to move the information from the logbox to the computer
- To use the information from the data logger to create a graph/table on the computer or hand written (maths and science link)

Prior Learning
Forever Firs children working at ARE should already be able to:
No prior learning of data logging

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Record	Time	Data	Measure	Lux	
Light	Save	Information	Graph	Represent	
Level	Menu	Download	Retrieve	Conditions	
		Connection	Navigate	Environment	
				Remote	

Computing Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**