

Stones and Bones

Topic Summary: In this topic pupils study the Planet Earth, and how it is active. We will find out about what the Earth is made from, and how it has changed over millions of years. We will explore how it is still changing today, with volcanic eruptions and earthquakes, We will explore rocks, how they break down to create soils and how fossils are made inside them. We will try making our own replica fossils using Plaster of Paris. We will find out about the first humans to live on Planet Earth, and see how they developed from the Stone Age through to the Bronze age, learning about their tools and way of life. We will learn about how the invention of Bronze changed the way humans lived. We will explore some of humans first artworks, and will create our own cave art using chalks and pastels on sandpaper

Subject Leads: Science/Geography

Year Group: 3

Term: Autumn 1

Trips and visitors	English Non-Fiction genres	Key texts	Maths Links
Nat History Museum	Reports, Biographies	Fossil Girl, Stone Girl/Bone Girl,	

	Statutory National Curriculum <i>(highlight when planning to ensure coverage)</i>	Learning Objectives	Suggested activities/outcomes <i>(map onto half-termly overview)</i>	Suggested Pupil Outcomes	Cross-curricular ICT
Science	<p>Rocks and Fossils</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock <p>Working Scientifically</p> <ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests making systematic and careful observations appropriate identifying differences, similarities or changes related to simple scientific ideas and processes reporting on findings from enquiries, including oral/written explanations 	<ul style="list-style-type: none"> To explain how fossils are formed To compare different rocks and soils based on their properties To identify when a fair test is needed To be able to plan a fair test, keeping most things the same and changing one thing – the variable To collect data from observations and measurements by using notes and tables To use diagrams, illustrations and pictures to present ideas 	<p>Hamilton New Science Unit: Rocks and Fossils</p> <ul style="list-style-type: none"> Find out about how different types of rocks are made – make a table to compare the different types of rock Observe and handle a range of rock samples and sort according to properties Ask a range of questions about the different rocks and decide how best to answer some of them – eg which rock is the heaviest? Hardest? Discuss, plan and set up fair tests and explore ways of measuring and recording to answer their questions. Why should the test be fair? Test and classify rocks based on physical properties – eg hardness, texture, Learn how fossils are made, write instructions/sequence of steps Make a plaster cast of a natural object using a plasticene mould 	<ul style="list-style-type: none"> Labelled diagrams Observational drawings of rocks Reports with factual information and diagrams Tables of test results Written evaluation and conclusions Observational drawings and sketches 	<ul style="list-style-type: none"> Online simulations and animations Take photos of fossil making process Use digital microscope to look at soil
History	<p>British History (in chronological order)</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Bronze Age <p>Finding out about the past</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history understand how our knowledge of the past is constructed from a range of sources use dates and vocabulary related to the passing of time 	<ul style="list-style-type: none"> to be able to sequence key events To research and make notes To be able to make comparisons between life today and in a historical period To use primary and secondary sources to find out about the past To use correct historical vocabulary 	<ul style="list-style-type: none"> Make a time line of prehistory – did dinosaurs live at the same time as humans? What about mammoths? Use books/websites to find out about Stone Age and Bronze Age– identify key differences and changes across the two ages What evidence do we have? Fossils? Tools? Cave paintings? Buildings? Explain how sources have been used to understand life - archaeology Create a comparison table to show day in the life of Stone/Bronze Modern age person highlighting differences and similarities 	<ul style="list-style-type: none"> Timeline Comparison Grid Labelled drawings and diagrams 	<ul style="list-style-type: none"> Internet research PPT presentation
Geography	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate world's countries, using maps to focus on Europe, North and South America, focus on environmental regions, key physical/human characteristics identify position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p>Physical Geography</p> <ul style="list-style-type: none"> describe/understand key aspects of: climate zones, rivers, mountains, volcanos, earthquakes, water cycle 	<ul style="list-style-type: none"> To know about and explain key physical features of Planet Earth using geographical vocabulary To be able to locate and describe features such as hemispheres, latitude, equator etc To know some of the main countries of the world, and their location on a map 	<ul style="list-style-type: none"> Look at a cross sectional diagram of the Earth and identify key features – crust, core, plates etc – make a 'lift the flap' diagram to show layers Locate physical features on a world map/globe Find and label active areas – pacific rim, volcanic Describe how volcanos/earthquakes happen and how mountains and valleys are created – draw cross-sectional diagrams to explain Locate main climate zones on a globe Make Water Cycle diagrams from research about the process 	<ul style="list-style-type: none"> Labelled and annotated maps Written descriptions and explanations 	<ul style="list-style-type: none"> Google Earth Online animations and simulations
DT	<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products 	<ul style="list-style-type: none"> To know how key inventions (Bronze) have shaped the world 	<ul style="list-style-type: none"> Find out how the invention of Bronze changed the way humans lived Describe the structure and function of a range of Bronze tools 	<ul style="list-style-type: none"> Notes Labelled diagrams 	
Art	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, with a range of materials, eg pencil, know about great artists, architects and designers in history 	<ul style="list-style-type: none"> To know about significant artists from period being studied To develop skills in using line to represent a form or subject To experiment with different textures of media on different surfaces 	<ul style="list-style-type: none"> Explore cave art - find out who/how they were made – Explore the Lascaux Caves website and make sketches and notes Create their own cave art paintings and drawings using chalk and pastels – explore using a range of surfaces to draw on – rough paper, rock, sandpaper, Try creating their own pigment/paint using natural ingredients 	<ul style="list-style-type: none"> Art outcomes Self-evaluation 	<ul style="list-style-type: none"> Use digital painting tools