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**Purpose, Audience and Register**

**Purpose** = The purpose is to inform and to provide detailed information about Skara Brae in order to help the reader to fully understand this historical site and what it has taught us about Stone Age Britain.

**Audience** = The audience are historians who are interested in learning about this Stone Age site.

**Levels of Formality** = A formal register is required. Subject-specific vocabulary should be used throughout.

**Crofton Junior School**

**English Knowledge Organiser Year 3 Spring Unit 4**

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| **Unit of Work** | Information Text about Skara Brae |
| **Text Type / Genre** | Non-fiction (Non-chronological report) |
| **Text Driver the Unit of Work links to** | N/A  |

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| **Overview of the Unit of Work including End of Unit Outcome** | Pupils will explore a range of non-fiction texts about Skara Brae: an archaeological site in Orkney that shows the remains of a Neolithic village. They will retrieve and record key information about when it was discovered, where it is located and why it was discovered. They will consider what knowledge and evidence it gives them about the Stone Age period and why this was a significant discovery. Pupils will learn that paragraphs are used as a tool to group related material and they will complete a Kagan group application task to separate sentences from a range of texts into appropriate paragraphs. Within this task, they will also explore the use of appropriate headings and sub-headings to aid presentation. Pupils will recall their knowledge of the progressive form of verbs in the present and past tense from Year 2 and extend their knowledge of tense further by using the present perfect form of verbs instead of the simple past. They will apply this learning to an application task relating to the Stone Age. Pupils will explore a model text based on Stonehenge and they will draw upon the language, structure and presentation used before writing a non-chronological report about Skara Brae. Pupils will reflect upon their initial draft and make purposeful edits to ensure that subject-specific vocabulary is used within this. Pupils will recall their knowledge of proof reading to proof read their finalised draft for spelling, punctuation and grammatical errors. |
| **Links to Reading Objectives**  | Pupils will use their skimming and scanning skills to retrieve key information from a range of non-fiction books about Skara Brae. They will retrieve and record key information about when it was discovered, where it is located and why it was discovered. |
| **Prior Learning** |  Vocabulary, Grammar and Punctuation Knowledge:* In Year 2, pupils were expected to correctly choose and consistently use the present and past tense.
* In Year 2, pupils used the progressive form of verbs in the present and past tense to mark actions in progress.

Text Type – Non-chronological report In Key Stage 1, pupils developed positive attitudes towards and stamina for writing by writing about real events, narratives and by writing for different purposes. |
| **Text Type Features** **(Non-chronological report)** | * A non-chronological report is not written in time order (chronological order).
* It includes an introductory paragraph.
* It includes factual information based on a particular topic with subject specific vocabulary.
* A non-chronological report is organised into paragraphs and each paragraph gives information about a different aspect of the subject. Each paragraph includes a sub-heading.
* There are a range of simple layout devices appropriate to structure a non-chronological report: headings, subheadings and photographs.
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| **Sticky Knowledge** | During the spring term, time is spent revisiting key sticky knowledge from the autumn term to embed this knowledge. The children will learn: * How paragraphs can be used to organise writing around three themes of time, topic and talk.
* Paragraphs are used to organise ideas around a particular theme.
* The present perfect tense is used for activities that started in the past but are still true now, or have an effect on what is happening now. It is formed from ‘have’ + the ‘ed’ form (past participle) of the main verb.
* The past perfect tense is formed from ‘had’ + the ‘ed’ form (past participle) of the main verb. It indicates an action that started in the past and continued to another point in the past.
* The progressive tense (sometimes called continuous tense) usually describes verbs and events that are ongoing at a particular point in time. It is formed by combining the verb’s present participle (by adding –ing) with a form of the verb ‘to be’.
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| **New Vocabulary** | **Neolithic Period** - the final stage of cultural evolution or technological development among prehistoric humans**permanent settlers** – a settlement where people build homes to live in**livestock** - farm animals regarded as an asset**dung** – manure**preserved** – maintain in its original or existing state **artefacts** - an object that has been made by a person, such as a tool or a decoration, especially one that is of historical interest**ancestors** - a person from whom one is descended |
| **Post Learning** | * In Year 4, in the spring term, pupils will write a non-chronological report about the features and formation of a river.
* In Year 5, pupils will write a chronological report about the great period of change from when the Vikings initially invaded Britain through to their settlement. This will take place in the summer term.
* In Year 6, pupils will write a non-chronological report about the origins of the Olympic Games in the autumn term.
* In Year 5 and Year 6, pupils will apply their knowledge of layout devices (such as subheadings and captions) to their newspaper articles in the autumn and spring terms.

In Year 5 and Year 6, pupils will apply their knowledge of using subject-specific vocabulary when writing balanced arguments in the spring and summer terms. |