

Year 3 Stone Age to Iron Age

Key Aim – Through this topic, we aim for the children to gain an understanding of the chronology of historical periods of time. As well as an insight into how civilisation has evolved.

Quality Texts to Inspire Us:

- Stone Age Boy
- Stone Age, Bone Age
- Tell Me a Dragon
- The Night Dragon
- The Rock Factory

Key facts:

- As Historians, we will develop our knowledge of the past and how a range of resources were constructed.
- We will continue to develop the appropriate use of historical terms.
- We will learn to sequence events, and learn about chronology, using a time line.
- We will compare trends over time, using our democracy skills to develop our points of view.
- We will address and devise historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve thoughtful selection of relevant historical information.
- Understand what daily life was like during the Stone Age, and how it has changed over time, particularly looking at what life was like for children.
- Identify reasons why Stonehenge might have been built.
- We will understand what working life was like during the Stone Age.

Key Concepts and Skills:

Develop a chronologically secure knowledge and understanding of British, local and world history.

Find out about the everyday lives of people in the time studies and compare with our lives today. Sequence several events or artefacts through observation and discussion.

Skills include: questioning, researching, investigating, organising information and presenting it clearly both through oral and written work.

Key Vocabulary:

Stone Age	Roundhouse	Extinct
Farming	Civilization	Tribe
Flint	Archaeology	Animals
Quarry	Whorl	
Nomad	Hide	
Stonehenge	Metal	
Chronological order	Caves	
Celts	Hunters	
Bronze Age	Tools	

YEAR 3
Stone Age to Iron Age
Autumn Term 2024

Outcome: The children will create paper mâché artefacts based on their learning around the Stone Age.

Hook: Artefact Box



As **Readers**, we will explore a range of genres, linked to our Writing.

- Listen to and discuss a wide range of non-fiction texts, poetry and playscripts.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that we have read.
- Identify themes and conventions in a wide range of books.
- Check that the text makes sense, discussing our understanding and explaining the meaning of words in context.
- Ask questions to improve our understanding of a text.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussions about books that are read to us and those we can read for ourselves, taking turns and listening to others.

Key Texts:

- Stone Age Boy
- Stone Age, Bone Age
- Tell Me a Dragon
- The Rock Factory

As **Writers**, we will:

- Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, are best left unjoined.
- Increase the legibility, consistency and quality of our handwriting.
- Discuss writing similar to that which we are planning to write, to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas, to inform our own writing.
- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
- Organise paragraphs around a theme.
- In non-narrative material, use simple organisational devices [for example, headings and sub-headings].
- Assess the effectiveness of our own and others' writing, and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud our own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume.
- Improve our spelling, by learning new words with different prefixes and suffixes.
- Use conjunctions within our writing, to extend our sentences.
- Include adverbs within our writing, to give more information about verbs.

Key Vocabulary:

- *Adverb*
- *Noun*
- *Adjective*
- *Conjunction*

Must Haves:

- *Capital letters*
- *Punctuation*
- *Adjectives*
- *Adverbs*

As **Mathematicians**, we will follow the White Rose Scheme of Learning, to learn all about:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- KIRFs

Key Vocabulary:

- Place value
- Hundreds
- Tens
- Ones
- Part whole model
- Base 10
- Addition
- Subtraction
- More than/less than

As **Scientists**, we will:

As **Scientists** we will, learn all about rocks;

- We will compare and group different kinds of rocks based on their appearance and simple physical properties.
- Describe how fossils are formed in simple terms.
- Recognise that soils are made from rocks and organic matter.

As **Scientists** we will, learn all about Animals:

- We will learn about animals' groupings, and what different types of animals eat.
- Understand how food is broken down by the body, and how different nutrients are used.
- Investigate the transfer of energy within food chains.
- Understand the function of animal skeletons.

Key Vocabulary:

- Metamorphic
- Igneous
- Sedimentary
- Food chain
- Mammals
- Reptiles
- Fish
- Amphibians
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As **Historians** we will:

- As Historians, we will develop our knowledge of the past and how a range of resources were constructed.
- We will continue to develop the appropriate use of historical terms.
- We will learn to sequence events, and learn about chronology, using a time line.
- We will compare trends over time, using our democracy skills to develop our points of view.
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Key Vocabulary:

- History
- Artefact
- Chronology
- Timeline
- Evidence
- Predict
- Compare

As **Designers and Artists**, we will:

- Study sculpture techniques.
- Evaluate effective techniques.
- Practise paper mâché skills.
- Plan and design an artefact.
- Evaluate end result.

Key Vocabulary:

- Evaluate
- Paper mâché
- Technique
- Plan
- Design

As **Computer Technologists** we will:

- use Purple Mash to develop our technology skills.
- We will continue to develop the computing skills, that the children learnt in Year 2.
- This term, we will focus on: Online Safety, Connecting Computers and Desktop Publishing.

Key Vocabulary:

- E-safety
- Passwords
- Digital
- Device
- Network
- Texts
- Images

In **PE** we will:

- *Explore movements through dance.*
- *Team building.*
- *Communication with others.*
- *Solving problems*
- *Collaboration*

Key Vocabulary:

- Collaboration
- Teamwork
- Communication
- Style
- Rhythm
- Movement
- Speed

In **PSHE** we will:

- Share and celebrate what skills and attributes make us individuals.
- Discuss the importance of rules and values in the school setting.

Key Vocabulary:

- Kindness
- Gifts and talents

As **Musicians**, we will:

- Predator Music: exploring duration and pitch (tempo & dynamics) Glockenspiel/ Xylophone (2 pitches)
- Christmas Songs (Link to Year group concert) and Tone Chime accompaniments using simple notation

Key Vocabulary:

- Duration
- Pitch