

Stone Age to Iron Age - Year 3



Session	National Curriculum objective Children are to learn about:	Activity.
1	<u>History</u> changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers	Definitions of a few SA key words to start their ST dictionary Hunter gathering – gathering our own foods from resources available to us and learning about the differences between how people in the Stone Age obtained food compared to us now
2	<u>History</u> changes in Britain from the Stone Age to the Iron Age	Looking at the different houses/places SA people lived throughout 4 time periods of the stone age
3	<u>History</u> organisation of relevant historical information	Introduction to timelines and how they are laid out – chn to make a timeline of events in their own lives, understanding the importance of only choosing significant events and laying them out in chronological order
4	<u>History</u> organisation of relevant historical information	As previous session but with SA timeline – discuss BC and AD and add to dictionaries, key periods in the SA in chronological order and brief description of what happened in each one (acrostic saying to remember the order) https://www.youtube.com/watch?v=rLFGra2TiTE
5	<u>History</u> changes in Britain from the Stone Age to the Iron Age	Differences between the animals found in the SA compared to now – why don't we see them now? Factfiles about the different animals (e.g. sabretooth tigers, mammoths) look at Ice Age scene – are there any animals we do still have now?
6 & 7	<u>History</u> changes in Britain from the Stone Age to the Iron Age for example, Skara Brae	Skara Brae settlement – look at pictures of Skara Brae and label what they can see. What do you think helped Skara Brae settlement to survive? When do you think it was built? How do you know? Discuss the names of some things that were found at Skara Brae and label them
8	<u>History</u> changes in Britain from the Stone Age to the Iron Age <u>Geography</u> locate the world's countries, using maps to focus on Europe Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features	Looking at the settlements that we can still see today/looking at where the biggest settlements were and labelling them on a map (focus on UK – possibly show movement on map of Europe)

	name and locate counties and cities of the United Kingdom	
9&10	<u>Art and design</u> use research and develop design criteria to inform the design of appealing products aimed at particular groups select from and use a wider range of tools and equipment to perform practical tasks	Making SA necklaces – what would they have been made from? What could we use? Use clay and tools to shape into teeth/bones and make holes to thread for a necklace. Paint SA necklaces to look how they would have in the SA
11 & 12	<u>Art and design</u> Compare and recreate form of natural and manmade objects Select from and use a wider range of tools and equipment to perform practical tasks <u>DT</u> Use knowledge of existing products to design his/her own functional product.	SA pots from clay – use skills learnt last session to help mould the clay, allow to dry and then decorate to look like it is from the SA. Discuss features of the material – what will the bowl be used for? What does it need to be?
13	<u>History</u> changes in Britain from the Stone Age to the Iron Age <u>Geography</u> Identify human features	Stonehenge – what it might have been for, why it is special, where it is
14	<u>History</u> changes in Britain from the Stone Age to the Iron Age organisation of relevant historical information	Bronze Age introduction – definition and introductory ppt. Take any questions they'd like to find out. Compare with Stone Age Adding 2300BC-1200BC to current timeline with key things that happened in the Bronze Age such as bronze working and the abandonment of Stonehenge
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15	<u>History</u> changes in Britain from the Stone Age to the Iron Age	Burial of the dead – similarities and differences between SA and BA burial and compared to how we bury people now. Discuss how and why it might have changed over time
16	<u>History</u> changes in Britain from the Stone Age to the Iron Age	Iron Age introduction – definition and introductory ppt. Take any questions they'd like to find out. Compare with SA and BA
17	<u>History</u> changes in Britain from the Stone Age to the Iron Age <u>Geography</u> economic activity including trade links	Debate – rival settlements trading resources. Persuasive speeches, learn about why they need different things to survive in their settlement
18	<u>History</u> changes in Britain from the Stone Age to the Iron Age <u>Geography</u>	Hillforts – difference in living in IA compared to SA and BA. Settled more in 'tribes' and had different resources. Choose somewhere locally to look at to possibly build a hillfort for your tribe (compare Roseberry topping to Maiden Castle

	Describe and understand key aspects of human geography, including: types of settlement and land use Make plans using symbols Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures	and discuss why Maiden Castle is better to build their hillforts)
19	<u>History</u> changes in Britain from the Stone Age to the Iron Age	Tribal life in the Iron Age – research the standing of different members of the IA tribe (nobles and peasants) and then chn will be given one member to write a diary entry about a day in the life of their tribe member
20	<u>History</u> changes in Britain from the Stone Age to the Iron Age <u>Geography</u> locate the world’s countries, using maps to focus on Europe Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features	The invasions – three invasions into Britain by Caesar and Claudius and why they failed first time/succeeded in the end. Chn to colour a map to show the spread of the Roman Empire throughout 4 key years in history and explain what happened at each date
21	<u>Art and design</u> use research and develop design criteria to inform the design of appealing products aimed at particular groups Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.	Iron Age brooch – look at artefacts and imagine what they’d have looked like and who they might have belonged to. Design a brooch for a nobleman and mould clay and paint in bronze/silver
22	<u>DT</u> Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. Understand that food has to be grown, farmed or caught in Europe and the wider world.	Christmas salt dough ornaments, Christmas biscuits and fudge
23	Chn to complete own knowledge organiser and fill in KWL grid	
	<u>Science, R.E and computing- see separate plan.</u>	
Music	To begin to understand a piece of music is made up of different parts such as melody, rhythm, pitch, dynamics, tempo and	Quick starters – listen to pieces of music and quiz on each term

	<p>structure and be able to define all these terms.</p> <p>To be able to find the beat of a piece of music and know the definition.</p>	
Music	<p>To perform a piece of music with expression beginning to understand the context of the music they are performing.</p> <p>To choose an instrument for a composition based on the sound it can create and justify this choice.</p> <p>To begin to create their own music including a range of some of these features for a specific purpose.</p> <p>To begin to be able to describe their composition using these terms.</p> <p>To perform their composition to a small group.</p> <p>To describe a piece of music using the musical terms melody, rhythm, pitch, dynamics, tempo and structure.</p>	Composing music to fit with scenes from 'Stig of the Dump'
Fieldwork afternoon	Use fieldwork instruments; camera, rain gauge	Fieldwork outside afternoon
French	To be able to pronounce, write and identify the numbers 1-10 in French.	Listening to the sounds of each number in French and recognising the spelling. Children to complete English hand French match up snap game with numbers.
	To be able to pronounce, write and identify the days of the week.	Listening to the sounds of each day and how to pronounce, trying to decipher which day is which in English. Children to complete the end of an English questions about activities with a response in French in relation to the days.
	To be able to pronounce, identify and write the months of the year.	Looking at the months in French and by looking at familiarities with English guessing which months are which. Then using stimulus themed images the children assign the month to these images in French.
	To be able to give and respond to simple classroom instructions.	Listening and looking at videos of children giving and responding appropriately to instructions in French, trying to decipher what the instruction is and acting out the appropriate response.
	To be able to identify and name certain food products.	Identifying multiple items from a menu /shopping list and discovering what these items are called in French. Children to make a shopping list of their own and read it out for others to interpret.

