


<p><b>How did the Stone Age Survive?</b></p>	<p><b>Derry Hill C of E Primary School</b></p>	<p><b>Year 3: Term 1: Autumn 2025</b></p>	
<p><b>National Curriculum Subject</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Skills and Knowledge</b></p>	<p><b>Learning Intention and Implementation</b></p>
<p><b>History</b> Stone Age – Iron Age</p> 	<p>Stone Age Bronze Age Iron Age Pre-historic Stonehenge Chronological order B.C (Before Christ) Thousands of years Skara Brae Hunter-gatherer Hillforts Boudicca</p>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- I can understand what pre-history means and recognise that the Stone Age, Bronze Age and Iron Age falls into this category.</li> <li>- I can name the three sections of the Stone Age (Palaeolithic, Mesolithic, Neolithic).</li> <li>- I can track the movements of different groups around the world and state why they did this.</li> <li>- I can identify how humans survived as hunter-gatherers developing into farmers during the late Neolithic era.</li> <li>- I will know why the Stone, Bronze and Iron Age were given their names.</li> <li>- I can identify who the Celts were and when they lived.</li> <li>- I can state the benefits of Iron Age hillforts.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Order events in chronological order.</li> </ul>	<p><b>Lesson 1</b> <b>LI: understand the meaning of pre-history and find out about early humans</b> We will explore a pre-historic timeline from Stone to Iron Age and discuss the meaning of prehistory. We look at different prehistoric human species and understand how we evolved into the humans we are today. We will focus on the Palaeolithic era.</p> <p><b>Lesson 2</b> <b>LI: recognise change during the Stone Age</b> We will explore how humans lived during the Mesolithic and Neolithic eras and recognise the development and change in how humans survived. We will discuss the change of shelter and introduction to agriculture.</p> <p><b>Lesson 3</b> <b>LI: understand what humans needed to survive the Stone Age</b></p>

- Compare events beyond living memory.
- Discuss changes in the Stone Age, Bronze Age and Iron Age.
- Recognise and document the change in technology over a time period.
- Use sources to come to conclusions.

We will compare life today to life in the Stone Age and identify the key things for human survival. We will look at different artefacts and consider how they could have been used to help survival.

#### **Lesson 4**

##### **LI: understand what was found on Skara Brae and why it is important**

Using different sources, we will explore the findings at Skara Brae and consider their importance to our understanding of the Stone Age. We will look at the different shelters discovered as well as other artefacts found at the site.

#### **Lesson 5**

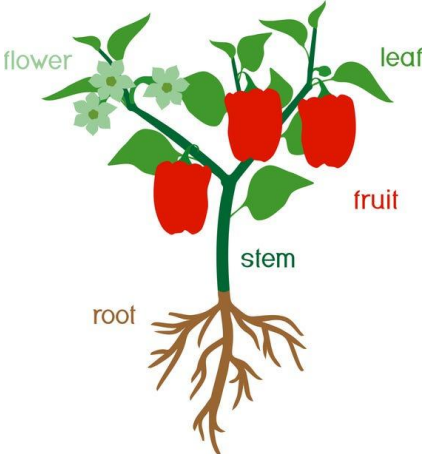
##### **LI: explore what life was like in the Bronze Age**


Working chronologically, we will recap the prehistoric timeline. We will explore the changes from Stone Age to Bronze Age and how life was different for humans.

#### **Lesson 6**

##### **LI: understand why and how hillforts were developed in the Iron Age**

We will explore how people lived in the Iron Age, focusing on the creation of hillforts. We will discuss how and why they were built and

			<p>consider some local hillforts to our area.</p> <p><b><u>Lesson 7</u></b>  <b><u>LI: explore the life of Boudicca</u></b></p> <p>We will focus on a key figure from the Iron Age, Boudicca. We will explore who she was and why she is remembered. We will create a fact file about her and her story.</p>
<p style="text-align: center;"><b>Science</b> <i>Plants</i></p>  <p>The diagram shows a green plant with a central stem and a root system. There are several green leaves, small white flowers, and three red bell-shaped fruits. Labels with lines pointing to the parts are: 'flower' (pointing to a small white flower), 'leaf' (pointing to a green leaf), 'fruit' (pointing to a red bell pepper), 'stem' (pointing to the main green stem), and 'root' (pointing to the brown root system).</p>	<p>Root Stem Leaves Flower Fruit Water Sunlight Nutrients Photosynthesis Oxygen Carbon dioxide Soil</p>	<p><b><u>Key Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Plants need water, sunlight, carbon-dioxide and nutrients to survive</li> <li>- Photosynthesis is the process of plants using these things to produce oxygen and energy.</li> <li>- Pollination is important to the life cycle of plants</li> <li>- Each part of the plant has an important function to its survival</li> </ul> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Make a prediction about an investigation using key knowledge</li> <li>- Analyse results from an investigation</li> <li>- Recognise what plants need to survive</li> </ul>	<p><b><u>Lesson 1</u></b>  <b><u>LI: observe and describe what plants need to grow</u></b></p> <p>We will think about what plants need to be able to grow and survive. We will take our learning outside, trying to find different types of plants around school and consider what they are using to help them grow.</p> <p><b><u>Lesson 2</u></b>  <b><u>LI: understand the functions of different parts of a plant</u></b></p> <p>We will identify the different parts of plants and discuss their purposes for the plant's growth and survival.</p> <p><b><u>Lesson 3</u></b>  <b><u>LI: explore what plants need to live a grow</u></b></p> <p>We will consider our learning from previous lessons and set up an investigation to help our understanding. We will deprive plants of different necessities to their survival. We will consider equipment,</p>

			<p>variables and predictions to our investigation.</p> <p><b><u>Lesson 4</u></b>  <b><u>LI: understand how photosynthesis works</u></b>  We will use scientific language to explain how photosynthesis works and why it is important to plants.</p> <p><b><u>Lesson 5</u></b>  <b><u>LI: recognise and describe the life cycle of a plant</u></b>  We will explore the different pollination process and the importance of insects to plants.</p> <p><b><u>Lesson 6</u></b>  <b><u>LI: record results from an investigation</u></b>  We will return to our plant investigation and analyse our results. We will consider what happened to each plant and why this was and see if our predictions were correct.</p>
<p style="text-align: center;"><b>Re</b>  <b>Chritisnity</b>  <b>Creation</b></p> <p style="text-align: center;"><i>What do Christians learn from the Creation story?</i></p> 	<p>Christianity  Christian  Religion  God  Creation  Bible  Seven days  Adam &amp; Eve</p>	<p><b><u>Key Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Christians believe that God created the world in 7 days.</li> <li>- Christians believe that God guides them to look after His creation.</li> </ul> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Retell the creation story.</li> <li>- Identify the different ways Christians and other people</li> </ul>	<p><b><u>Lesson 1</u></b>  <b><u>LI: show what I think is wonderful about God’s creation and to consider what this tells us about what God is like</u></b>  We will consider what we consider to be beautiful in our world and share our thoughts. We will consider how Christians believe God to be the creator and what this may tell us about God.</p>

look after the world and discuss why this is important.

### **Lesson 2**

#### **LI: retell the Creation Story**

We will read the Creation story from the bible and consider the key points. We will retell the story in our books.

### **Lesson 3**

#### **LI: understand how we should look after God's creation**

We will consider the importance of taking care of things. We will write a set of instructions about how we should take care of God's creation.

### **Lesson 4**

#### **LI: understand how God guides Christians**

Genesis 1:28–30. We will look at Bible verses which act as guidelines for Christians to look after the Earth. We will consider the meaning behind these.

### **Lesson 5 and 6**

#### **LI: understand how humans are stewards of God's creation and have a duty to look after it.**

We will discuss different groups and individuals around the world and how they are looking after God's creation in different ways.

## Art

### Plant Art



Observation  
Sketching  
Manipulate  
Slip  
Artists  
Botany  
Botanical  
Tints  
Tones  
Shade  
Print making

### Key Knowledge

Understand the structure of plants  
Identify how plants have been used in different styles of art

### Key Skills

- Manipulate clay to make a flower bowl
- Use observational skills to sketch leaves and plants
- To study the work of other artists and give opinions
- To print using two colours

### Lesson 1:

#### LI: To appreciate the work of different artists

We will look at a range of artists work and discuss colour, which is the oldest, newest etc. We will explain which piece they prefer and give reasons. After learning more about each of the pieces of art work we will reconsider their original choices

### Lesson 2:

#### LI: To develop observational skills

We will look at botanical drawings of plants. We will study a range of different leaves and sketch them using careful observation focusing on getting the details as close as we can to the actual leaves

### Lesson 3:

#### LI: To create tints, tones and shades of colour

We will look at pictures of different flowers and discuss the different tones of colours used and how it can affect the mood. We will look at the work of Georgia O'Keefe and give our opinion on the work. We will practise our own tone, shades and tints

### Lesson 4:

#### LI: To develop printing skills

We will look at the print work of Orla Kiely and look at the shapes and colours used. We will discuss opinions on the work. We will

experiment with printing in the style of Kiely using two colours

**Lesson 5:**

**LI: To create depth in art work**

Everyone will have 2 minutes to sketch a tree from memory. We will discuss how to use depth to create more realistic art work. Demonstrate how this will look. We will practise painting a forest using the depth help sheet

**Lesson 6:**

**LI: To create sculptures using clay**

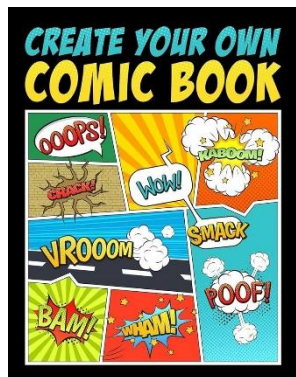
We will focus on sculptures made of clay. We will discuss what skills we have to use when using clay and will practise using marks using a variety of tools. We will use a template to help us sculpt our own flower bowls from clay

**Lesson 7**

**LI: To plan and create a piece of art work**

We will look at a selection of tree, plant, flower and leaf pictures and answer questions about them. We will consider how we could represent these as art work. We will create our own piece of individual art work based on everything we have learnt this term

**Computing**  
*Online Safety*  
*Comic Creation*



E-Safety  
 Online  
 Digital footprint  
 Panel  
 Flip  
 Narration  
 Arrange  
 Stickers  
 scale

**Key Knowledge:**

- Know that it is important to keep ourselves safe online.
- Know the advantages of creating comics digitally (e.g speed of production)
- Know the different aspects of a comic; scenes, backgrounds, characters, narration, speech bubbles and stickers.

We will recap our knowledge of E-Safety and discuss how we can stay safe online. We will consider what we should do if we do not feel safe and how to report.

We will use an online programme to explore how to create a comic digitally. We will know the different aspects of a comic and how to apply these to our own.

**Key Skills:**

- Describe the term 'sharing online' and why we need to get permission to share photos and videos of other people.
- add narration using text and direct speech using speech bubbles.
- add, resize, organise characters/objects to different panels.
- add, resize and organise colour or picture backgrounds.

**PSHE**

Rules and Responsibilities  
 (Weeks 1 – 3)

*Safety (Weeks 4-7)*

Rules  
 Responsibilities  
 Laws  
 Right and wrong  
 Fair and unfair


E-Safety  
 Online  
 Safe  
 Secrets  
 Privacy  
 Sharing

**Key Knowledge:**

- Understand why rules are needed in different situations
- Recognise that rules may need to be changed
- Recognise the need to take responsibility for actions
- Identify and understand why laws are made and how they are applied justly

**Rules and Responsibilities**

We will spend the first half of the term looking at rules and responsibilities. We will learn how rules and responsibilities are part of our society and how they can be used in the classroom. We will have the opportunity to plan and teach our own lesson to the class and through this we will understand why it's important to think ahead and that our actions can have consequences

		<ul style="list-style-type: none"> <li>• Recognise right and wrong, what is fair and unfair and explain why</li> <li>• Begin to make responsible choices and consider consequences</li> <li>• Behave safely and responsibly in different situations</li> </ul> <ul style="list-style-type: none"> <li>- Know that it is important to keep ourselves safe online.</li> <li>- Know that we need to report things that make us feel unsafe.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise when things need to be reported online.</li> <li>- Understand the importance of keeping ourselves and others safe.</li> </ul>	<p><b>E Safety</b></p> <p>We will discuss what is appropriate to share with others and what could be dangerous.</p> <p>We will discuss why using the internet can be beneficial and what we use it for.</p>
<p><b>Music</b></p> <p><i>The Stone Age – Focus on Rhythm</i></p> 	<p>Rhythm Beat Lyrics Unison Verse Chorus Rhythmic patterns Wind instruments Melody Call and response Rap</p>	<p><b>Key Skills</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Learn about instruments from the Stone Age and how music was used at this time and use musical language to describe musical interpretations of what Stone Age music might have sounded like.</li> <li>• Sing unison songs about the Stone Age in a rock and rap style, keeping in time with the rest of the class</li> <li>• Pick out a rhythm by ear and play it on a drum in time to a song.</li> <li>• Work with peers to write a hunting rap and accompanying</li> </ul>	<p>Music this term will link to our topic on The Stone Age. We will explore instruments from the Stone Age and discover how they were used</p> <p>We will experiment with pitch.</p> <p>We will learn to sing: ‘Living in the Stone Age’ and add rhythmic accompaniment</p> <p>We will learn to rap: ‘Stone Age Rap’ We will compose a Stone Age Hunting Rap and perform it.</p>

		<p>percussion beat and rhythmic pattern, combining words and rhythms.</p> <ul style="list-style-type: none"><li>• Perform my rap with my peers and say how we could improve it, using suitable musical vocabulary.</li></ul> <p>-</p>	
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