

How did the Stone Age Survive?	Derry Hill C of E Primary School		Year 3: Term 1: Autumn 2026	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation	
History Stone Age – Iron Age 	Stone Age Bronze Age Iron Age Pre-historic Stonehenge Chronological order B.C (Before Christ) Thousands of years Skara Brae Hunter-gatherer Hillforts Boudicca	Key Knowledge: - I can understand what pre-history means and recognise that the Stone Age, Bronze Age and Iron Age falls into this category. - I can name the three sections of the Stone Age (Palaeolithic, Mesolithic, Neolithic). - I can track the movements of different groups around the world and state why they did this. - I can identify how humans survived as hunter-gatherers developing into farmers during the late Neolithic era. - I will know why the Stone, Bronze and Iron Age were given their names. - I can identify who the Celts were and when they lived. - I can state the benefits of Iron Age hillforts. Key Skills: - Order events in chronological order.	Lesson 1 <u>LI: understand the meaning of pre-history and find out about early humans</u> 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. Lesson 2 <u>LI: recognise change during the Stone Age</u> 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. Lesson 3 <u>LI: understand what humans needed to survive the Stone Age</u>	

- 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

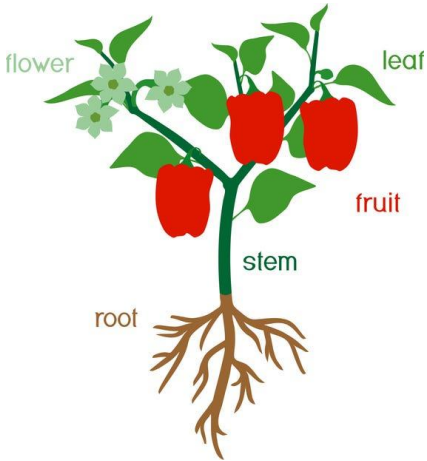
LI: explore what life was like in the Bronze Age

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

			consider some local hillforts to our area. <u>Lesson 7</u> <u>LI: explore the life of Boudicca</u> 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.
Science <i>Plants</i>  The diagram shows a plant with a central green stem. At the base, there is a brown root system. Several green leaves are attached to the stem. At the top, there are two small white flowers with yellow centers. Two red, bell-shaped fruits hang from the stem. Labels with lines pointing to the parts are: 'flower' (top left), 'leaf' (top right), 'fruit' (middle right), 'stem' (bottom right), and 'root' (bottom left).	Function Nutrients Photosynthesis Stamen Anther Stigma Pollen Pollination Seed dispersal	<u>Key Knowledge:</u> - Plants need water, sunlight, carbon-dioxide and nutrients to survive - Photosynthesis is the process of plants using these things to produce oxygen and energy. - Pollination is important to the life cycle of plants - Each part of the plant has an important function to its survival <u>Key Skills:</u> - Make a prediction about an investigation using key knowledge - Analyse results from an investigation - Recognise what plants need to survive	<u>Lesson 1</u> <u>LI: compare the effects of different factors on plant growth</u> Mission Objectives Understand the basic needs of a plant for life. Explore how changing one of a plant's basic needs will affect its growth. Understand how to set up a comparative test to see the effect on a plant's growth. <u>Lesson 2</u> <u>LI: understand the functions of different parts of a flowering plant</u> Mission Objectives Identify the different parts of a flowering plant. Describe the functions of different parts of a flowering plant. Explain the role of the leaves in the process of photosynthesis. <u>Lesson 3</u> <u>LI: investigate the way in which water is transported within plants</u>

Mission Objectives

Identify the parts of a plant responsible for water transport.
Understand how water is transported within plants.
Apply understanding to predict what will happen in an experiment.

Lesson 4

LI: explore the part the flowers play in the life cycle of a flowering plant

Mission Objectives

Identify the parts of a flower.
Describe the role flowers play in the life cycle of a plant.
Explain how flowering plants reproduce.

Lesson 5

LI: understand the pollination process and the ways in which seeds are dispersed

Mission Objectives

Understand the methods of pollination that some plants use to reproduce.
Understand the different methods of seed dispersal that some plants use to reproduce.
Explain a method of seed dispersal in detail.

Lesson 6

LI: compare the effect of different factors on plant growth

Mission Objectives

Observe the results of an experiment.

			Record the results of an experiment. Explain the results of an experiment through a conclusion.
Religion and Worldviews <i>What can we learn from the Creation Story?</i> 	Christianity Christian Religion God Creation Bible Seven days Adam & Eve	<u>Key Knowledge:</u> - Christians believe that God created the world in 7 days. - Christians believe that God guides them to look after His creation. <u>Key Skills:</u> - retell Christian and Hindu creation stories - understand that believers interpret these stories differently - compare similarities and differences - explore what these stories teach believers today - reflect on their own beliefs about the world and caring for it.	<u>Lesson 1</u> <u>LI: ask big questions</u> We will consider questions such as: <i>why are we here? Where did we come from? Who made everything?</i> We will think about what do we wonder about the world? <u>Lesson 2</u> <u>LI: understand what Christians believe about creation</u> We will read Genesis 1 and show our understanding of the seven days through creating a booklet. <u>Lesson 3</u> <u>LI: understand the Hindu story of Creation</u> We will create a piece of artwork to depict the Hindu creation story. <u>Lesson 4</u> <u>LI: explore how beliefs influence actions</u> We will become <i>belief detectives</i> and explore how different actions may be influenced by Christian and Hindu beliefs of Creation. <u>Lesson 5</u> <u>LI: explore different viewpoints about creation stories and consider what we can learn from them.</u> We will discuss what lessons and ideas are provided by both creation

			stories and consider which are the most important. <u>Lesson 6</u> <u>What can we learn from the Creation story?</u> We will bring together all of our learning to try to answer the key question considering Christian and Hindu beliefs.
Art 	Cave paintings Pastels Paints Earth colours Collage Blend Clay Decorate Thread	<u>Key Knowledge</u> - Cave paintings have been found around the world. - Cave paintings told a story - Earth colours were used during the Stone Age as they could be made from plants etc. - Stone Age people wore jewellery <u>Key Skills</u> - Manipulate clay to make jewellery beads - Blend pastel colours	<u>Cave Paintings</u> We will explore different cave paintings found around the world. We will use these as inspiration for our own designs, using Earth colours and animal templates to help tell a story. <u>Stone Age Jewellery</u> Using our knowledge of Skara Brae, we will create our own Stone Age jewellery using clay and string. <u>Woolly Mammoths</u> We will use a range of materials to create our own 3D woolly mammoths.
Computing <i>E-Safety</i>	E-Safety Online	<u>Key Knowledge:</u> - Know that it is important to keep ourselves safe online.	We will recap our knowledge of E-Safety and discuss how we can stay safe online. We will consider what

<i>Comic Creation</i>	Digital footprint Panel Flip Narration Arrange Stickers scale	- 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. <u>Key Skills:</u> - 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.	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.
PSHE <i>Safety</i> <i>Being Responsible</i> <i>Feelings and Emotions</i>	E-Safety Online Safe Secrets Privacy Sharing	<u>Key Knowledge:</u> - Know that it is important to keep ourselves safe online. - Know that we need to report things that make us feel unsafe. <u>Key Skills:</u> - Recognise when things need to be reported online. - Understand the importance of keeping ourselves and others safe.	<u>Leaning Out of Windows</u> This teaches pupils to recognise household dangers and warning signs, understand how to keep themselves and others safe at home and make safe choices. It encourages discussions on safety boundaries, the consequences of risky behaviour and how to effectively contact emergency services in critical situations. <u>Stealing</u> This topic helps pupils understand the distinction between borrowing and stealing. Pupils explore the emotional impact of having possessions taken without

			permission, the consequences of theft on shopkeepers and businesses and the legal ramifications of illegal actions within the community. <u>Grief</u> This topic helps pupils understand and manage the complex emotions associated with grief. It explores different causes of loss, such as losing a pet or parents divorcing and equips children with healthy coping mechanisms like creating a memory box, practicing mindfulness and communicating feelings.
Music <i>Stone Age – Focus on Rhythm</i>	Beat Rhythm In unison Lyrics Verse Chorus Rhythmic pattern Percussion Wind instruments Idiophone Melody Call and response Rap Beat-boxing	<u>Skills:</u> <i>I can 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.</i> <i>I can sing unison songs about the Stone Age in a rock and rap style, keeping in time with the rest of the class.</i> <i>I can pick out a rhythm by ear and play it on a drum in time to a song.</i> <i>I can work with peers to write a hunting rap and accompanying percussion beat and rhythmic pattern, combining words and rhythms.</i> <i>I can perform my rap with my peers and say how we could improve it, using suitable musical vocabulary.</i>	This term, children will explore music through the theme of the Stone Age. They will develop their understanding of pulse, rhythm, melody and musical vocabulary through singing, body percussion and playing percussion instruments. Children will explore what Stone Age music might have sounded like and consider how instruments may have been used. They will also work collaboratively to create, perform and evaluate their own Stone Age hunting raps, combining lyrics, rhythms and percussion.
Spanish	¡Hola! buenos días buenas tardes	<u>Key Skills:</u> Language comprehension	<u>Lesson 1: Introductions</u> LI: to greet someone and make an introduction in Spanish



buenas noches
adiós
¿Cómo te llamas?
me llamo
¿Qué tal?
muy
bien
mal
fantástico
¿Y tú?
sí
no

Listening and responding to single words and short phrases.
Recognising some familiar Spanish words in written form.

Language production

Asking and/or answering simple questions.
Practising speaking with a partner.
Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.
Introducing self to a partner with simple phrases.
Rehearsing and performing a short role-play.
Experimenting with simple writing, copying with accuracy.

Key Knowledge:

Phonics

To know the key phonemes that are represented by the following letters: a, o, i.

Grammar

To know some common verbs in the present tense.
To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien!

Lesson 2: Saying Goodbye

LI: to listen and recognise key phonemes 'o' and 'a'

Lesson 3: Greetings Day and Night

To recognise different greetings in Spanish

Lesson 4: How are you?

LI: to be able to find out how someone is feeling in Spanish

Lesson 5: Learning a finger rhyme

LI: listen to and join in with a Spanish finger rhyme

Lesson 6: Puppet Parade

LI: to rehearse and perform from memory a rhyme with Spanish greetings

		Cultural awareness To know that in Spanish there are formal and informal greetings.	
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