


How did the Stone Age Survive?	Derry Hill C of E Primary School		Year 3: Term 1: Autumn 2023	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation	
<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><u>LI: understand the meaning of pre-history and find out about early humans</u></b></p> <p>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><u>LI: recognise change during the Stone Age</u></b></p> <p>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><u>LI: understand what humans needed to survive the Stone Age</u></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**

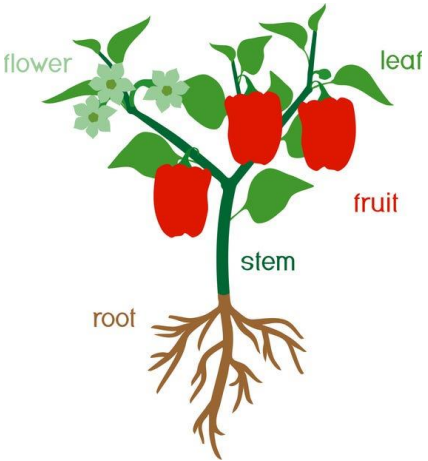
##### **LI: explore what life was like in the Bronze Age**


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></p> <p><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><b>Science</b></p> <p><i>Plants</i></p> 	<p>Root</p> <p>Stem</p> <p>Leaves</p> <p>Flower</p> <p>Fruit</p> <p>Water</p> <p>Sunlight</p> <p>Nutrients</p> <p>Photosynthesis</p> <p>Oxygen</p> <p>Carbon dioxide</p> <p>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></p> <p><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></p> <p><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></p> <p><b><u>LI: explore what plants need to live and 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><b>Re Chritisnity Creation</b></p> <p><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**

### **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.

<p><b>Art</b></p> 	<p>Cave paintings Pastels Paints Earth colours Collage Blend Clay Decorate Thread</p>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Cave paintings have been found around the world.</li> <li>- Cave paintings told a story</li> <li>- Earth colours were used during the Stone Age as they could be made from plants etc.</li> <li>- Stone Age people wore jewellery</li> </ul> <p><b><u>Key Skills</u></b></p> <ul style="list-style-type: none"> <li>- Manipulate clay to make jewellery beads</li> <li>- Blend pastel colours</li> </ul>	<p><b><u>Cave Paintings</u></b> 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.</p> <p><b><u>Stone Age Jewellery</u></b> Using our knowledge of Skara Brae, we will create our own Stone Age jewellery using clay and string.</p> <p><b><u>Woolly Mammoths</u></b> We will use a range of materials to create our own 3D woolly mammoths.</p>
<p><b>Computing</b> <i>E-Safety</i> <i>Comic Creation</i></p>	<p>E-Safety Online Digital footprint Panel Flip Narration Arrange Stickers scale</p>	<p><b><u>Key Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know that it is important to keep ourselves safe online.</li> <li>- Know the advantages of creating comics digitally (e.g speed of production)</li> <li>- Know the different aspects of a comic; scenes, backgrounds, characters, narration, speech bubbles and stickers.</li> </ul> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Describe the term 'sharing online' and why we need to get permission to share photos and videos of other people.</li> <li>- add narration using text and direct speech using speech bubbles.</li> </ul>	<p>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.</p> <p>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.</p>

		<ul style="list-style-type: none"> <li>- add, resize, organise characters/objects to different panels.</li> <li>- add, resize and organise colour or picture backgrounds.</li> </ul>	
<b>PSHE</b> <i>Safety</i>	E-Safety Online Safe Secrets Privacy Sharing	<b><u>Key Knowledge:</u></b> <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> <b><u>Key Skills:</u></b> <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>	We will link to our computing learning with exploring how to keep safe online. We will discuss what is appropriate to share with others and what could be dangerous. We will discuss why using the internet can be beneficial and what we use it for.
<b>Music</b> <i>Let Your Spirit Fly</i>	Structure Introduction Verse Chorus Improvise Compose Pulse Rhythm Pitch Tempo dynamics bass drums guitar keyboard synthesizer hook melody	<b><u>Key Knowledge:</u></b> <ul style="list-style-type: none"> <li>- To know five songs from memory and who sang them or wrote them.</li> <li>- To know the style of the five songs.</li> <li>- To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>- Its lyrics: what the song is about</li> <li>- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>- Name some of the instruments they heard in the song</li> </ul> </li> </ul>	Our focus this term is RnB music. We will listen to a range of music from this genre and assess. We will learn a song and play along using the notes C, D & E.

