



Autumn 2 – Stone Age to Iron Age

History Intent

Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order and embedded in our English curriculum through links with high-quality texts. We offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Visits and wider opportunities inspire pupils' curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

English – National Curriculum

Exploring text types: Story writing and information texts. Children are given examples to read and learn from and then draft and write by composing and rehearsing sentences. They will assess the effectiveness of their own and others' writing. They will suggest improvements with grammar, spelling and punctuation errors and read their own writing aloud to a group or the whole class.

They will choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition. Commas after fronted adverbials will be introduced and showing possession by using the possessive apostrophe with plural nouns.

- Spell most of the Year 3 words correctly (80%)
- use capitals, full stops, question marks and explanation marks correctly
- understand purpose of writing and awareness of audience

Overview

Innovate an adventure story set in the Stone Age using *Talk4Writing* techniques to create story maps using *Stone Age Boy* as a stimulus.

Describe a stone age/bronze age setting using diary entries and letters from *Stone Age Boy*.

Explore senses to aid creative writing of letters and diaries.

Building up suspense using various creative writing techniques.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 3

- edit content individually and with peers.
- write different types of sentences which are statements, questions or commands.
- write neatly in a consistent style and size
- use an apostrophe to show omission and possession
- use but and so to link sentences
- begin to use fronted adverbials
- Identify the correct homophone.

Science

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
 - describe in simple terms how fossils are formed when things that have lived are trapped within rock
 - recognise that soils are made from rocks and organic matter
- Work scientifically by:
- asking relevant questions and using different types of scientific enquiries to answer them
 - setting up simple practical enquiries, comparative and fair tests
 - making systematic and careful observations
 - gathering, recording, classifying and presenting data to help in answering questions
 - recording findings using simple scientific language
 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Overview

Children will learn about the formation of igneous, metamorphic and sedimentary rocks and be able to name and identify a set of common rocks. They will test rocks for physical properties such as hardness and permeability. Children will learn how fossils are made by modelling the process in the classroom. They will learn how soil is formed by erosion of rock and rotting of organic matter.



- identifying differences, similarities and changes
- using straightforward scientific evidence to answer questions or to support their findings.

History – National Curriculum/Skills

- Develop a chronologically secure knowledge of Stone Age
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Understand how our knowledge of the past is constructed from a range of sources (Skara Brae)
- Address historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- I can describe the events from the past using dates and things happened
- I can use a timeline within a specific period of history to set out the order that things may have happened
- I can use my mathematical knowledge to work out how long ago events happened
- I can use research skills to find answers to specific historical questions
- I can research in order to find similarities and differences between two or more periods of history
- Consider life in the Stone Age and how it compares to life to today

Overview

- Explore a Stone Age timeline and order events.
- Understand how our knowledge of the past is constructed from a range of sources by investigating cave paintings and designing their own.
- Investigate animals in the Stone Age and tools and weapons.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by looking at different homes from the Palaeolithic, Mesolithic and Neolithic times. The children explore Skara Brae and see how changes happened from Neolithic hunter-gatherers to early farmers.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Year Group: 3

Nunthorpe Primary Academy

- Pupils are taught about changes in Britain from the Stone Age comparing late Neolithic hunter-gatherers and early farmers at Skara Brae.

Pre-Roman Britain

Pupils are taught about changes in Britain from the Stone Age to the Iron Age:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
Debate how Stone Age people survived and lived. Was it a better lifestyle?	History – Stone age to Iron age re-enactment.	Stone Age Boy Ug