| Topic Name – Through the Ages |  | Year Group - Year 3 Autumn 2 **Topic Purpose Question:** What were the changes in Britain for the Stone Age to the Iron Age? | Curriculum Coverage: History **Topic Purpose** – Develop a chronological secure knowledge and understanding of British History where a clear narrative of periods of time are studied. They should note connections, contrast and trends over time and develop an appropriate use of historical terms. | Class Novel: The Boy with the Bronze Axe. **Purpose-** Topic specific vocabulary as well as immersing the children in a text above their reading age. |
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| **Links to previous topics.** Year 2 - Explorers **Links to future topics.** Year 4 - Viking and Saxons. Year 4 – 1066 Year 5 – Off with your heads. Year 5 – Industry Year 6 – A child's war | **History** Changes in Britain for the Stone Age to the Iron Age. Activities: Stone Age chronology, everyday life, Stone Age tools, Stone Age settlements, Stone Age moments, cheddar Man and end of the Stone Age.<br><br>Bronze Age chronology, Beaker Folk, Everyday life, metalworking, wealth and power, Amesbury Archer and end of the Bronze Age.<br><br>Iron Age chronology, cause and effect, farming boom, inventions and ingenuity, Iron Age hoards, hillforts and homes, Celtic Warrior, Celtic beliefs and end of the Iron Age.<br><br>Purpose questions: How do the lives of different era of people compare and contrast? How and why was farming different across the three time periods? How were the living conditions different across the three time periods? What were the different beliefs during these time periods and how did they compare and contrast with each other? How did society change over these periods of time?<br><br>Key Vocabulary: Date, time period, era, change, chronology, timeline, artefact, BC, Primary and secondary sources of evidence, reliability, impact, compare/contrast, Hunter-gatherer, settler.<br><br>**Geography** **Human Geography** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Activity: **Skara Brae** prehistoric village – locate, size, position. Key Vocabulary: Stone Age Monuments, long barrows, cursus monuments, standing stones, stone circles.<br><br>Purpose Question: Why was Skara Brae the chosen site?<br><br>. |
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| **Engage Stage/Memorable Experience**<br><br>**Portals from the past –** Stone Age to Iron Age. | |

| **DT** **Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Activity: Look at images of stone and bone tools from across the Stone Age, including hammer stones, hand axes, stone awls, flint blades, burins, needles, scrapers and harpoon points. Explain how they might have been made and used, and how effective they were for the tasks they had to do. Design and plan a handmade hunting tool which could be used today when on a camping trip. Key Vocabulary: user, purpose, design, evaluate, annotated sketch, functional, investigate, label, drawing, function, planning, design criteria. Purpose Question: How can the evaluation of a Stone Age tool help to design a hunting tool, which can be used today? | **Computing** <br>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <br>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. <br>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output. <br>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <br>Activities. See the computing planning. Key Vocabulary: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media. decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable. |
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| **PE** Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><br>Activities: Gymnastics<br><br>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Activities: Games – netball | **Music** Class Jam (New Topic) | **PSHE** **Celebrating Differences** Families Witness and Feelings/Solutions Celebrating Difference: compliments Anti-Bullying Week | **MFL - Spanish** Read carefully and show understanding of words, phrases and simple writing.<br><br>Appreciate stories, songs, poems and rhymes in the language.<br><br>Classroom instructions Christmas theme | **RE.** Theme: Christmas<br><br>Key Question: Has Christmas lost its true meaning?<br><br>Religion: Christianity<br><br>Disposition: Remembering roots | **Writing focus connected to topic** Narrative (4/5 weeks) - Character descriptions - Setting descriptions - Developing the problem Double page spread on the three eras (1 week) Description Lapland (1 week)<br><br>**Extended/linked reading** |
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