



<div>Topic Name – Stone Age to Iron Age</div> <div>Disposition Developing Contemplation: Being Curious and Valuing Knowledge.</div> <div></div>	<div>Year Group - Year 3 Autumn 2</div> <div>Topic Purpose Question: What were the changes in Britain for the Stone Age to the Iron Age?</div>	<div>Curriculum Coverage: History</div> <div>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.</div>	<div>Class Novel:</div> <div>Purpose-</div>	
<div>Links to previous topics.</div> <div>Year 2 - Explorers</div> <div>Links to future topics.</div> <div>Year 3 – The Romans</div> <div>Year 4 – Anglo- Saxons.</div> <div>Year 4 – Vikings</div>	<div>History</div> <div>Changes in Britain for the Stone Age to the Iron Age.</div> <div><div>1. Was Stone Age man simply a hunter and gatherer, concerned only with survival?</div><div>2. How different was life in the Stone Age when man started to farm?</div><div>3. What can we learn about life in the Stone Age from a study of Skara Brae?</div><div>4. How much did life really change during the Iron Age and how can we possibly know?</div></div> <div>Geography</div> <div>Human Geography</div> <div>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.</div> <div>Activity: Skara Brae prehistoric village – locate, size, position.</div> <div>Key Vocabulary: Stone Age Monuments, long barrows, cursus monuments, standing stones, stone circles.</div> <div>Purpose Question: Why was Skara Brae the chosen site?</div>			
<div>Engage Stage/Memorable Experience</div> <div>Portals from the past – Stone Age to Iron Age</div>	<div>Science:</div> <div>Plants.</div> <div>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</div> <div>Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.</div> <div>Activities around working scientifically:</div> <div>- comparing the effect of different factors on plant growth for example the amount of light, the amount of fertilise</div> <div>- discovering how seeds are formed by observing the different stages of the plant life cycle over a period of time</div> <div>-looking for patterns in the structure of fruits that relate to how seeds are dispersed.</div>			
<div>DT</div> <div>Mechanism Systems – Christmas Card – Levers and Linkages – see the planning.</div> <div>Mechanism System Skills – making a greetings card with levers and linkages to send to their family</div> <div>Key Vocabulary: mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief.</div>		<div>Computing</div> <div>Creating media – Stop-frame animation</div> <div>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</div> <div>See planning.</div>		
<div>PE</div> <div>OAA – PE Hub</div> <div>Work with others to solve problems.</div> <div>Describe their work and use different strategies to solve problems.</div> <div>Lead others and to be able to led.</div> <div>Differentiate between when a task is competitive and when it is collaborative.</div> <div>Gymnastics – PPA (Sport Coach)</div> <div>Complex jumps and stands</div> <div>Balancing, group work and at different levels.</div> <div>Rolls – different types and linking together.</div> <div>Sequence in union and canon.</div> <div>Apparatus – mount/dismount, balance, sequence</div> <div>Apparatus – vault</div>	<div>PSHE</div> <div>Celebrating Differences</div> <div>Families</div> <div>Witness and</div> <div>Feelings/Solutions</div> <div>Celebrating Difference: compliments</div> <div>Anti-Bullying Week</div> <div>Parliament Week</div>	<div>MFL - Spanish</div> <div>See planning on Language Angels.</div> <div>Animals</div>	<div>RE.</div> <div>Theme: Christmas</div> <div>Key Question: Has Christmas lost its true meaning?</div> <div>Religion: Christianity</div> <div>Disposition: Remembering roots</div> <div>Music</div> <div>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</div> <div>Activity: Unit 3: Sounds (Exploring Sounds)</div> <div>Improvise and compose music for a range of purposes using interrelated dimensions of music.</div> <div>Listen with attention and detail and recall sounds with increasing aural memory</div> <div>Activity: Unit 4: Poetry (Performance)</div>	<div>Writing focus connected to topic</div> <div>See writing map 23-24</div> <div>Extended/linked reading</div> <div></div>