



Topic Plan



Title:	How did the lives of ancient Britons change during the Stone Age?	Year:	3
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Subject Focus:	History
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Rationale: Children will be learning about Prehistoric Britain, an important period of time between the arrival of the first humans in Britain from mainland Europe- between 850,000 and 950,000 years ago and the first written records of Britain.

It can be harder to understand something when it is not visible now, and hasn't been within our lifetimes, therefore, to fully understand the Stone Age they will be immersed within it, in all that we do this term. Alongside their developing history skills, they will use geographical skills, Scientific investigations and Art and Design Technology skills.

We will build on the subject skills and processes from key stage one; of observing, identifying and describing to deepen understanding by providing explanations and reaching conclusions about historical events.

Start Date:	2.09.2020	End date:	23.10.2020
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Vocabulary:	Artefacts, settlements, agriculture, archaeologists, Neolithic, nomadic, prehistoric, manufacture, interpretation,
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Opportunities for Home Learning:

Create a research report about Stonehenge - why and how did Neolithic people build it?
Make Stonehenge with biscuits.
Find out how they made music with prehistoric instruments.

How we will deepen learning:

They will look at evidence and decide what is factually correct and identify the misconceptions. Through questioning and research, they will gain a greater understanding of life in the Stone Age. They will create links across the curriculum to deepen understanding.

Outcome:

They will understand the period of prehistory and be developing the skill of comparing and contrasting through identifying the changes within the Stone Age. They will be able to reason their ideas, justifying them with evidence.

Hook:

Children will become Archaeologists, working carefully and meticulously, to excavate and identify their discoveries.

Sharing Success:

Their topic, English and sketch books will include a range of tasks completed throughout the term. Work will be displayed and added to the working wall.

How will we embed our school values?

The topic allows for discussions throughout, the value of respect will be embedded through listening and accepting the points of views of others. Resilience will be built on through questioning and challenging ideas to allow for thorough explanations to show understanding, which will lead to positive outcomes of success.



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Milestones Covered in this Topic:	
Lead Subject: History	<ul style="list-style-type: none"> • To identify and describe. • To make a reasoned judgement. • To compare and contrast.
Other Subjects: Science	<ul style="list-style-type: none"> • 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. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests.
English	<ul style="list-style-type: none"> • To use a range of conjunctions, adverbs and prepositions to show time, place and cause. • To compose and rehearse sentences orally (including dialogue). • in non-narrative material, begin to use simple organisational devices (for examples headings and sub-headings) • To begin to organise their writing into paragraphs around a theme. • To make deliberate ambitious word choices to add detail.