

YEAR 3 – Term 1 Planning – European history: Changes in Britain from the Stone Age to the Iron Age

Cross Curricular: Writing:

Character description – based on character from the reading text

NC Objectives:

- Plan writing by discussing models, learning from its structure, vocabulary and grammar
- Discussing and recording ideas
- Draft and write by organising paragraphs around a theme
- Using simple organisational devices.

Cross curricular: PSHE:

- Acknowledge that others have different points of view
- Describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from themselves
- Express my views confidently, when communicating with my peers and adults

Cross Curricular: SMSC

- An understanding of the influences that have shaped their own cultural heritage.
- An ability to distinguish right from wrong, based on a knowledge of the moral codes and of their own and other cultures.
- An appreciation of the diversity and interdependence of cultures.

PE: The pupils will explore a how to sequence a range of movement patterns to form a routine. Linking in with their topic on the stone age.

Cross Curricular: Maths

NC Objectives:

- compare durations of events [for example to calculate the time taken by particular events or tasks]

NC Objectives covered:

Chronological Understanding:

Revisit:

Children will sequence a set of events in chronological order and give reasons for their order. This term:

Children will describe events from the past using dates when things happened. Children will begin to use a timeline within a specific time in history to set out the order things may have happened.

Children will describe events and periods using the words: ancient and century.

Knowledge and Interpretation

Children will explain how events from the past have helped shape our lives.

Children will suggest why certain events happened as they did in history.

Historical Enquiry

Children will recognise the part that archaeologists have had in helping us understand more about what happened in the past.

Children will use various sources of evidence to answer questions, including research to find out about a specific period from the past and then write about this. Children can, through research, identify similarities and differences between given periods in history.

Substantive Knowledge:

Geography: Human settlements can be a city, town or village, depending on their size (Y1 Spr)

Geography: A very long time ago, people lived in small villages, in roundhouses with just one room (Y1 Sum)

Disciplinary Knowledge:

Historical Enquiry: History is the study of humans who lived in the past (Y1 Aut/Sum) Historical enquiry: Primary sources are sources that were created by someone who experienced the

event first hand. Secondary sources are about primary sources (Y2 Aut) Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Y1 Aut/Sum)

Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Y1 Sum)

3000 BC

Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished. The purpose of the site is a mystery, however, evidence of

Cross Curricular: Reading:

Fiction and non-fiction texts linked to the topic

NC Objectives:

- Maintain positive attitudes to reading and understanding of what has been read by listening to and discussing a wide range of fiction, non-fiction and poetry.
- Draw inferences such as inferring character feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Identifying main ideas drawn from more than one paragraph and summarise these.
- Understand what is read independently by identifying how language, structure and presentation contribute to meaning.

Cross Curricular: Design and Technology

Pre-historic Jewellery

NC Objectives:

- Begin to show an awareness of objects having a third dimension and perspective.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Discuss about great artists, architects and designers in history.
- Understand the historical and cultural development of art forms (mosaics); Explore ideas to improve mastery of art and design techniques