

Y3/3 Cycle A Autumn Term MTP: Stone Age, Bronze Age and Iron Age

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
History	Who were the first people to live in Britain? Session 1A	Who were the first people to live in Britain? Session 1B Unit Hook - Trip	How did the Stone Age civilization live thousands of years ago?	How did the Bronze Age civilization live thousands of years ago?	How did the Iron Age civilization live thousands of years ago?	What were Stone Age settlements like?	What were Iron age settlements like? Teach this before D&T Session 1	What are the secrets of Stonehenge? Session 7A	What are the secrets of Stonehenge? Session 7B	How did farming change from the Bronze Age to the Iron Age?	How did the Stone Age, Bronze Age & Iron Age civilizations influence the way we live our life today?	How did the Stone Age, Bronze Age & Iron Age civilizations influence the way we live our life today? ASSESSMENT
	<ul style="list-style-type: none"> ✓ To know what BC and AD mean. ✓ To know the chronological order of the periods of British history previously studied. ✓ To know where the Stone Age, Bronze Age and Iron Age are placed chronologically in British history. after the dinosaurs. 	<ul style="list-style-type: none"> ✓ To know the ways of life of people in Britain in the Stone Age, Bronze Age and Iron Age. ✓ [To know where the Stone Age, Bronze Age and Iron Age are placed chronologically in British history. after the dinosaurs.] 	<ul style="list-style-type: none"> ✓ To know that Stone Age people were hunters and gatherers, and that they used stone tools for everyday tasks. ✓ [To know where the Stone Age, Bronze Age and Iron Age are placed chronologically in British history. after the dinosaurs.] 	<ul style="list-style-type: none"> ✓ To know that the Bronze Age people developed new tools and technologies that changed the way of life. ✓ To know the similarities and differences between the Stone Age and Bronze Age way of life. ✓ [To know where the Stone Age, Bronze Age and Iron Age are placed chronologically in British history. after the dinosaurs.] 	<ul style="list-style-type: none"> ✓ To know that Iron Age people developed new tools and technologies that changed their way of life. ✓ To know the similarities and differences between the Stone Age and Iron Age way of life. ✓ [To know where the Stone Age, Bronze Age and Iron Age are placed chronologically in British history. after the dinosaurs.] 	<ul style="list-style-type: none"> ✓ To know that people changed from living in caves to living in early settlements during the Stone Age era. ✓ To know that William Watt discovered a Stone Age settlement called Skara Brae. ✓ To use historical sources to understand how Stone Age people might have lived at Skara Brae. 	<ul style="list-style-type: none"> ✓ To know that Iron Age people lived in roundhouses. ✓ To know the similarities and differences between Stone Age and Iron Age settlements. ✓ To use knowledge of the Stone Age and Iron Age to devise historically valid questions about the causes of change in settlements. 	<ul style="list-style-type: none"> ✓ To know that Stonehenge is a Stone Age/Bronze Age landmark. ✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ. ✓ To use knowledge gained from historical sources to ask and answer questions about the original purpose and uses of Stonehenge. 	<ul style="list-style-type: none"> ✓ To know the similarities and differences in farming technologies between the Bronze Age and Iron Age. 	<ul style="list-style-type: none"> ✓ To know how the settlements and technology of the Stone Age, Bronze Age and Iron Age have influenced our modern day lives. 	<ul style="list-style-type: none"> ✓ To know how the settlements and technology of the Stone Age, Bronze Age and Iron Age have influenced our modern day lives. 	
Science	Are all rocks the same?	How are fossils formed? SESSION 2A	How are fossils formed? SESSION 2B	What is weathering?	What is soil? Session 4A	What is soil? Session 4B	What is a skeleton?	What does a skeleton do?	How do muscles support movement?	Why do humans need the right amount of nutrition?	Do animals need the same amount of nutrition as each other?	
	<ul style="list-style-type: none"> ✓ To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties e.g., hard, soft, grains, crystals. ✓ To identify patterns and relationships from data and observations from science enquiries, with support. (WS) ✓ To report findings from scientific 	<ul style="list-style-type: none"> ✓ To explain that a fossil is an imprint or the preserved remains, found in rock, of something that was once living. ✓ To describe, in simple terms, the process of how fossils are formed. ✓ To use simple scientific language when recording findings, with support. (WS) 	<ul style="list-style-type: none"> ✓ To use observations of fossils to name living things they could be, making reasoned justifications. ✓ [To describe, in simple terms, the process of how fossils are formed.] ✓ To make careful observations to collect relevant data to answer a question. (WS) 	<ul style="list-style-type: none"> ✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts, and tables, with scaffoldings and support. (WS) ✓ To explain and describe the process of weathering. ✓ To describe how weathering 	<ul style="list-style-type: none"> ✓ To know that soils are made from rocks and organic matter. ✓ To make careful observations to collect relevant data to answer a question. (WS) ✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts, and tables, with scaffoldings and support. (WS) 	<ul style="list-style-type: none"> ✓ To begin to select, with support, the most appropriate type of scientific enquiry to answer a question e.g., simple fair test, criteria for grouping, sorting, and classifying, comparative test etc. (WS) ✓ To plan, with support and scaffolding, what simple equipment is needed to gather 	<ul style="list-style-type: none"> ✓ To know that skeletons are made of bones. ✓ To know that most animals, including humans, have skeleton. ✓ To know that skeletons support the animal's body. 	<ul style="list-style-type: none"> ✓ To identify and name parts of a skeleton that protect parts of the body e.g. skull protects the brain. ✓ To describe how skeletons protect important organs. ✓ To identify parts of the skeleton that allows animals to move. ✓ To explain that skeletons allow 	<ul style="list-style-type: none"> ✓ To describe how muscles work, along with joints, to enable an animal's skeleton to move. 	<ul style="list-style-type: none"> ✓ To explain that animals, including humans, need the right types and amount of nutrition. ✓ To explain that animals cannot make their own food but get nutrition from what they eat. ✓ To describe and give examples of the effects of insufficient nutrition on 	<ul style="list-style-type: none"> ✓ To explain that animals, including humans, need the right types and amount of nutrition. ✓ To know that animals cannot make their own food but get nutrition from what they eat. ✓ To explain that the size and age of an animal can affect the amount of 	

Y3/3 Cycle A Autumn Term MTP: Stone Age, Bronze Age and Iron Age

	enquiries in a variety of ways, with support e.g., oral and written explanations, displays, presentation. (WS)		✓ To use simple scientific language when recording findings, with support. (WS)	affects rocks, including the type of rock. ✓ To use simple scientific language when recording findings, with support. (WS)		relevant data. (WS) ✓ To make careful observations to collect relevant data to answer a question. (WS) ✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts, and tables, with scaffoldings and support. (WS) ✓ To gather data from scientific enquiries, with support, using notes, simple tables and standard units. (WS) ✓ To identify new questions to investigate based on the observations or data obtained from an enquiry, with support. (WS) ✓ To draw simple conclusion, with support, from results and observations, to answer a question. (WS)		movement through different types of joints.		the human body.	nutrition it requires.	
D&T						How are structures joined and made stable?	How can we make a stable structure? Session 2A	How can we make a stable structure? Session 2B	Which materials create hidden joins?	How can we recreate an Iron Age house? Session 4A	How can we recreate an Iron Age house? Session 4B	
						<ul style="list-style-type: none"> ✓ To use research and previous learning to inform designs for a free-standing structure. ✓ To know properties of construction materials. 	<ul style="list-style-type: none"> ✓ [To know properties of construction materials.] ✓ To know that Ludwig Mies Van Der Rohe was an architect and furniture designer who created simple, but stable frames for furniture. ✓ To know how to create a mock-up to test a structure support. 	<ul style="list-style-type: none"> ✓ To know what a buttress is – that it is used to reinforce or make an item more stable. ✓ To use knowledge of properties of materials to evaluate their suitability for a buttress. 	<ul style="list-style-type: none"> ✓ [To know how to draw a line accurately using a ruler.] ✓ To use knowledge of properties of materials to evaluate their suitability for a buttress. ✓ To know how to create a hidden join. 	<ul style="list-style-type: none"> ✓ [To know how to create a hidden join.] ✓ To know how to score using scissors. ✓ To use knowledge of structures, buttresses, joins and materials to design a freestanding replica of an iron age house. ✓ Apply DT knowledge to add labels and 	<ul style="list-style-type: none"> ✓ To use knowledge of structures, buttresses, joins and materials to create a freestanding replica of an iron age house. ✓ To know when it is appropriate to use hidden joins in a structure. ✓ To know when it is appropriate to use scoring in a structure. 	

Y3/3 Cycle A Autumn Term MTP: Stone Age, Bronze Age and Iron Age

							✓ To use knowledge of supporting structures to evaluate their mock-ups.				instructions to their work.		
													How can we recreate an Iron Age house? Session 4C
													<ul style="list-style-type: none"> ✓ To know how to evaluate if a design meets needs or requires altering. ✓ To use their knowledge of structure to evaluate how effective their replica is in supporting weight.
Art	How did Stone Age cave art use colour and line?	How did people in the Stone Age create their cave art? TEACH AFTER HISTORY SESSION 2	How do graded pencils change tone?	How do graded pencils and charcoal create different lines and tone?	How can layering change tone and texture?	How can drawing techniques be used to create Stone Age art?							
	<ul style="list-style-type: none"> ✓ To know that Stone Age art used browns, reds and dark tones. ✓ To know that Stone Age cave art used simple outlines to 	<ul style="list-style-type: none"> ✓ To know that Stone Age art was created using fingertips and natural materials ✓ To know that Stone Age art used browns, reds and dark tones. 	<ul style="list-style-type: none"> ✓ To know that graded pencils can be selected to create different tones. ✓ To know how to create tone using crosshatching. ✓ To use a rubber effectively to 	<ul style="list-style-type: none"> ✓ [To know that graded pencils can be selected to create different tones.] ✓ To know how to create tone using crosshatching. ✓ To use a rubber effectively to 	<ul style="list-style-type: none"> ✓ To know how to alter tone and texture by layering different drawing mediums. 	<ul style="list-style-type: none"> ✓ To know how to alter tone and texture by layering different drawing mediums. ✓ To know how to create tone using crosshatching. 							

Y3/3 Cycle A Autumn Term MTP: Stone Age, Bronze Age and Iron Age

	represent animals, people and tools.	✓ To use knowledge of natural materials to experiment with line and colour.	create a lighter tone.	✓ To use knowledge of line and shape to experiment with different ways of drawing an outline.		✓ To use a rubber effectively to create a lighter tone.	
--	--------------------------------------	---	------------------------	---	--	---	--