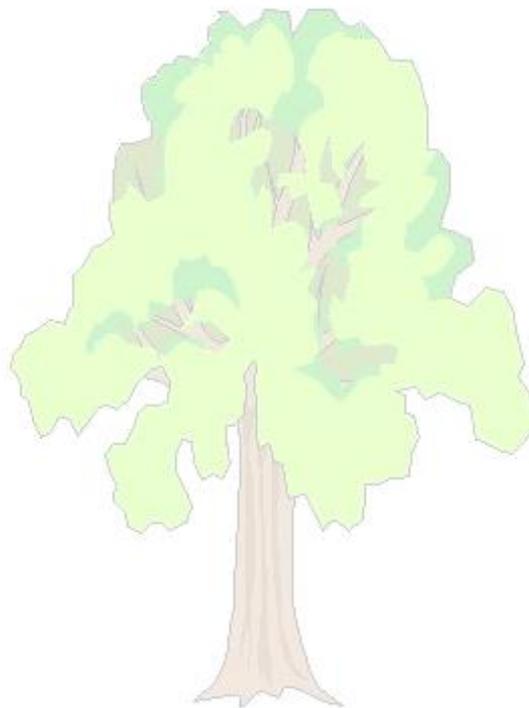


Year 3 Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What was life like for prehistoric humans?	What Big Changes Followed the Stone Age?				



Year 3 Medium Term Plan

Term 1 What was life like for prehistoric humans?			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.	I can describe everyday lives of people in time studied I can ask questions about artefacts and research to find the answers. I can suggest sources of evidence, from a selection provided, to help answer questions. I can present findings about the past using role play, writing and drawing skills. I can discuss continuity and change during, and between, the times periods covered.	They will think about when the Stone Age occurred using a timeline. What everyday tasks a Stone Age person might have completed. Pupils will then use their knowledge to decide whether Stone Age people were just hunter-gatherers. Will be given a selection of changes that took place from Palaeolithic to Neolithic times. Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early	Archaeologists, Artefact, Barrow, B.C, Forge, Henge, Hunter-gatherers, Mesolithic, Neolithic,, Palaeolithic, Prehistoric, Prey, Ritual, Tribe/Tribal, <i>NB Lithic at end of word means stone</i>
Pupil Offer		Famous People/places	
Pupils construct a clay model of Stone Henge.		Skara Brae	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson Overview including Substantive knowledge	What was life like in the Stone Age? Civilisation Settlements Pupils will be learning about life in the Stone Age. They will think about when the Stone Age occurred using a timeline. They will be introduced to lots of new vocabulary at this point and will need to think about what everyday tasks a Stone Age person might have completed.	Were Stone Age people simply hunter-gatherers? Civilisation They will use images of an artefact to interpret what the artefact might have been used for. Pupils will then use their knowledge to decide whether Stone Age people were just hunter-gatherers.	How did farming change the Stone Age? Progress Pupils will be given a selection of changes that took place from Palaeolithic to Neolithic times. Pupils will need to work in small groups to decide how important the changes were.	What can we learn about life in the Stone Age from a study of Skara Brae? Civilisation Settlements Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen?	Why is it so difficult to work out why Stonehenge was built? Civilisation Pupils are shown a video tour of the site and discover when, where, and how it was built. They speculate as to why it was built Then play Who wants to be a millionaire working out which of the given explanations is the most plausible, before being given most recent expert view.	What was life like for prehistoric humans? Answer the big question. Role play life in The Stone Age and create a Stone Age diary explaining life.

	Pupils take a careful look at an image of life in the Stone Age.					
Organisation & Communication	Annotation of an image to describe life in the Stone Age.	<p>Descriptions of what an artefact might have been used for.</p> <p>A short answer to the question posed at the beginning of the lesson.</p>	<p>Pupils place different changes from this time period on to a spectrum to show how big or small the changes were in their opinions.</p>	<p>A differentiated matching activity.</p>	<p>Pupils write high quality caption to accompany photo in new guide book for tourists, which explains why Stonehenge was built.</p> <p>Pupils also work in small groups to build their own model of Stone Henge.</p>	<p>Create a diary entry as a Stone Age person.</p>
Reading & Maths Opportunities	Numbers to 1000 practise using a timeline.	Descriptive writing				The Stone Age Boy

Year 3 Medium Term Plan

Term 2 What big changes followed the Stone Age?			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
HISTORY <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. 	I can describe changes in Britain from the Stone Age to the Iron Age I can discuss continuity and change during, and between, the times periods covered. I can present findings about the past using role play, writing and drawing skills. I can suggest sources of evidence, from a selection provided, to help answer questions. I can use the language BC and AD I can place the times studied on a timeline		Archaeologists, Artefact, Barrow, B.C, Forge, Henge, Hunter-gatherers, Mesolithic, Neolithic,, Paleolithic, Prehistoric, Prey, Ritual, Tribe/Tribal, bronze, copper, tin, iron, smelting, ore, pottery.
Pupil Offer	Famous People/places		
Pupils construct a clay model of Stone Henge.	Skara Brae		

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
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<p>Lesson Overview including Substantive knowledge</p>	<p>How should we remember the Bronze Age?</p> <p>Progress</p> <p>Use a timeline to show pupils how the Bronze Age follows the Stone Age but that there is some crossover.</p> <p>Pupils will look at images of three different Bronze Age archaeological finds in Britain</p> <p>They will identify as many differences as they can between the Bronze Age and Stone Age and write them down in a list.</p>	<p>What happened at Maiden Castle?</p> <p>Settlements Conflict</p> <p>Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence.</p> <p>More able pupils can begin to weigh up the strengths and weaknesses of each theory.</p> <p>Crimewatch AD50 Pupils have context explained then act as detective teams to solve the mystery, using dossier of clues. They then choose between 4 alternative explanations offered by archaeologists before writing their own explanation of what, where who, when and most importantly why there were 52 dead bodies at Maiden Castle.</p>	<p>What happened at Maiden Castle?(lesson 2)</p> <p>Settlements Conflict</p> <p>Following on from the previous lesson, pupils are to work in groups of two or three to record a fake news reports. They will report on what happened at Maiden castle.</p> <p>Pupils will write a short script and record their reports on the iPads and then show them to the rest of the class</p>	<p>Stone Age vs Iron Age</p> <p>Which Age would you have preferred to have lived in?</p> <p>Civilisation</p> <p>To consolidate learning from Stone Age to Iron Age, each pupil will need to think about which Age they would have preferred to have lived in.</p> <p>As a class will discuss which valid reasons we might give for each Age and then pupils will decide for themselves.</p> <p>Pupils will then take part in a mini-debate trying to convince the rest of the class about the best Age.</p>	<p>What time periods have we studied so far this year?</p> <p>Pupils will encounter terms BC and AD in this lesson. They will be shown how BC count down to 0 whilst AD years count up.</p> <p>Assessment</p> <p>Pupils will use timelines to place events that they have studied on a timeline. This will include the periods studied and specific dates such as Must farm, Skara Brae, and Stonehenge.</p>
<p>Organisation & Communication</p>	<p>Pupils write a list of the main differences between the Stone Age and Bronze Age and then use their lists to evaluate a video about the Bronze Age by recording how many of the big changes were mentioned.</p>	<p>Pupils produce their own explanation in form of a police file to make it more motivating.</p>	<p>News report on the events that took place at Maiden castle.</p>	<p>Pupils write a short paragraph outlining which time would have been better and justifying their selections.</p>	<p>Completed timelines.</p>
<p>Reading & Maths Opportunities</p>	<p>Numbers to 1000 practise using a timeline.</p>			<p>Paragraph practise</p>	