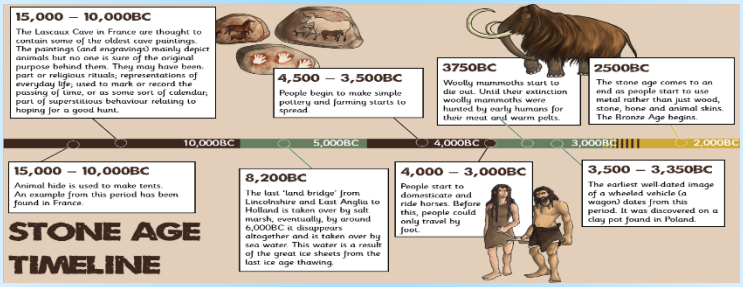
Year 3 Stone Age to Iron Age

Key Facts

- As historians, we will deepen our understanding of the past and explore how different historical sources were created and used.
- We will continue to develop our use of accurate historical vocabulary to communicate our ideas clearly.
- We will learn to sequence events on a timeline, building our knowledge of chronology and the order of historical periods.
- We will compare trends and developments over time, using discussion and debate to form and justify our own viewpoints.
- We will ask and respond to historically valid questions about change, cause, similarity, difference, and significance.
- We will construct informed responses by carefully selecting and organising relevant historical information.
- We will investigate what daily life was like during the Stone Age, focusing particularly on the experiences of children and how life has changed over time.
- We will explore possible reasons why Stonehenge might have been built and consider its significance.
- We will gain an understanding of what working life was like during the Stone Age and how people met their basic needs.

Timeline:



Key sites:

Star Carr, Yorkshire.
Stonehenge, Wiltshire.
Danebury Hill Fort, Stockbridge.
Maiden Castle, Dorset.

Butser Ancient Farm, Hampshire

Skara Brae, Orkney, Scotland.

Key Concepts and Skills:

•Develop a chronologically secure knowledge and understanding of British, local, and world history.

•Explore the everyday lives of people from the period studied and make comparisons with our own lives today.

•Sequence events and artefacts accurately through careful observation, discussion, and use of timelines.

•Apply key historical skills, including questioning, researching, investigating, organising information, and presenting findings clearly through both oral and written work.

Key Vocabulary:

Stone Age, Bronze Age, Iron Age, Chronology, Chronological Order, Hunter-gatherer, Farmer/Farming, Nomad, Tribe, Celts, Neanderthals, Cave, Skara Brae, Roundhouse, Stonehenge, Quarry, Flint, Tools, Metal, Pottery, Whorl, Archaeology, Civilisation, Extinct, Hide, Deer, Wild Boar, Wolf



Year 3 Stone Age to Iron Age

Stone Age to Iron Age
Autumn Term 2026

Outcome: The children will create paper mâché artefacts based on their learning around the Stone Age.



Quality Texts to Inspire Us:

- Stone Age Boy
- Stone Age, Bone Age
- Tell Me a Dragon
- The Night Dragon
- The Rock Factory
- Funny Bums and Freaky Beaks

Key Aim – Through this topic, we aim for the children to develop a secure understanding of the chronology of significant historical periods of time, enabling them to place events, people, and changes in their wider historical context. Alongside this, we want pupils to gain valuable insights into how human civilisation has evolved over time, recognising the ways in which societies have adapted, advanced, and influenced one another. This will help them to appreciate the connections between past and present, and to understand how history shapes the world we live in today.

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Key Vocabulary:

Stone Age	Bronze Age	Iron Age	
Chronology	Chronological Order		
Hunter-gatherer		Farmer/Farming	
Nomad	Tribe	Celts Neanderthals	Cave
Skara Brae	Roundhouse	Stonehenge	Quarry
Flint	Tools	Metal	Pottery
Whorl	Archaeology	Civilisation	Extinct
Hide	Deer	Wild Boar	Wolf

Hook: Artefact Box

As **Readers,** we will explore a range of genres, linked to our Writing.

- Listen to and discuss a wide range of non-fiction texts, poetry and playscripts.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that we have read.
- Identify themes and conventions in a wide range of books.
- Check that the text makes sense, discussing our understanding and explaining the meaning of words in context.
- Ask questions to improve our understanding of a text.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussions about books that are read to us and those we can read for ourselves, taking turns and listening to others.

Key Texts:

- Stone Age Boy
- Stone Age, Bone Age
- Tell Me a Dragon
- The Night Dragon
- Funny Bums and Freaky Beaks

As **Writers,** we will:

- Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, are best left unjoined.
- Increase the legibility, consistency and quality of our handwriting.
- Discuss writing similar to that which we are planning to write, to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas, to inform our own writing.
- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
- Organise paragraphs around a theme.
- In non-narrative material, use simple organisational devices [for example, headings and sub-headings].
- Assess the effectiveness of our own and others' writing,and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud our own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume.
- Improve our spelling, by learning new words with different prefixes and suffixes.
- Use conjunctions within our writing, to extend our sentences.
- Include adverbs within our writing, to give more information about verbs.

Key Vocabulary:

- *Adverb*
- *Noun*
- *Adjective*
- *Conjunction*

Must Haves:

- *Capital letters*
- *Punctuation*
- *Adjectives*
- *Adverbs*

As **Mathematicians,** we will follow the White Rose Scheme of Learning, to learn all about:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- KIRFs/Multiplication (10x, 5x, 2x, 11x, 4x)

Key Vocabulary:

- Place value
- Hundreds
- Tens
- Ones
- Part whole model
- Base 10
- Addition
- Subtraction
- More than/less than

As **Scientists,** we will:

As **Scientists** we will, learn all about rocks;

- We will compare and group different kinds of rocks based on their appearance and simple physical properties.
- Describe how fossils are formed in simple terms.
- Recognise that soils are made from rocks and organic matter.

As **Scientists** we will, learn all about Animals:

- We will learn about animals' groupings, and what different types of animals eat.
- Understand how food is broken down by the body, and how different nutrients are used.
- Investigate the transfer of energy within food chains.
- Understand the function of animal skeletons.

Key Vocabulary:

- Metamorphic
- Igneous
- Sedimentary
- Food chain
- Mammals
- Reptiles
- Fish
- Amphibians

As **Historians** we will:

- As Historians, we will develop our knowledge of the past and how a range of resources were constructed.
- We will continue to develop the appropriate use of historical terms.
- We will learn to sequence events, and learn about chronology, using a time line.
- We will compare trends over time, using our democracy skills to develop our points of view.
- We will address and devise historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve thoughtful selection of relevant historical information.
- Understand what daily life was like during the Stone Age, and how it has changed over time, particularly looking at what life was like for children.
- Identify reasons why Stonehenge might have been built.
- We will understand what working life was like during the Stone Age.

Key Vocabulary:

- History
- Artefact
- Chronology
- Timeline
- Evidence
- Predict
- Compare

As **Designers and Artists,** we will:

- Study sculpture techniques.
- Evaluate effective techniques.
- Practise paper mâché skills.
- Plan and design an artefact.
- Evaluate end result.

Key Vocabulary:

- Evaluate
- Paper mâché
- Technique
- Plan
- Design

As Computer Technologists we will:

- We will continue to develop the computing skills, that the children learnt in Year 2.
- This term, we will focus on: connecting systems and networks – connecting computers, creating media – desktop publishing.

Key Vocabulary:

- Network
- System
- Algorithm
- Desktop
- Publish(ing)
- Media

In PE/Games we will:

- *Explore movements through shape and balance*
- *Team building.*
- *Communication with others.*
- *Solving problems*
- *Collaboration*

Key Vocabulary:

- Collaboration
- Teamwork
- Communication
- Style
- Balance
- Movement
- Position

In PSHE we will:

- Share and celebrate what skills and attributes make us individuals.
- Discuss the importance of family and friendships.
- Discuss safe relationships.
- Discuss how we respect ourselves and others.

Key Vocabulary:

- Kindness
- Family
- Friendship
- Respect

As Musicians, we will:

- Predator Music: exploring duration and pitch (tempo & dynamics) Glockenspiel/ Xylophone (2 pitches)
- Christmas Songs (Link to Nativity) and Tone Chime accompaniments using simple notation

Key Vocabulary:

- Duration
- Pitch