AUTUMN TERM YEAR 3 – STONE AGE TO IRON AGE

NC Requirements for History	Knowledge	Skills
changes in Britain from the Stone Age to the Iron Age	Link to Y2 – Why is it made of that? Link to Y3 – What was life like for those who worked in coal mines? **History vocabulary** Chronological, millennium, BC/BCE AD/CE era, time period, similarities, differences, evidence – primary or secondary, sources, ancient, modern, archaeology, archaeologist, contrast, trends over time, influence, significant, impact. **General vocabulary** – process of change, landscape, settlement, diversity, societies, citizen, identity, challenges, influence, reveal, climate, travel, trade, art and culture, overview, connections, regional, national, constructed, architecture, religion, worship, sacrifice, beliefs, temples, medicine, **Topic specific vocabulary –** Britain, temporary/permanent, Palaeolithic, hunter gatherers, Mesolithic, Neolithic, early farmers / farming, deforestation, Scara Brae, Bronze Age, Stonehenge, Iron age hill forts, tribal kingdoms What prehistory is **Prehistory** is the period that begins with the appearance of the human being, about five million years ago, and finishes with the invention of writing, about 6,000 years ago. It is a long period divided into three stages: the Palaeolithic Age, the NeolithicAge and the Metal Age. Paleolithic – 450000-10000BC Mesolithic – 10000-4500BC Neolithic – 4500-2300BC Bronze Age – 2300-700BC Iron Age – 700BC-AD43 There is no recorded history of this time that we can read, just clues left behind that archaeologists can interpret. How tools changed through time **Paleolithic** – tools made out of wood and bone, flaky stones eg flint **Mesolithic** – experimented with size of tools from Paleolithic time. They created small points called microliths that could be used as arrow points. Larger, flatter tools created such as harpoons. Fishing became easier as nets, boats and canoes were created **Neolithic** Began to polish and grind hard rocks to make tools for farming. Made blades to cut down crops and stones on which to grind grains Tools for ploughing land, cutting down trees and weaving, were also created **Bronze Age** Bronze was a much harder and more durable metal (link to Y2 Why is it made of that?) so better tools and weapons were crafted Bronze daggers, knives, swords, spearheads, axe heads and shields Chariots and armour created for warriors Oxen and horses pulled carts with wheels to transport goods (make sure oxen is taught in Rec What do farm animals need to live?) Gold was used to make fine luxury items Tools developed to weave wool into cloth	Use a timeline to set out the order that things happened Explain how historic items and artefacts can be used to help build up a picture of life in the past Use research skills to find answers to specific historical questions **Skills vocabulary** Interpretation Facts /opinions Evidence Chronology Constructing a timeline Ordering Artefacts Research Enquiry Comparison Reliability Continuity Significance Discussion Argument

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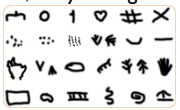
	Iron Age Iron was cheaper, stronger and lighter than bronze. It could be shaped into finer and sharper objects Furnaces created to melt iron ore to make iron Blacksmiths hammered iron to make weapons and tools Wooden bowls, dishes and plates made using the pole lathe Rotary quern was invented that would grind grain into flour (make sure bread making is included in Rec What do farm animals need to live?) How people lived **Paleolithic** People were nomadic hunter-gatherers Moved from place to place rather than living in one location. Lived in caves or wooden huts for a short time. Towards the end of this era people started to settle down and live in one place **Mesolithic** People lived in one place for longer periods so they could experiment with farming the land, growing crops such as wild grains Humans started to tame dogs Mesolithic hut discovered in Northumberland in 2000 – it had holes for wooden posts, suggesting it was built to last a long time **Neolithic** More people lived in one place to farm the land and keep animals Families lived in circular houses made of mudbrick coated in plaster People slept on mats and animal skin on the ground Longhouses built from wattle and daub were constructed **Bronze Age** Most people lived in farms or villages Farming was easier due to new tools (teach about tools before where they live) so farmers expanded their fields but fights often broke out over land. People built large fences around villages to keep enemies out Roundhouses were common with a central fireplace. Roof was made out of animal skins, thatch or turf There was no chimney, but the smoke drifted up through the roof killing off any insects living there I**ron Age** By end of the Iron Age some larger fortified towns appeared. During times of war people lived in hill forts – built on hill with one or more lines of earthworks, ditches and defensive walls **Yorkshire Links** Star Carr, Pickering – early Mesolithic Thornborough, N Yorks – Neolithic to Early Bronze Age henges Ferriby Bronze Age Boats How inland and maritime transport developed **Bronze Age** People travelled big distances to trade tin and other objects. Boats used to transport tin, copper and finished bronze objects Tin and copper were used to make bronze (Y2 materials) Tin was only found in some parts of Europe but copper was found all over the world. It had to be taken to countries where people wanted to make bronze. (Cornwall UK, Ore Mountains in Central Europe, Brittany France, Spain, Portugal, Italy	Reasoning Frame historically valid Draw contrasts Analyse trends

	People exchanged their own goods they didn't need for things they wanted such as tin. Navigation skills were improved at this time which helped the growth in trade for bronze products Early tracks and roads carried carts and wagons drawn by animals **Iron Age** Travel by sea and land was common in the Iron Age Walking was the most popular form of land travel, but use of carriages grew in popularity especially as more roads were built Oxen pulled the heavier wagons. Iron Age people used dugouts when travelling by river – made from lime or oak trees hollowed out so people could sit in them. Usually used on rivers but sometimes in the sea Bigger boats made out of lime and oak were built for sea travel eg the Hjortspring boat <u>Writing and Communication</u> <u>Stone Age</u> There's evidence that the first forms of written communication date all the way back to the Paleolithic Age. These early people are famous for their cave paintings that detail hunting scenes, though they also may have had religious significance. Cave paintings are the first type of recorded communication and may have led to the development of a fully-fledged written language. Symbols have been found alongside cave paintings in Europe, used repeatedly in the same clusters in different caves. Similar symbols have been found on jewellery, suggesting that there was possibly a communication system in existance 30,000 years ago.  <u>Bronze Age</u> It is believed that the art of writing began in the Bronze Age. Prior to that, people used to communicate just by singular letters and marks or symbols. But full fledged writing was invented during the Bronze Age when people probably began to understand the limitations of the pre-existing systems (Ancient Egypt was a Bronze Age civilisation – make sure link is made on Y5 planning)	

NC Requirements for Geography	Knowledge	Skills
		Use a map or atlas to locate some key historical sites in the United Kingdom Use a map or atlas to locate countries/areas where tin was found in the Bronze Age (Cornwall, Spain, Portugal, France, Ore Mountains – Czech Republic/Germany)

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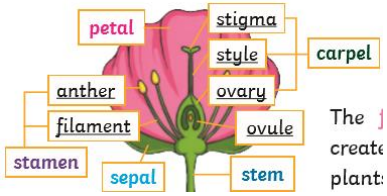
NC Requirements for Science	Knowledge	Skills
PLANTS identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ROCKS 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	Link to Nursery- Living Things Link to Reception – What is a living thing? Link to Y1-What do plants need to grow? Link to Y2 – Why are plants so important? <u>Functions of parts of a plant</u> Main root – Many plants have a main root that divides to anchor the plant to the ground. It keeps the plant steady and upright Secondary roots grow out from the main root Root hairs near the tip of each root take in, or absorb, water and minerals from the soil A plant's stem transports water through the plant. It also raises the height of the plant's flowers and leaves and brings them closer to the sun. Flowers – Flowers have petals that attract insects to the plant. Plants need insects to bring pollen they've collected from other flowers so they can make seeds. Petals are bright colours to attract the insects Leaves make food for the plant using sunlight and carbon dioxide from the air – the word to describe this is photosynthesis <u>What Plants need to live and grow</u> Plants need the following to grow: water, light, food and nutrients from the soil, air, room to grow Different plants vary in how much of these they need. For example cacti can survive in areas with little water, whereas water lilies need to live in water <u>How water is transported within plants</u> 1. The roots absorb water from the soil 2. The stem transports water to the leaves 3. Water evaporates from the leaves 4. This evaporation causes more water to be sucked up the stem <u>The role of flowers (pollination, seed formation, seed dispersal)</u> The flower's job is to create seeds so that new plants can be grown  Life cycle of a flowering plant:	INVESTIGATIONS Compare the effect of different amounts of light on plant growth Discover how seeds are formed by observing the different stages of plant life cycles over time Look for patterns in the structures of fruits relating to how seeds are dispersed Observing how water is transported in plants by putting white cut carnations in water WORKING SCIENTIFICALLY SKILLS asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

	Germination – Growing and Flowering – Pollination – Fertilisation – Seed Dispersal – Germination Methods of seed dispersal: Water, shaking, dropping, carrying, eating, bursting <u>Key Vocabulary</u> **Main root**: anchors the plant to the ground and keeps it steady and upright **Secondary roots:** grow out from the main root **Root hairs:** absorb water and minerals from the ground **Minerals:** a substance that occurs naturally in the ground **Absorb:** take in or soak up a liquid **Photosynthesis:** the process in which plants make food **Pollination:** When pollen (a fine powdery substance produced by a flowering plant) is moved from the male anther of a flower to the female stigma. **Fertilisation:** When the male and female parts of the flower have mixed in order to make seeds for new plants. **Seed Dispersal:** A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival. **Anther:** the part of the stamen that contains the pollen **Petal:** The brightly coloured part of the flower that attracts insects to pollinate the plant. **Carpel:** The female parts of the flower. Made up of the stigma, style and ovary. The job of the style is to hold up the stigma. The stigma collects the pollen when a pollinator brushes by it. The ovary contains the ovules, which are the part of the flower that gets fertilised and eventually becomes the new seed. **Stamen:** The male parts of the flower. The stamen is made up of the anther and the filament. The filament's job is to hold up the anther. The job of the anther is to make the pollen. **Sepal:** Leaf-like structures that protect the flower and petals before they open out. ROCKS <u>Comparing and grouping types of rock</u> There are three naturally occurring types of rock: igneous, metamorphic and sedimentary. Igneous rock has been formed from magma or lava. Examples are obsidian, granite and basalt Metamorphic rock started out as igneous or sedimentary rock but changed due to being exposed to heat or pressure. Examples are marble, quartzite, slate Sedimentary rock has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock. Examples are chalk, sandstone, limestone, coal (Limestone quarry in Cadeby/Sprotbrough) <u>Describing how fossils are formed</u> 1. An animal dies. It gets covered with sediment which eventually become rock 2. More layers of rock cover it. Only hard parts of the creature remain eg bones, shell, teeth 3. Over thousands of years, sediment might enter the mould to make a cast fossil. Bones may change to mineral but will stay the same shape 4. Changes in sea level take place over a long period 5. As erosion and weathering take place, eventually the fossil becomes exposed <u>Recognise soil is made from rocks and organic matter</u> Soil is the upper most layer of the Earth. It is a mixture of different things: Minerals (link to plants unit – the roots take the minerals from the soil to the plant)	identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.

	Air Water Organic matter (including living and dead plants and animals) <u>Key Vocabulary</u> **Igneous rock –** rock formed from magma or lava **Sedimentary rock –** rock formed from layers of sediment being pressed together **Metamorphic rock –** started as igneous or sedimentary rock but changed due to being exposed to heat or pressure **Sediment**: natural solid material that is moved and dropped off in a new place by water or wind eg sand	