



Savage Stone Age – Term 1

Southville Primary School

Year 3

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Explore different kinds of rocks and soils, including those in the local environment (Bristol Museum).	Bristol Museum - Geology section/Bristol dinosaur	Mary Anning Cheddar Man and Otzi	Debate Science investigation Narrative including historical knowledge
Diversity, Equity and Inclusion		Linked Learning	
Cheddar Man - Migration and Movement. Subverts people's understanding of what Stone Age people in Europe looked like (brown skin, brown hair and blue eyes). Mary Anning - her work was not recognised due to her gender.		Before: Dinosaurs (EYFS/KS1) After: Romans	
Driver 1: History <i>What was life like for the first people in Britain, and how do we know?</i>		Driver 2: Science <i>What can rocks, soils, and fossils tell us about the amazing story of our Earth?</i>	
Driver 1 Objectives		Driver 2 Objectives	
Changes in Britain from the Stone Age to the Iron Age: - Iron Age hillforts, tribal kingdoms, farming, art and culture - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge Substantive Historical Concept: Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work: Community and culture - Conflict and disaster - Exploration and invention - Hierarchy and power		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. - Study a significant figure in science – Mary Anning	
Driver 1 Disciplinary Knowledge and Skills ('Thinking like a Historian')		Driver 2 Disciplinary Knowledge and Skills ('Working Scientifically')	
This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school. Chronology – having a secure overview of major developments and periods to contextualise new knowledge, as well as making connections within and throughout periods of time studied		This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes: Planning: Asking questions, fair testing, setting up simple tests Doing: Using different equipment safely, making systematic and careful observations	

● Sources and Evidence – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability ● Cause and Consequence – the reason and result of the things that happened in history ● Change and Continuity – how key people, places and events changed or stayed the same over time ● Similarity and Difference – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why? ● Historical significance – why people, events and ideas are important in our studies	● Recording: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables) ● Concluding: Suggesting answers, reporting, presenting (in oral and written forms) ● Evaluating: Seeking patterns, making predictions for the future
Driver 1 Key Vocabulary	Driver 2 Key Vocabulary
● Tier 2: chronological, timeline, evidence, settlement, remains, migration, artefact, archaeologist, archaeology, religion, belief, features, impact, opinion, difference, similarity, describe, recognise ● Tier 3: hunter-gatherers, cave painting, weapons, fur pelt, Neolithic, Mesolithic, Palaeolithic, prehistoric, Ice Age, Homo Sapiens, woolly mammoth, Otzi, Cheddar Man, Skara Brae, Bronze Age, Iron Age, Stonehenge	● Tier 1 - rock, sandy soil, peat soil, slate, clay, rough, smooth, flaky, holey, bumpy, moss, Earth, soil, chalk, sand,, granite, marble, hand lens/magnifying lens ● Tier 2 - permeable, loamy soil, sedimentary, natural material, compare, quarry, fossil ● Tier 3 - mineral, absorbent, impermeable, sedimentary, metamorphic, igneous

Driver 1 Sequence - What was life like for the first people in Britain, and how do we know?	Driver 2 Sequence What can rocks, soils, and fossils tell us about the amazing story of our Earth?
1. WALT: Understand who the earliest humans in Britain were and how we know about them. 2. WALT: Explain what we know about the Paleolithic Era and the evidence behind it. living during the Stone Age to the Iron Age. 3. WALT: describe how humans lived in the Mesolithic Era. 4. WALT: recognise the features in the Neolithic era. 5. WALT: examine the evidence available, to understand how Stone Age people lived. 6. WALT: describe the religious beliefs and rituals of Stone Age people, and compare them with modern-day beliefs and traditions. 7. WALT: understand the difference between evidence and opinion when examining the history of Stonehenge. 8. WALT: explore how the Bronze Age impacted how humans lived. 9. WALT: explore how the Iron Age impacted how humans lived. Trip: Stone Age workshop	1. WALT: ask questions about rocks to extend our knowledge 2. WALT: recognise, describe and compare different rocks 3. WALT: plan, compare and group different kinds of rocks by investigating their hardness. 4. WALT: understand how the 3 main rocks are formed. 5. WALT: recognise what soil is made from. 6. WALT: explain what soil is made from. 7. WALT: understand and explain how fossils are made. 8. WALT: explore the importance of Mary Anning's work as a fossil hunter.