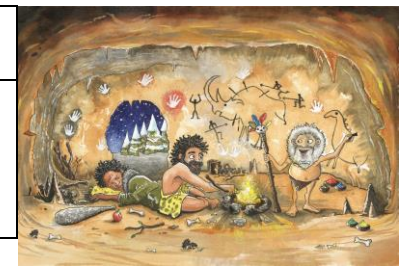


# Year 3 – Autumn Term – Learning Challenges



## Big Question

Did people ever actually live in caves?



## Learning Challenges

	1) What was life like for hunter-gatherers? <b>2 weeks</b>	2) What can we learn about life in the Stone age? <b>3 weeks</b>	3) Why did they build Stonehenge? <b>2 weeks</b>	4) Where were the best Iron age settlements? <b>2 weeks</b>	5) Did Stone age people really live in caves? <b>3 weeks</b>
English	<b>Diary writing – writing from a character's perspective</b>	<b>Instructional writing -</b> how to make a fire	<b>Narrative –</b> Visiting Stonehenge as a prehistoric person	<b>Persuasive writing –</b> Danebury Hillfort vs Skara Brae	<b>Non-chronological report –</b> Stone age animals
Geography	<b>Use a map to plan a hunt</b>  identifying key aspects of human geography relating to hunting	<b>Where did they live?</b> Study of the Happisburgh people	Where did the rocks come from?  Use an ordnance survey to locate Stonehenge Grid references	Locate the best place to settle using a map, Study of settlements found -comparing and contrasting	What has been found in caves found across the world?
History	<b>Identify where the stone age comes on a timeline</b>  Using sources to make detailed observations How did they survive?	Who were the first Britons ?  Using sources to make detailed observations How did they survive?	Why were bones of people from different countries found at Stonehenge?	Research different settlements - Danebury Hillfort Skara Brae	
Art/DT and Music	Cave paintings			Creating housing found in this settlements	Making arrowheads
British Values/Wellbeing			What special occasions would they celebrate?	Difference between our lives and that of a person from Danebury Hillfort	
Science	Diet- Stone Age menu design		<b>Light –</b> Why was the Sun so special?		

## **Ge2/1.1 Locational Knowledge**

Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

## **Ge2/1.2 Place Knowledge**

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

## **Ge2/1.3 Human and Physical Geography**

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## **Ge2/1.4 Geographical Skills and Fieldwork**

Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas.

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.6 develop an understanding of the history of music.

## **Hi2/1.1 Pre-Roman Britain**

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

This could include:

alate Neolithic hunter-gatherers and early farmers, for example, Skara Brae

bBronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture