



# 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
<b>Diversity, Equity and Inclusion</b>		<b>Linked Learning</b>	
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	
<b>Driver 1: History</b> <i>What was life like for the first people in Britain, and how do we know?</i>		<b>Driver 2: Science</b> <i>What can rocks, soils, and fossils tell us about the amazing story of our Earth?</i>	
<b>Driver 1 Objectives</b> <b>Changes in Britain from the Stone Age to the Iron Age:</b> <ul style="list-style-type: none"> <li>● Iron Age hillforts, tribal kingdoms, farming, art and culture</li> <li>● Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>● Bronze Age religion, technology and travel, for example, Stonehenge</li> </ul> <b>Substantive Historical Concept:</b> 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: <ul style="list-style-type: none"> <li>● <b>Community and culture</b></li> <li>● Conflict and disaster</li> <li>● Exploration and invention</li> <li>● Hierarchy and power</li> </ul>		<b>Driver 2 Objectives</b> <b>Rocks:</b> <ul style="list-style-type: none"> <li>● compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>● describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>● Recognise that soils are made from rocks and organic matter.</li> <li>● Study a significant figure in science – Mary Anning</li> </ul>	
<b>Driver 1 Disciplinary Knowledge and Skills ('Thinking like a Historian')</b> 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. <ul style="list-style-type: none"> <li>● <b>Chronology</b> – 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</li> </ul>		<b>Driver 2 Disciplinary Knowledge and Skills ('Working Scientifically')</b> 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: <ul style="list-style-type: none"> <li>● <b>Planning:</b> Asking questions, fair testing, setting up simple tests</li> <li>● <b>Doing:</b> Using different equipment safely, making systematic and careful observations</li> </ul>	

- **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

- **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

### Driver 2 Key Vocabulary

- **Tier 1**: rock, soil, chalk, sand, rough, smooth, fossil, moss, clay
- **Tier 2**: compare, describe, group, investigate, observe, permeable, absorbent, appearance, hardness, weathering, erosion, mineral, loamy soil, sandy soil, peat soil, slate
- **Tier 3**: sedimentary, granite, marble, Mohs' scale of hardness, Mary Anning, fossilisation, permeability, natural forces, sediment, Bristol Diamonds, geology

### Driver 1 Sequence -

#### What was life like for the first people in Britain, and how do we know?

1. **WALT**: describe some of the main features regarding the chronology of the earliest humans in Britain.
2. **WALT**: examine how archaeologists know about Homo Sapiens' early settlement of Britain at the end of the Ice Age.
3. **WALT**: recognise the features in the Palaeolithic era.
4. **WALT**: recognise the features in the Mesolithic era.
5. **WALT**: examine the evidence available, to understand how Stone Age people lived
6. **WALT**: recognise the features in the Neolithic era.
7. **WALT**: examine religious beliefs and rituals in the Iron Age
8. **WALT**: understand the difference between evidence and opinion when examining the history of Stonehenge.
9. **WALT**: explore how the Bronze Age impacted how humans lived.
10. **WALT**: explore how the Iron Age impacted how humans lived.
11. **WALT**: understand how artefacts can be used to tell us about the lives of people living during the Stone Age to the Iron Age.
12. **WALT**: discuss the similarities and differences between the different eras from the Stone Age to the Iron Age.

### Driver 2 Sequence

#### What can rocks, soils, and fossils tell us about the amazing story of our Earth?

1. **WALT**: ask questions about rocks to extend our knowledge
2. **WALT**: recognise and describe different rocks
3. **WALT**: compare and group together different kinds of rocks
4. **WALT**: describe how natural forces can change rocks over time
5. **WALT**: explain what soil is and what soils are made from.
6. **WALT**: investigate and compare different soils
7. **WALT**: investigate and compare different soils
8. **WALT**: understand how fossils are made
9. **WALT**: explain how fossils are made
10. **WALT**: explore the importance of Mary Anning's work as a fossil hunter
11. **WALT**: explore the Bristol Museum