

As historians we will...

- ... Explore the roles of men and women in society during the Stone Age, and compare to these to the Iron Age and modern day
- ... Ask historical questions about the Stone Age and Iron Age
- ... Use a range of sources to gain a broad overview of life during the Stone Age and Iron Age
- ... Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology
- ... Understanding the concept of change over time and represent this on a time line.

As geographers we will...

- ... Explain our own views about the locations the Stone Age and Iron Age people chose to make use of.
- ... Explain how land use has changed over time

As musicians we will...

- ... Begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music.

Together We Achieve

Global Development Goals:



As writers we will...

- ... Write a diary entry, a recount and a character description using 'The First Drawing' as inspiration for our writing
- ... Write an explanation text about How to Wash a Woolly Mammoth
- ... Write a non-fiction report about the Stone Age.
- ... Read and investigate non-fiction texts to extract knowledge and meaning.

Y3 Set in Stone

What were the changes in Britain from the Stone Age to the Iron Age?

Key Texts

The First Drawing by Mordicai Gerstein

How to Wash a Woolly Mammoth by Michelle Robinson

As artists we will...

- ... Develop ideas from starting points throughout the curriculum
- ... Collect information, sketches and resources
- ... Adapt and refine ideas as they progress



As designers we will...

- ... We will work collaboratively and create a Mesolithic home.
- ... Design, create and evaluate our home design and suggest improvements.