

# Year 3 Knowledge Organiser: Stone Age to Iron Age

**Cross-curricular subject links:** Science - Rocks and soils - Why would some rocks be better for weapons and tools than others?

**Curriculum Driver:** Discovery, Inspiration

**Trips/Enrichment:** Stone Age Day

**GARP/GASP:** How do the roles of men and women during the Stone and Iron Age era compare the roles of men and women in the UK?

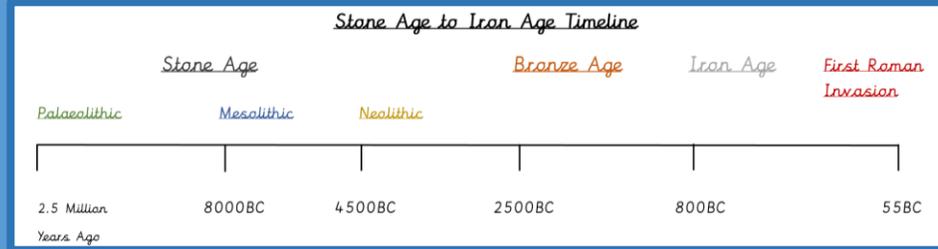
**Subject/Conceptual knowledge/skills:**  
History - Stone, Bronze and Iron Ages

## LEAPS:

- I understand that the past can be divided into different periods of time.
- I can place the time studied on a timeline.
- I understand that timelines can be divided into BC and AD.
- I can understand the impact that people have had in different time periods.
- I can describe similarities and differences between people, events and objects.
- I can identify some of the different ways in which the past is represented.
- I can distinguish between different sources and evaluate their usefulness.
- I can use historical terminology.
- I can use dates and terms with increasing accuracy.
- I can use words and phrases such as: dates, time period, era, years, centuries, BC and AD, civilisation.

## Core Knowledge

The Stone Age lasted roughly 2.5 million years.



BC - Before Christ

AD means Anno Domini (in the year of our Lord)

Prehistory was the period of time before written records which ended when the Romans invaded Britain

The Stone Age, Bronze Age and Iron Age were all named after the material used for weapons and tools at that time. Humans needed basic shelter, food and water to survive in these ages.

**Early Stone Age** - Humans hunted and gathered their food, before learning how to grow crops and harvest food. This was when farming began. Now we get our food from a shop.

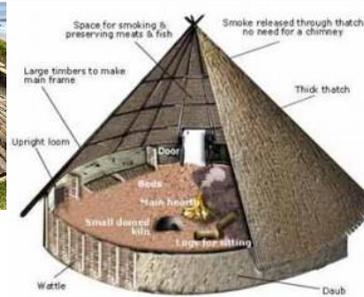
**Bronze and Iron Ages** - This is when metal was first used. This made life a lot easier as metal could be used to make stronger tools and weapons for farming and hunting. Farming continued through the Iron Age period and we still use some of the same tools and harvest the same crops now



## Key Visuals



The way people look, live and dress has changed a lot since the Stone Age



## Books/associated reading:

- Stone Age Boy - Sitoshi Kitamura
- Dar and the Spear Thrower - Marjorie Cowley
- Stig of the Dump - Clive King



## Vocabulary

Words	Meaning
Stone Age	A prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn.
Bronze Age	A prehistoric period that followed the Stone Age and preceded the Iron Age, when weapons and tools were made of bronze rather than stone
Iron Age	A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.
Neolithic	The later part of the Stone Age
Palaeolithic	The early phase of the Stone Age, lasting about 2.5 million years
Mesolithic	The middle part of the Stone Age, between the Palaeolithic and Neolithic
Flint	A hard grey rock
Bronze	A yellowish-brown metal made of copper and tin.
Iron	A strong, hard magnetic silvery-grey metal
Cave paintings	A prehistoric picture on the interior of a cave, often showing animals.
Primary Source	A document, first-hand account or other source from the specific time
Secondary Source	A book, article or other source that provides information about the specific time, but does not give first-hand evidence.
Archaeologist	A person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains
Timeline	A graphical representation of a period of time, on which important events are marked
BC	Before Christ
AD	Anno Domini (In the year of our Lord)
Chronological	In the order that things happened
Prehistory	The period of time before written records

### Subject/Conceptual knowledge/skills:

PSHE - SCARF - Me and My Relationships  
British Value - Rule of Law

### LEAPS:

I can...

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.
- Explain some of the feelings someone might have when they lose something important to them;
- Understand that these feelings are normal and a way of dealing with the situation.
- Define and demonstrate cooperation and collaboration;;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.
- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.
- Rehearse and demonstrate simple strategies for resolving given conflict situations.
- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions.
- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

### Core Knowledge



### Subject Key Vocabulary

Internet, rule, democracy, pupil voice, conflict, resolution, cooperation, teamwork, relationships, support network, qualities, friendships

### Subject/Conceptual knowledge/skills: RE - Hinduism

### LEAPS:

#### Personal Resonance and Reflection

- I can tell you three important actions I could take to support a group I belong to.
- I can discuss my understanding of my group's symbol.

#### Knowledge and Understanding

- I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.

#### Evaluation and Critical Thinking

- I can start to say why Diwali might bring a sense of belonging to Hindus.

### Core Knowledge

Diwali is the festival of light.



### The Five Days of Diwali

- Dhanteras (day of fortune)
- Naraka Chaturdasi (day of knowledge)
- Diwali (day of light)
- Padwa (New Year)
- Bhai Dooj (day of love between siblings)



### Subject Key Vocabulary

Rama, Sita, Diwali, Rangoli, Diva Lamps, Puja Tray

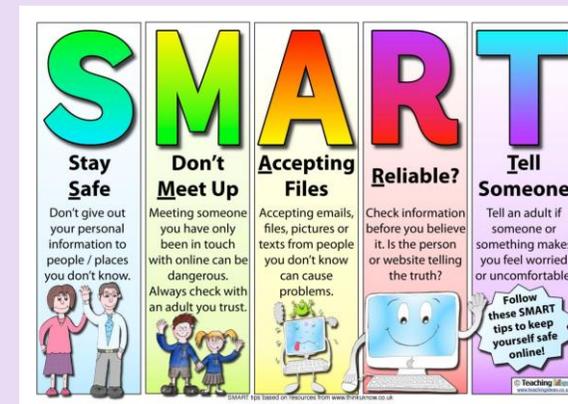
### Subject/Conceptual knowledge/skills:

Computing - iSafe

### LEAPS:

- I can recognise the risks of sharing publicly online and what to do when something does not feel safe.
- I can understand consent and when it is appropriate to share something online.
- I can understand some of the ways we can protect ourselves online against manipulation.
- I can understand the misconceptions that the internet sometimes conveys (lifestyle, self-esteem etc).
- I can understand the need for strong passwords.
- I can identify forms of advertising online.

### Core Knowledge:



### Subject Key Vocabulary

Online Privacy Passwords, Network, world wide web, email, communicate, connected, home, router, data, images, text, video.

**Subject/Conceptual knowledge/skills:**

French - Core Vocabulary and Phonics

**LEAPS:**

- I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).
- I can speak aloud familiar words or short phrases in chorus.
- I am able to use the correct pronunciation when speaking.
- I am starting to see links between pronunciation and spelling.
- Listening
- I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).
- I understand the sounds of individual letters and groups of letters (phonics).
- Reading
- I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.
- I am able to read aloud familiar words or short phrases in chorus.

**Core Knowledge**



**Subject Key Vocabulary**

Bonjour, salut  
 Au revoir, À bien tôt, À demain  
 Je m'appelle... /Comment t'appelles-tu ?  
 J'ai.....  
 J'ai ..... ans / Quel âge as-tu?  
 Ça va ? Ça va bien/mal/comme ci, comme ça  
 Oui  
 Non

Les jours de la semaine :  
 Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Les mois de l'année :  
 Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Les nombres :  
 Un, Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix, Onze, Douze, Treize, Quatorze, Quinze, Seize, dix-sept, dix-huit, dix-neuf, vingt

Les couleurs :  
 Rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron.

**Subject/Conceptual knowledge/skills:**

P.E. - OAA (Orienteering), Games, Evaluation

**LEAPS:**

OAA:

- I can listen to and follow instructions from a partner/ adult.
- I can create simple body shapes.
- I can begin to think about how I will approach activities and problem solve.
- I can discuss and work with different partners and groups.
- I can demonstrate an understanding of how to stay safe.

Tag Rugby:

- I understand game tactics and can vary how I should respond.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can make imaginative pathways using equipment.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.
- I understand and can identify attacking/defending.

**Core Knowledge**



**Subject Key Vocabulary**

**Invasion game:** Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players, these fast-paced games focus on teamwork, keeping possession, scoring and defending.

**Fielding:** attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing the opposing team from scoring or gaining advantage.

**Attacking:** the movement of the team in possession of the ball

**Defending:** Stopping the attack in order to prevent the opposing team from scoring goals and gaining advantage in the game.

**Tactic** - The particular method used or selected to achieve something

**Technique** - A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of:

**Cooperative physical activities** -Cooperation is a behaviour demonstrated by individuals working together toward shared goals

**Core movement** - The competency in motor skills and movement patterns needed to perform a variety of physical activities.

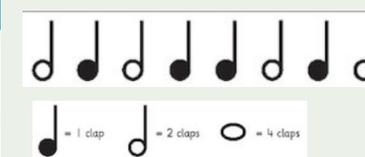
**Subject/Conceptual knowledge/skills:** Music -Composing

**LEAPS:**

- I can use music ICT to create a simple musical structure to accompany a story.
- I can use music ICT to manipulate pitch, duration, dynamics and timbre to accompany a story.
- I can make my own picture score to represent and later recreate a composition.
- I can make a song or chant over a repeated pattern using instruments or body percussion.
- I can use drums or clapping to improvise a 4-8 beat solo (over a backing track).

**Core Knowledge**

Composing and presenting a piece of music to Stone Age Boy by Satoshi Kitamura



**Subject Key Vocabulary**

- Pitch - How high or low a sound is
- Dynamics - How loud or soft a sound is
- Duration - How long something lasts
- Timbre - The different layers to a piece of music