

## UNIT – Scavengers and Settlers

### **HISTORY**

What are the differences between primary and secondary sources?  
What are the differences between fossils and artefacts?  
What is the fossilisation process?  
How have humans changed over time?  
What can I find out about the Stone Age using secondary sources?  
Who was Otiz the ice man and why is he historically important?  
Historically, where have people chosen to settle and why?  
Where is Skara Brae and what was it like?  
What artefacts were found at Skara Brae and how do they inform us about life there?  
Where was Varna Necropolis and what was it like?  
What artefacts were found at Varna Necropolis and how do they inform us about life there?  
How were the lives of those at Skara Brae and Varna Necropolis the same and different?  
What was the Bronze age and how did the Shang Dynasty live?  
What was the Bronze age and how did the Wessex culture live?  
How were bronze age civilisations the same and different?  
What period of time followed the Bronze age and who were the Celts?  
What was life like in the Vedic period in India?  
How did the Stone age, Bronze age and Iron age differ / develop?  
What are the most significant achievements of early civilisations and why?

### **ART**

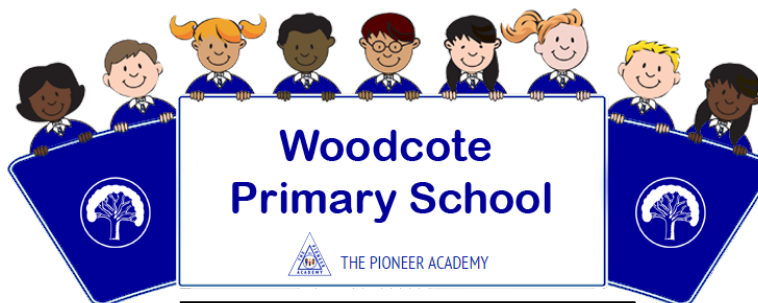
What natural materials and techniques can you use to create a pattern on a clay pot and how?  
Why did Stone Age people paint in caves? How do you know?  
How did you use natural materials to recreate a cave painting?

### **HEALTH AND WELLBEING**

How has our health & well-being improved since the stone age?

### **GEOGRAPHY**

How did settlements become self-sufficient? How did this impact on the settler's quality of life?



**Woodcote  
Primary School**



**Year 3  
Summer 2 Term**

### **Enrichment**

Sports Day  
Family Picnic  
Beach trip  
Stone Age workshop

### **PE**

Striking and  
Fielding

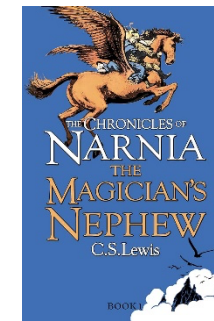
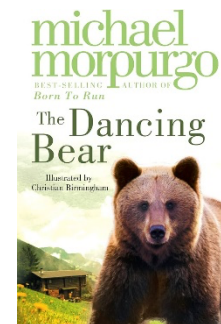
### **COMPUTING**

Digital  
presentations

### **MUSIC**

20th Century Music History.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.



### **READING – Key Texts**

Dancing Bear  
Magician Nephew

### **WRITING**

Dialogue through narrative  
Instructional writing

### **MATHS**

Time  
Shape  
Statistics

### **SPELLING CONCEPTS**

Revisiting previously taught concepts.

### **PSHE – Changing Me**

Piece 1: How babies grow  
Piece 2: Babies  
Piece 3: Outside body changes  
Piece 4: Inside body changes  
Piece 5: Family stereotypes  
Piece 6: Looking ahead

### **RE**

What does it mean to be a Christian in Britain today?