



Scheme of Work		
Years: 3&4	Title: Stone Age to Iron Age - From Survival to Civilisation	Weeks: 6 weeks
<p>Rationale</p> <p>This unit builds on KS1 chronology and community learning and develops understanding of how Britain evolved from hunter-gatherer societies to organised settlements and early civilisation. Learning develops chronology, evidence use, comparison and disciplinary thinking.</p> <p>Reading experiences, disciplinary enquiry and cross-curricular application are carefully sequenced to ensure National Curriculum expectations are fully covered while developing fluency, vocabulary and long-term knowledge retention.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • place the Stone Age, Bronze Age and Iron Age within a chronological timeline • explain how life changed from hunter-gatherer communities to settled societies • investigate how evidence helps us understand the past • use increasingly ambitious historical and geographical vocabulary accurately • compare similarities and differences between periods of history • explain how developments in farming, technology and settlement changed people's lives • ask questions, interpret information and justify ideas using evidence • communicate understanding through practical, spoken and written outcomes • work collaboratively and increasingly independently • reflect on learning and make connections across subjects 		
<p>Adaptive Teaching</p> <p>Examples of adaptation within this unit include:</p> <ul style="list-style-type: none"> • visual timetables and now/next supports • vocabulary pre-teaching and rehearsal • sentence stems and modelling • chunked instructions and reduced cognitive load • oral rehearsal before recording ideas • alternative recording methods (drawing, practical outcomes, verbal responses) • sensory and movement opportunities where needed • emotional check-ins and regulation support <p>Challenge and Greater Depth Opportunities</p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> • increasingly independent application of learning • deeper questioning and higher-order thinking • interpretation and evaluation of evidence • more sophisticated use of disciplinary and subject-specific vocabulary • extended reasoning and justification of ideas • leadership, collaboration and peer-support opportunities • greater complexity within written, practical and presentation outcomes • opportunities to make connections across subjects and contexts • evaluate the significance of changes between the Stone Age, Bronze Age and Iron Age • compare evidence from different historical sources and justify interpretations 		



- explain how technological developments influenced communities over time

Hook

Children discover prehistoric artefacts hidden around the classroom and become archaeologists investigating prehistoric Britain.

Opening challenge

Can you become an archaeologist and create something that teaches others how life changed from the Stone Age to the Iron Age?

Writing outcomes

By the end of the unit pupils will:

- orally rehearse ideas before writing and use discussion to organise thinking
- write descriptive sentences and expanded noun phrases linked to prehistoric life and settings
- sequence and record events chronologically using appropriate time language
- write a diary entry from the perspective of a Stone Age child
- create an explanation text describing how settlements changed people's lives
- compare aspects of life across the Stone Age, Bronze Age and Iron Age using historical vocabulary
- create information texts, labels and captions linked to artefacts and historical discoveries
- use increasingly ambitious topic vocabulary within spoken and written outcomes
- edit and improve work with adult guidance and peer discussion
- communicate learning through a final museum-style presentation or written outcome

Outcomes

By the end of the unit pupils produce:

- a Stone Age to Iron Age Museum Exhibition showcasing learning and historical understanding
- a chronological timeline demonstrating key changes across the Stone Age, Bronze Age and Iron Age
- historical comparison and explanation writing linked to changes in prehistoric Britain
- cave art, artefacts and prehistoric-inspired creative outcomes
- settlement models demonstrating understanding of early communities and environments
- independent and collaborative practical outcomes
- written, practical and spoken evidence of learning
- purposeful presentations, exhibitions or performances to communicate understanding

Success Criteria:

By the end of the unit most pupils will be able to:

- use topic vocabulary accurately within discussion and learning activities
- place the Stone Age, Bronze Age and Iron Age in chronological order
- explain key differences and similarities between prehistoric periods
- describe how people lived and survived during prehistoric Britain
- explain how farming, tools and settlements changed people's lives over time
- use evidence, artefacts and sources to ask questions and draw conclusions about the past
- communicate historical understanding through spoken, practical and written outcomes
- participate confidently in discussion, collaborative learning and final presentations
- apply learning independently with increasing confidence and accuracy



Secure End Point

Pupils can:

- explain how life changed across prehistoric Britain
- use evidence from sources to justify ideas
- identify similarities and differences between periods
- communicate understanding using historical vocabulary

Common Misconceptions

- Humans and dinosaurs lived at the same time
- The Stone Age happened over a short period of time
- All prehistoric people lived in caves
- Farming began immediately across Britain
- Evidence tells historians exactly what happened
- People in the past were less intelligent than people today

Sticky Knowledge (Non-negotiable Learning)

By the end of the unit pupils will know:

- The Stone Age happened before the Bronze Age and Iron Age
- Early humans lived as hunter-gatherers before farming developed
- Farming changed where and how people lived
- Settlements developed because people no longer needed to move constantly
- Bronze and iron changed tools, weapons and daily life
- Archaeologists use evidence and artefacts to understand the past
- Human life changed gradually over time

Retrieval Opportunities

- Recall chronology and change over time from KS1 history
- Revisit historical vocabulary: artefact, evidence

Week 1 - prior knowledge discussion linked to homes, communities and change over time

Week 2 - recall key vocabulary and sequence important events and discoveries from prehistoric Britain

Week 3 - retrieve information about Stone Age life and compare daily experiences

Week 4 - explain how farming and settlements changed people's lives



Week 5 - compare Stone Age, Bronze Age and Iron Age life using evidence and historical vocabulary

Week 6 - explain and communicate learning about how Britain changed over time using key vocabulary and concepts

Prior Learning

Pupils revisit and apply learning from **KS1 Cycle 1**

Reading

- sequence events and experiences
- retrieve simple information from stories and non-fiction texts
- discuss similarities and differences
- use illustrations and text to support understanding

Retrieval Opportunities

- retrieval of chronology vocabulary and historical language
- flashback questions linked to previous historical learning
- recall of sticky knowledge through discussion and timelines
- retrieval through source interpretation and written outcomes

Writing

- sequence ideas into linked sentences
- write simple descriptions and explanations
- record ideas through spoken and written outcomes
- begin to organise information for different purposes

Grammar and Punctuation

- use adjectives to add detail and description
- use conjunctions including *and* and *because*
- orally rehearse ideas before recording them
- use capital letters and full stops accurately

Spoken Language / Oracy

- ask and answer questions about learning experiences
- explain ideas using increasingly ambitious vocabulary
- participate in discussion and collaborative learning activities
- communicate opinions and simple reasons clearly

History and Geography

- identify features of familiar places and environments
- compare local environments and communities
- sequence events and use simple chronology
- recognise similarities and differences across people and places

Spelling

Grammar and Punctuation Focus



<p>Pupils apply:</p> <ul style="list-style-type: none"> • spelling patterns and rules taught through the school spelling programme and English curriculum • common exception words appropriate to Year 3 • topic vocabulary linked to prehistoric Britain, settlements and civilisation • prefixes and suffixes introduced within Year 3 learning • oral segmenting, syllabification and proofreading strategies • spelling through repeated reading, writing and retrieval opportunities <p>Spelling Progression Links - unit specific</p> <ul style="list-style-type: none"> • apply prefixes including re-, dis-, mis-, in-, im- and il- within historical vocabulary and discussion • practise Year 3-4 statutory spelling words through historical writing and explanation texts • apply spelling patterns accurately within diary writing, captions and chronological explanations 	<p>Pupils develop:</p> <ul style="list-style-type: none"> • capital letters and full stops (retrieval and application) • expanded noun phrases to describe prehistoric people, places and artefacts • conjunctions including <i>because</i>, <i>when</i>, <i>if</i>, <i>although</i> and <i>so</i> to extend ideas and explain reasoning • fronted adverbials linked to time and chronology (e.g. <i>Thousands of years ago</i>, <i>During the Stone Age</i>, <i>Later in the Iron Age</i>,) • accurate use of commas after fronted adverbials • paragraphs to organise ideas around different themes or periods of time • oral sentence rehearsal before recording ideas • proofreading and editing to improve clarity and accuracy
<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use search technology safely to research prehistoric life • understand that search results can vary and information should be checked • organise and present information using digital tools • recognise safe online behaviours <p>NC coverage:</p> <ul style="list-style-type: none"> • search technology • online safety 	
<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • adult-guided exploration and heavily modelled historical enquiry • supported use of historical vocabulary through repetition and discussion • needing support to organise ideas, resources and responses • using evidence with adult prompting • supported participation during collaborative learning and discussion 	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • historical reasoning and interpretation • chronological understanding and sequencing • comparison and identifying change over time • communication and explanation • enquiry and investigation • reflective and analytical thinking • collaboration and independence <p>Cognitive progression</p>



<p>To:</p> <ul style="list-style-type: none"> increasingly independent investigation and participation in discussion and practical learning using historical and geographical vocabulary with greater confidence and accuracy selecting appropriate resources and applying learning with reduced prompting interpreting evidence and making simple conclusions independently communicating and presenting learning confidently through spoken, practical and written outcomes <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> recall and apply key vocabulary and sticky knowledge explain how life changed across the Stone Age, Bronze Age and Iron Age communicate understanding using evidence and historical reasoning participate confidently in a purposeful final outcome show increased confidence, independence and reflection in learning 	<p>Week 1: Knowledge Launch - Pupils focus on introducing prehistoric Britain, establishing prior knowledge, teaching key vocabulary and engaging through artefacts, storytelling and practical exploration.</p> <p>Week 2: Knowledge Building - Pupils focus on developing understanding of Stone Age life, survival and daily experiences through explicit teaching, modelling and structured discussion.</p> <p>Week 3: Application - Pupils focus on applying understanding through investigation of tools, homes, cave art and practical historical enquiry.</p> <p>Week 4: Deepening - Pupils focus on developing understanding of farming, settlements and how changes affected communities through comparison, questioning and collaborative learning.</p> <p>Week 5: Knowledge Extension - Pupils focus on comparing life across the Stone Age, Bronze Age and Iron Age through evidence, interpretation and historical reasoning.</p> <p>Week 6: Outcome Preparation - Pupils focus on preparing final outcomes through rehearsal, refinement, explanation and presentation of learning.</p>
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3 Lead Subjects National Curriculum Links

Subject 1: History

Core Knowledge

Pupils develop understanding of prehistoric Britain, including the Stone Age, Bronze Age and Iron Age, and how life changed over time. Pupils explore hunter-gatherer societies, farming, settlements, technology and early communities. Pupils understand chronology and recognise that changes in human life and innovation influenced how people lived. Pupils develop a chronologically secure understanding of prehistoric Britain and understand that interpretations of the past are constructed using evidence from sources.

Year 3

- place the Stone Age, Bronze Age and Iron Age within a chronological sequence
- identify similarities and differences between prehistoric periods
- explore how people lived and survived
- investigate artefacts and historical sources
- recognise that evidence helps us understand the past

Year 4 extension

- explain how bronze and iron technology changed communities
- compare prehistoric settlements with later settlements
- identify reasons why farming changed society
- interpret and justify conclusions using multiple sources of evidence
- explain cause and consequence across historical periods



- explain historical significance and impact

Disciplinary Knowledge

Pupils work as historians by:

- observing artefacts and sources
- asking historical questions
- identifying similarities and differences
- interpreting evidence
- identifying cause and consequence
- explaining significance
- justifying conclusions

Disciplinary progression

observe → question → compare → interpret → explain → justify

Secure End Point

Pupils independently explain how Britain changed from early survival to increasingly organised communities using historical vocabulary, chronology and evidence.

Subject 2: English

Core Knowledge

Pupils develop understanding of historical narratives, information texts and vocabulary linked to prehistoric Britain, settlements and civilisation. Pupils explore how texts communicate ideas, experiences and information clearly for different purposes.

Year 3 expectations

- retrieve information from fiction and non-fiction texts
- communicate understanding through spoken and written outcomes
- organise ideas and apply historical vocabulary

Year 4 extension

- justify interpretations using evidence
- adapt writing for audience and purpose
- explain ideas with increasing independence

Disciplinary Knowledge

Pupils work as readers and writers by:

- retrieving information from texts
- analysing vocabulary and language choices
- sequencing events and ideas logically
- discussing and explaining understanding
- planning, drafting and editing written outcomes
- communicating understanding through discussion and extended writing

Disciplinary progression



- retrieve → infer → interpret → explain → justify

Secure End Point

Pupils independently communicate historical understanding using ambitious vocabulary and structured spoken and written outcomes.

Area	Coverage within this unit
Reading	historical enquiry; retrieval from fiction and non-fiction texts; evidence and interpretation; chronological understanding; inference; comparison of historical periods; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; diary writing; explanation texts; historical comparison writing; information texts; captions and labels; shared and independent writing
Spelling	application of Year 3 spelling rules and patterns; common exception words; topic vocabulary; prefixes and suffixes; proofreading and editing strategies
Grammar and Punctuation	expanded noun phrases; conjunctions including <i>because, when, if, although</i> and <i>so</i> ; fronted adverbials; commas after fronted adverbials; paragraphs; accurate punctuation and sentence construction
Spoken Language / Oracy	discussion; questioning; historical enquiry; storytelling; presentation; collaborative talk; explanation and justification using evidence

Genre coverage

Genre	Coverage
Narrative	Stone Age diary and historical narratives
Explanation	How settlements changed life
Information	artefact labels and reports
Persuasion	museum invitation/poster
Comparison	Stone Age-Bronze Age-Iron Age comparison
Spoken presentation	museum exhibition

Subject 3: Geography

Core Knowledge

Pupils develop understanding of settlements, land use, environments and human geography linked to prehistoric communities. Pupils explore how physical environments influenced where people lived and how settlements developed.

Year 3

- identify physical and human features within settlements
- explore why people settled in particular locations
- compare different environments and locations
- use maps and visual information to identify patterns

Year 4 extension

- explain why prehistoric settlements developed near resources such as water and land
- compare settlement patterns across different environments
- justify conclusions using maps and evidence

Disciplinary Knowledge



Pupils work as geographers by:

- identifying physical and human features
- interpreting maps and symbols
- comparing locations and environments
- identifying patterns
- explaining relationships between people and places
- justifying conclusions

Disciplinary progression

- identify → compare → investigate → explain → justify

Secure End Point

Pupils independently explain how geography influenced where people settled and how environments affected communities over time.

Application Subjects

Art

- explore prehistoric cave art, natural materials, texture and pattern through practical creative activities
- practise sketching, printing and creating artwork inspired by prehistoric cultures and artefacts
- connect learning to communication, symbolism and historical understanding

DT

- design and create prehistoric tools, shelters and settlement models through practical making activities
- practise planning, construction, testing and evaluation through purposeful design tasks
- connect learning to survival, innovation and early human life

Design and Technology Integration

Design

- design a prehistoric shelter or tool considering purpose and materials

Make

- construct a model using selected materials and techniques

Evaluate

- evaluate effectiveness and suggest improvements

DT coverage

- structures
- design-make-evaluate process

Maths

- apply measuring, timelines, mapping and data handling through historical investigations



- practise reasoning, comparison and interpreting information logically
- connect mathematical understanding to chronology, settlements and practical enquiry

ICT

- use digital tools to research prehistoric Britain and present findings clearly
- recognise that technology can support historical enquiry and communication
- practise safe and responsible use of digital devices and online resources

RE

- explore beliefs, rituals and traditions within early communities and ancient societies
- practise respectful discussion, comparison and interpretation of beliefs and values
- connect learning to identity, community and historical understanding

PDL

- reinforce emotional literacy, belonging and positive participation through reflection on prehistoric communities and relationships
- practise cooperation, communication and teamwork through collaborative enquiry and practical learning activities
- develop resilience, confidence and independence through problem solving and challenge-based tasks
- explore how people’s needs, choices and actions influenced survival and community life
- connect learning to self-awareness, relationships and understanding how communities support one another

Science

- develop understanding of how humans and animals need food, shelter and resources to survive within different environments
- investigate materials and natural resources used by prehistoric people and explore how properties influenced their use
- practise observing, questioning and identifying patterns through practical enquiry and investigation activities
- develop understanding of how environments can influence living things and how changing conditions affect survival
- use evidence, prediction and observation to explain how people adapted to changing circumstances over time
- connect learning to scientific thinking by asking questions, testing ideas and communicating findings using increasingly ambitious vocabulary

Music

- explore prehistoric sounds, rhythm and percussion through practical listening and performance activities
- practise pulse, beat and rhythmic patterns through body percussion, instruments and collaborative sound-making
- create and perform prehistoric-inspired compositions and soundscapes using voices and instruments
- listen and respond to music and sounds to discuss mood, meaning and communication
- connect learning to storytelling, communication, celebration and understanding how early communities may have used music

Music element	Integration
Listening and appraising	listen to tribal drumming and discuss mood and purpose
Singing	repeated rhythmic chants
Composition	create prehistoric rhythm patterns using percussion



Performance	perform group drumming patterns
Musical vocabulary	pulse, rhythm, beat, tempo

English Progression and National Curriculum Links

This curriculum follows a **spiral progression model**. Knowledge and skills are revisited and developed with increasing complexity. Pupils build upon prior learning through greater independence, increasingly ambitious vocabulary and more sophisticated reading and writing outcomes.

Reading

- retrieve information from historical fiction and non-fiction texts
- identify key events and sequence ideas chronologically
- discuss characters, themes and historical settings
- make predictions and draw simple inferences using evidence from texts
- compare texts and identify similarities and differences between experiences and periods of time

Writing

- orally rehearse ideas before writing
- write descriptive sentences linked to prehistoric settings and experiences
- create diary entries and historical narratives
- write explanation texts linked to settlements and change over time
- compare different periods of prehistoric Britain through structured writing
- create information texts, captions and presentation outcomes

Grammar and Punctuation

- use expanded noun phrases to add detail and description
- extend ideas using conjunctions including *because, when, if, although* and *so*
- use fronted adverbials linked to chronology and time
- organise ideas into paragraphs
- use punctuation accurately within increasingly detailed writing

Spoken Language / Oracy

- participate in discussion and collaborative learning activities
- ask and answer questions using historical vocabulary
- explain ideas using evidence and reasoning
- present information clearly to others
- communicate understanding confidently through presentations and discussion

Mixed-age Challenge (Year 4 depth)

Reading

- identify themes and patterns across texts
- justify ideas and interpretations using evidence
- compare different viewpoints and experiences

Writing

- write increasingly detailed explanations and comparisons independently
- organise writing into coherent sections and paragraphs
- adapt writing for different audiences and purposes



Grammar

- use a wider range of conjunctions and sentence structures independently
- vary sentence openings and improve cohesion across writing

Future Learning (English)

Pupils are preparing for future history and geography units where they will:

Reading

- retrieve, infer and interpret information from increasingly complex texts
- compare viewpoints and identify themes across texts

Writing

- write increasingly detailed narratives, explanations and reports
- justify ideas and opinions using evidence

Grammar and Punctuation

- organise writing effectively for different purposes
- apply increasingly complex sentence structures accurately

Spoken Language / Oracy

- communicate ideas confidently through discussion, debate and presentation

Future learning

Pupils will apply chronology, comparison and evidence skills within future history and geography units.

History

- understand how civilisations developed and influenced societies
- identify significance and change across periods of history
- investigate how evidence can be used to answer historical questions

Geography

- compare locations and environments in greater depth
- understand how physical and human features interact
- explain patterns and relationships across places and communities

English

- retrieve, infer and interpret increasingly complex information
- communicate ideas through increasingly detailed spoken and written outcomes

Application Subject Progression and National Curriculum Links

Art



Year 3

- explore prehistoric cave art, pattern and symbolism
- use sketching, painting and natural materials to create artwork
- develop understanding of texture, colour and artistic techniques

Year 4 extension

- explain how prehistoric art communicated ideas and meaning
- evaluate artistic choices and techniques in greater depth
- refine artwork using increasingly controlled techniques

Disciplinary progression

- explore → create → refine → evaluate

DT

Core Knowledge

Pupils develop understanding of how products and structures are designed for purpose. Pupils explore how prehistoric people used materials, tools and shelters to meet their needs.

Year 3

- investigate prehistoric tools, shelters and settlements
- generate ideas through drawing, discussion and modelling
- create and evaluate purposeful products
- explore materials and simple construction methods
- create purposeful products and structures
- discuss design choices

Year 4 extension

- explain how prehistoric tools evolved to meet changing needs
- evaluate and improve products using specific design criteria
- justify choices of materials and construction methods
- refine ideas considering effectiveness and purpose
- select materials appropriately
- evaluate and improve outcomes independently

Disciplinary Progression

design → make → test → evaluate → improve

Computing

Year 3

- use digital tools to research and present information
- organise and communicate findings clearly
- use technology safely and responsibly

Year 4 extension



- select and justify appropriate digital tools independently
- combine and evaluate information from multiple sources
- present findings for a specific audience and purpose

Disciplinary progression

- create → organise → communicate → evaluate

Maths

Year 3

- use timelines, measuring and data handling within investigations
- apply reasoning and comparison skills within practical contexts
- interpret information linked to chronology and settlements

Year 4 extension

- interpret timelines and historical data to identify patterns over time
- justify mathematical conclusions using evidence
- solve multi-step reasoning problems linked to chronology and settlements

Disciplinary progression

- measure → compare → interpret → justify

RE / PDL

Year 3

- explore beliefs, communities and values within early societies
- discuss relationships, belonging and cooperation
- reflect on how communities support individuals

Year 4 extension

- compare beliefs and values across communities and cultures
- explain how values influence choices and actions

Disciplinary progression

- recognise → discuss → reflect → explain

Music

Year 3

- explore pulse, rhythm and simple musical patterns through prehistoric themes
- use voices, body percussion and instruments to create and perform simple compositions
- listen and respond to sounds and music linked to prehistoric life and storytelling

Year 4 extension

- explain how rhythm, tempo and dynamics affect mood and meaning



- create and refine increasingly structured prehistoric-inspired compositions
- evaluate and justify musical choices using appropriate vocabulary

Disciplinary progression

- listen → explore → create → perform → evaluate

Science

Year 3

- observe and compare materials, natural resources and environments linked to prehistoric life
- ask questions and carry out simple practical enquiries linked to survival, materials and adaptation
- identify patterns and relationships through observations and evidence gathering
- use scientific vocabulary to communicate ideas and findings

Year 4 extension

- explain how environments and changing conditions affect living things and survival
- interpret evidence and identify relationships between materials, environments and human choices
- justify ideas using observation, prediction and increasingly independent scientific reasoning

Disciplinary progression

- observe → question → investigate → identify patterns → explain → conclude

Cross-curricular links

Subject	Application
English	diary writing, explanation texts, historical comparison writing, vocabulary development and presentation outcomes
History	chronology, evidence investigation, comparison of prehistoric periods and historical interpretation
Geography	settlements, land use, environmental influence and map work
Art	cave paintings, prehistoric patterns and artefact-inspired artwork
DT	designing and creating shelters, tools and settlement models
Maths	timelines, measuring, reasoning and data handling linked to investigations
PDL	emotional literacy, resilience, teamwork, belonging and reflection
ICT	researching, presenting and communicating learning digitally
RE	beliefs, rituals, community values and respectful discussion

Substantive Knowledge Sequence

Week	Substantive knowledge
Week 1	What is prehistory? Timeline and evidence
Week 2	Stone Age life and survival
Week 3	Cave art, tools and technology
Week 4	Farming and settlements
Week 5	Bronze Age and Iron Age developments
Week 6	Change over time and museum outcome

National Curriculum Coverage Audit



Subject	National Curriculum Coverage within this Unit
History	changes in Britain from the Stone Age to the Iron Age; develop chronologically secure knowledge and understanding; address and devise historically valid questions; understand how knowledge of the past is constructed from sources
Geography	describe and understand key aspects of human geography including settlements and land use; use maps, atlases and digital mapping; interpret geographical information
English Reading	retrieval; inference; discussion; vocabulary development; historical fiction and non-fiction
English Writing	narratives; explanation texts; information writing; speaking and listening
Spoken Language	discussion, questioning, presentation and justification
Art	exploring techniques, pattern, symbolism and evaluation
DT	design, make, evaluate and improve
Computing	research, communication and presentation
Maths	measurement, chronology, reasoning and interpretation

<p>Anchor Texts:</p> <ul style="list-style-type: none"> • Stone Age Boy • The Wild Way Home • Stig of the Dump <p>Supporting texts/recommended reads:</p> <ul style="list-style-type: none"> • A Street Through Time • The First Drawing • The Pebble in My Pocket • See Inside The Stone Age • prehistoric Britain information texts • archaeology and artefact reference texts • poetry linked to nature, tribes and survival 	<p>Reading Focus:</p> <ul style="list-style-type: none"> • historical enquiry • evidence and interpretation • chronological understanding • ambitious historical vocabulary
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Disciplinary Reading Opportunities

- retrieval
- prediction
- inference
- vocabulary exploration
- evidence interpretation
- discussion and justification

Genre Coverage

Genre	Coverage
Historical fiction	Stone Age Boy; The Wild Way Home
Information texts	prehistoric reference texts
Visual texts	maps, artefacts, timelines
Poetry	prehistoric and nature poetry
Non-fiction	archaeology and evidence texts

Reading Progression Audit



Reading Domain	Coverage within this Unit
Fluency	echo reading; repeated reading; oral storytelling
Vocabulary	explicit Tier 1-3 vocabulary instruction
Retrieval	information gathering from texts and artefacts
Inference	interpreting evidence and historical events
Prediction	historical questioning and discussion
Explanation	explaining ideas using evidence
Comparison	Stone Age-Bronze Age-Iron Age comparison
Oracy	debate, presentation and discussion

Reading Spine Links

Reading Spine Unit: Stone Age to Iron Age (LKS2 Cycle 1)

Reading focus areas:

- historical enquiry
- evidence and interpretations
- chronological understanding
- ambitious historical vocabulary

Fluency approaches:

- echo reading
- paired reading
- oral storytelling
- repeated reading
- performance reading

Retrieval focus:

- recalling key historical events and developments
- sequencing periods chronologically
- identifying and applying historical vocabulary
- using evidence from texts to justify ideas

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:

- historical fiction, information texts and disciplinary reading
- increasingly ambitious vocabulary and language structures
- retrieval, inference and evidence interpretation
- repeated reading opportunities to develop fluency
- discussion and oracy opportunities to strengthen comprehension
- diverse texts which promote belonging, curiosity and engagement

Pupils move from:

reading to retrieve → reading to interpret → reading to justify



Pupils revisit and apply reading behaviours across the curriculum to strengthen fluency, comprehension and long-term knowledge retention.

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1: cave, tool, fire, tribe, hunt, farm, home, metal

Tier 2: survive, discover, compare, investigate, adapt, settle, develop, evidence

Tier 3: prehistoric, archaeologist, artefact, hunter-gatherer, settlement, chronology, civilisation, agriculture, Bronze Age, Iron Age, interpretation

Oracy & Fluency

- echo reading
- paired reading
- oral storytelling
- performance reading
- discussion circles
- reader’s theatre
- historical debate and questioning
- partner explanation and evidence talk

SEMH Reading Approach

Texts are selected to provide emotional safety, opportunities for reflection, strong relational themes and meaningful discussion to support regulation, belonging and confidence. Historical learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and practical experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage enquiry and develop confidence without reducing curriculum expectations.

Visits and Visitors:

- Topic-linked visitor, workshop or historical expert where appropriate (e.g. archaeologist, museum educator or prehistoric workshop provider)
- Visit a local museum, historical site or heritage setting to explore artefacts, settlements and evidence from the past
- Use outdoor learning, Forest School experiences and practical survival activities to develop understanding of prehistoric life and communities
- Practical enrichment experiences designed to deepen historical vocabulary, curiosity and real-world understanding

Home Learning:

- Family discussion prompt linked to topic vocabulary, historical discoveries or life in prehistoric Britain
- Simple creative or practical activity to reinforce retrieval (e.g. cave art, timeline, artefact sketch or model making)
- Optional object, photograph, drawing or spoken contribution to bring back into class and share with others
- Short reading, research, talk or observation task to support curiosity, confidence and home-school connection

Home Reading Opportunities

Families are encouraged to revisit key texts together, practise repeated reading and discuss historical themes, vocabulary and ideas. Opportunities for discussion should support curiosity, questioning and understanding of how life changed over time through prehistoric Britain.



Assessment opportunities:

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Week	Assessment focus	Evidence
Week 1	prior knowledge and historical vocabulary	discussion and observation
Week 2	understanding of Stone Age life and use of new vocabulary	oral responses and practical activities
Week 3	chronological understanding and historical enquiry	written work and discussion
Week 4	understanding of settlements and historical change	practical and written outcomes
Week 5	comparison of Stone Age, Bronze Age and Iron Age life using evidence	discussion, written responses and investigation outcomes
Week 6	final outcome and communication of historical understanding	presentation, museum exhibition and completed work

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify different rock types and their properties
- recall vocabulary linked to rocks, fossils and soils
- explain how rocks and soils are formed

Disciplinary Thinking

- ask scientific questions and make observations
- classify and compare materials using evidence
- identify patterns and draw conclusions

Application

- communicate findings through spoken, practical and written outcomes
- explain ideas using scientific vocabulary
- apply learning independently within the final outcome

Leaders Monitor Impact Through:

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts



- monitoring use of ambitious vocabulary in reading and writing
- Reading Spine progression reviews

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy
- Handwriting and Recording Development Policy



Appendix 1: Year 3-4 Spelling Progression Map

Term	Focus	Example patterns	Linked units
Autumn 1	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-	Stone Age
Autumn 2	Suffixes	-ation, -ly	Rock Detectives
Autumn 2	Statutory words	accident, actual, address, answer	Winter Wishes
Spring 1	Possessive apostrophes	plural possession	Ancient Egypt
Spring 1	Prefixes and root words	sub-, inter-, anti-, super-	Light and Shadows
Spring 2	Homophones	scene/seen, weather/whether	Easter Journeys
Summer 1	Suffix rules	-ous	Tremors
Summer 2	Statutory word review	favourite, grammar, guide, interest, knowledge	Passport to Europe

Appendix 2: Year 3-4 Grammar Progression Map

Unit	Main grammar focus
Stone Age	expanded noun phrases; chronological language
Rock Detectives	conjunctions; explanation language
Winter Wishes	descriptive language; figurative language
Ancient Egypt	fronted adverbials; paragraph organisation
Light and Shadows	subordinate clauses; scientific explanation
Easter Journeys	comparative language; reflection
Tremors	explanation and reasoning language
Healthy Me	persuasive and evaluative language
Passport to Europe	paragraph cohesion; comparative language

Appendix 3: Appendix: English Coverage and Progression Overview

Area	Coverage	Where evidenced
Year 3-4 statutory spelling words	✓	Spelling Appendix + unit retrieval
Prefixes/suffixes	✓	Unit spelling sections
Homophones	✓	Spelling Appendix
Word families/morphology	✓	Unit spelling progression
Expanded noun phrases	✓	Grammar Appendix + unit application
Fronted adverbials	✓	Unit grammar sections
Direct speech	✓	Narrative units
Present perfect tense	✓	Unit progression
Paragraphs	✓	Writing outcomes
Editing/proofreading	✓	Writing process sections
Handwriting	✓	Handwriting curriculum



Appendix 4: Storybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection

- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience